

**Title I School Performance Plan Addendum At-a-Glance  
Executive Summary  
SY22-23**

**Introduction**

In alignment with the goals and priorities of Prince George's County Public Schools (PGCPS), the School Performance Plan (SPP) allows for a transparent and collaborative school improvement process with a focus on student achievement.

An addendum to the School Performance Plan was developed in School Year (SY) 2022-2023 as the continuation of the detailed work and planning completed in the previous years. The SPP Addendum focuses schools on engaging in disciplined inquiry cycles through the use of Plan, Do, Study, Act. Through the successful utilization of Plan, Do, Study, Act, schools are able to plan, assess, and study school improvement actions to impact student achievement and teacher practice.

<b>School Profile</b>		
[School Name Level] School Performance Plan	School Code	School Designation
<b>School Name</b>	ANDREW JACKSON ACADEMY	0645
<b>School Address</b>	3500 REGENCY PKWY, FORESTVILLE MD 20747	
<b>Local School System (LSS)</b>	Prince George's County Public Schools	
<b>Grades Served</b>	00K - 08C1	
<b>Principal's Name</b>	Warren Tweedy	
<b>Principal's Email Address</b>	warren.tweedy@pgcps.org	
<b>School Phone Number</b>	3018170310	
<b>Principal Supervisor's Name</b>	Fossett, Kristil Deshawn	
<b>Principal Supervisor's Email</b>	kfossett@pgcps.org	
<b>School Vision &amp; Mission</b>		
<b>Vision</b>	"Changing the Mindset of a School and Community to Transform Lives"	
<b>Mission</b>	<p>The Academy at Andrew Jackson is a comprehensive school committed to providing a strong academic program for ALL students. Based on an understanding of the developmental needs of adolescents and the diverse cultural population we serve, our mission will be accomplished by:</p> <p>Utilizing a variety of instructional assessment strategies;</p>	

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

**Title I School Performance Plan Addendum At-a-Glance  
Executive Summary  
SY22-23**

Employing higher-order thinking skills at ALL levels of instruction;  
Ensuring that all cultures are represented in the curriculum;  
Providing a safe and orderly environment;  
Providing activities and supportive adults that foster the development of healthy social skills;  
Involving parents at all levels of the school program.

**Title I School Performance Plan Addendum At-a-Glance  
Executive Summary  
SY22-23**

	<p style="text-align: center;"><b>SMART Goals</b></p> <p>(A targeted aspiration that serves as the focal point for collective improvement efforts. <b>S</b> - specific; <b>M</b> - measurable; <b>A</b> - achievable; <b>R</b> - realistic; <b>T</b> - timebound.)</p>	<p style="text-align: center;"><b>Strategy</b></p> <p>(A technique/area of focus that school teams will use to address the <b>SMART</b> Goal.)</p>	<p style="text-align: center;"><b>TSI Intervention</b></p>
1	<p>Mathematics: By June 2023, the percentage of students who meet or exceed grade level expectations will increase by 5% Points on MCAP Mathematics.</p>	<p>Think-Pair-Share</p>	<p>Think-Pair-Share ...Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.</p>
2	<p>Attendance: By June 2023, the percentage of students who are not chronically absent will increase by 5% Points.</p>	<p>Increased communication with parents and families about our attendance policy</p>	<p>PBIS Quote taken from a study related to the impact of PBIS: "The results of the paired-samples t tests indicated that grades did not change after participating in PBIS, but attendance and the number of discipline referrals did</p>

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

**Title I School Performance Plan Addendum At-a-Glance  
Executive Summary  
SY22-23**

			significantly improve after participating in PBIS."
3	:		

Title I Narrative

The school's plan to ensure external stakeholders (including parents, families, communities and other partners) have the opportunity to provide input and engage in joint development of school plans.

1. In preparation for SY23, provide a detailed description of how a broad range of stakeholders (including parents, school staff and community members) had and/or will have the opportunity to be involved in school-level data analysis in order to identify the school's academic needs and root causes. Include how evidence of this process has/will be collected at the school level.

- Stakeholder Engagement in Data Analysis

MCAP Data, Benchmark, SchoolMax, APEX, Reading Inventory, IXL, IReady, Lexia, WIDA, FARMS,

The Academy Executive Parent Council will be used as the main conduit in presenting school-level data to include: District & State Assessments and APEX (attendance) reports. During each of these monthly internal and external stakeholders were present including administrators, parents, teachers, community members and students. The Academy Parent Council also provided feedback on funding allocations and school programs and initiatives. The AEPC will meet on the 2nd Wednesday of every month during SY 23.

