

Strategic Plan—Principal’s Annual Summary for the 2018-2019 School Year
Ft. Smallwood Elementary School

At Fort Smallwood Elementary School (FSES), we believe that every student can and will achieve when we reach, teach and meet the needs of the whole child. In order to do so, we have targeted fostering caring and nurturing relationships that result in a deeper understanding of our students, their families, and the stories that accompany them. To that end, we have chosen to focus on Strategic Plan Indicator 1 to “increase the percentage of students, families, staff, and partners who report feeling like a valuable member of the school or school system community” and Indicator 2 to “increase the percentage of students who report that AACPS staff care for and support them.” We also decided to focus on supporting our students in pre-K through grade 2 in establishing a strong reading foundation, and selected Indicator 5 to “increase the percentage of students who read on or above grade level by the end of second grade.” We believe positive progress on all three of these indicators will lead to students who are academically, socially and emotionally prepared for their futures.

During the 2018-2019 school year, Fort Smallwood Elementary offered satisfaction surveys to parents, guardians, and stakeholders on each of the county’s prescribed parent/teacher conference dates. We used that data to determine the level to which parents believed their students were cared for as individuals, the extent to which parents felt welcomed to participate in school-related activities, and how well-informed they believed they were relative to their child’s educational program. Initial responses showed that of the 38 respondents:

- 82% either strongly agreed or agreed that their students were cared for as individuals (Indicator 2);
- 95% either strongly agreed or agreed that they felt welcomed to participate in school related activities (Indicator 1); and
- 82% either strongly agreed or agreed that they were well informed regarding their child’s education program (Indicators 1 and 2).

Our students’ progress in Reading during the 2018-2019 school year was as follows:

- For 2nd grade students, the percentage of FSES students meeting or exceeding grade level expectations on Fountas & Pinnell (F & P) Benchmark Assessments increased by 7% between the end of 1st grade (June 2018) and the end of 2nd grade (June 2019). (Indicator 5)
- The percentage of students meeting or exceeding expectations on the AACPS Quarterly Reading Assessments increased by 18% from the 2nd Marking Period to the 3rd Marking Period.
- The percentage of all FSES students meeting or exceeding grade level expectations on F & P Benchmark Assessments went from 68% (January 2019) to 67% (May 2019), showing a slight decrease.

As we progress through the 2019-2020 school year, FSES will remain resolute in its efforts to create a school community where all feel welcome, valued, and cared for as unique individuals. As a staff, our professional development will continue to focus on relationship building, customer service, and data-responsive teaching. Additionally, we have been afforded a School Performance Coach (SPC) to more closely monitor our progress in the targeted areas of reading

and math. We are also using student case studies to monitor the impact of specific instructional practices on students who are not yet reading on or above grade level. Lastly, we are assembling our Excellence in Gifted and Talented Education (EGATE) application for submission in December. This recognition, if earned, is representative of the fact that FSES takes special care to differentiate instruction, realign student groups, and adjust the curriculum to meet the needs of all learners.(Indicators 1, 2, 5 and 6)

These areas of focus will be the hallmark of our school improvement efforts for the 2019-2020 school year.

David Sembly
Principal, Fort Smallwood Elementary