Staff members will be provided assessment and attendance data and tasked with analyzing the data and identifying trends and areas of weaknesses. At follow up staff meetings, teachers will have the opportunity to provide feedback and offer suggestions relating to current root causes/needs by analyzing current systems, structures and policies in order to evaluate their effect on academic, assessment and behavioral data. Teachers will analyze district assessment data (Quarterly) and intervention data (Biweekly) to determine instructional needs, small group learning logistics and next steps.

School-wide data summary reports will be shared on the school's website and shared with interested parties

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

**Title I School Performance Plan Addendum At-a-Glance**  
**Executive Summary**  
**SY22-23**

upon written request. During Individual Education Plan (IEP), School Instruction Team (SIT), Parent-Teacher Conferences, and 504 meetings, data relevant to attendance, student assessments, and other educational data will be shared with parents and educational stakeholders.

Rolling Agendas meeting notes, evaluations, emails, family engagement night flyers, Community School Parent and Family Engagement Plan document

2. In preparation for SY23, provide a detailed description of when and how a broad range of stakeholders (including parents, school staff and community members) provided and/or will provide the opportunity to give input on the school's current Performance Plan (Title I Schoolwide Plan). Include how evidence of this process has/will be collected at the school level.

- Stakeholder Engagement on SPP Team

- \* Two family engagement activities will be held during the month of October 14, 2022 Academy Parent Executive Advisory Council and October 27, 2022 Hispanic Heritage Month Celebration.
- \* All Stakeholders will be educated on the SPP and provided preliminary data pertaining to SMART GOALS for Mathematics and Attendance, (SY 22 Benchmark #1 & #2, Attendance data via APEX and School Max). They will be provided a link to review school data pertaining to the SPP.
- \* AJA will elicit stakeholder feedback via Surveys and collaborative conversations during meetings.
- \* Rolling Agendas meeting notes, evaluations, emails, family engagement night flyers, Community School Parent and Family Engagement Plan document

3. In preparation for SY23, provide a detailed description of what strategies and/or events are used to engage parents and families in the joint development of the school's Parent & Family Engagement Plan and School-Parent Compact. Include how evidence of this process has/will be collected at the school level.

- Stakeholder Input on PFE Plan & Compact

1. The Academy Executive Parent Council will review the SY22 Parent and Family Engagement Plan and School-Parent Compact. Input from families will be provided during the October session. Adjustments will be made to the Parent & Family Engagement Plan and School-Parent Compact and made available for viewing.
2. Distribution will occur via Class Dojo, SchoolMessenger and the school website.
3. Evidence will consist of sign-in sheets, agendas, and physical copies of the Parent & Family Engagement Plan and School-Parent Compact.

4. In preparation for SY23, provide a detailed description of how parents and families provide input on how the Parent & Family Engagement (PFE) Title I allocation will be used. Include how evidence of this process has/will be

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

**Title I School Performance Plan Addendum At-a-Glance  
Executive Summary  
SY22-23**

collected at the school level.

- Stakeholder Input on PFE Allocation

1. The PFE initial meeting was held September 21, 2022 and the next meeting will be held on October 14, 2022 to discuss the PFE Title. During the first meeting Smart Goals, Title One allocation and expenditures, SBB staffing, Community School Family Engagement Partnerships.

2. Parents will participate in monthly meetings to discuss PFE, be provided needs assessment via Community Schools, and surveys to assess needs of families and the community.

3. Rolling Agendas meeting notes, evaluations, emails, family engagement night flyers, Community School Parent and Family Engagement Plan document

5. In preparation for SY23, provide a detailed description of how state, federal, and local resources are combined to maximize the impact on student achievement (e.g. Title I funds used for transportation to support Extended Learning Opportunity programs funded through Title III grant funds.) Include how evidence of this process has/will be collected at the school level.

- Blending Resources to Impact Achievement

1. Andrew Jackson Academy's funding sources Community Schools, SBB, SOR, ESSA, STEER, Title One. The Principal coordinates a monthly meeting with all program stakeholders in order to coordinate program and service delivery that align with school smart goals and review student achievement data. The SPMT team monitors the progress of all interventions, programs, student progress and budget expenditures. Recommendations are made if necessary.

2. Documents will include monthly SANE from each team, emails, invitations and fliers.

*\* Please contact the school for information regarding the School Performance Plan.*

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools