

**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.

School Profile			
[School Name Level] School Performance Plan		School Code	School Designation
School Name	BEACON HEIGHTS ELEMENTARY	1907	
School Address	6929 FURMAN PKWY, RIVERDALE MD 20737		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	00K - 06		
Principal's Name	Lila Walker		
Principal's Email Address	lila.walker@pgcps.org		
School Phone Number	3019188700		
Principal Supervisor's Name	Williams, Wanda C		
Principal Supervisor's Email	wandaw@pgcps.org		
School Vision & Mission			
Vision	Beacon Heights Elementary school creates an atmosphere of respect for individual differences and community values built on creating a challenging learning environment in Science, Technology, Writing or Robotics, Engineering, Arts, and Math, which maximizes individual potential and ensures students are well-equipped to meet the challenges in the world around them.		
Mission	Our mission at BHES strives to create a school atmosphere that makes environmental sustainability a priority. Utilizing the resources already set in place, we, as a school, will		

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work towards integrating the STREAM curriculum so that it reaches across disciplines and age levels. Students will be encouraged to meet academic challenges with enthusiasm, building confidence and creating builders of an ecologically and environmentally sound earth.

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<p style="text-align: center;">SMART Goals</p> <p>(A targeted aspiration that serves as the focal point for collective improvement efforts. S - specific; M - measurable; A - achievable; R - realistic; T - timebound.)</p>	<p style="text-align: center;">Strategy</p> <p>(A technique/area of focus that school teams will use to address the SMART Goal.)</p>	<p style="text-align: center;">TSI Intervention</p>
<p>1</p> <p>Mathematics: During the SY22-23 Administration of MATH MCAP, the percentage of students scoring levels 3 and 4 will increase by at least 5 percentage points in grades 3-6 (each grade level).</p> <p>In Grade 3 from: 16% to 21% In Grade 4 from: 16% to 21% In Grade 5 from: 8% to 13% In Grade 6 from: 3% to 8%</p>	<p>Continue Collaborative Conversations</p>	
<p>2</p> <p>RELA/ELA: During the 2022-2023 SY, the percentage of students scoring proficient or higher will increase by 5 percentage points as measured by the 2022 MCAP ELA assessment.</p> <p>Grade 3 -18% to 23% Grade 4 - 30% to 35% Grade 5 - 33% to 38% Grade 6 - 16% to 31%</p>	<p>CLOSE READING</p>	
<p>3</p> <p>:</p>		

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.

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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

Our stakeholders will have the opportunity to be involved in the examination of relevant academic data to understand the needs and root causes throughout the school year. Initially, at our Back-to-School Night, parents and community members will have the opportunity to hear about the data sets that drive our instruction including Benchmark data, MCAP, DIBELS, DRA, etc as current data sets become available . In addition to Back to School Night, there will be various instructional parent sessions offered to parents during which school staff will review current academic data to keep parents informed. Those events include Literacy Night, Math Night, and STEM Nights. Our school also has an active Parent Teacher Organization (PTO) and during these monthly meetings, data will be shared as well in the areas of reading, math, and science. We will also discuss any upcoming assessments during these parent meetings. In regards to school and district staff, our school data is collected and studied on a regular basis. Our instructional staff engage in collaborative planning, Learning Walks, classroom observations, as well as Leadership Team and Data Analysis meetings to keep everyone active in the review and discussion around data and ways to improve academic achievement. Rolling agendas and SANE documentation will be collected as evidence.

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

Stakeholders, including parents, school staff, administration and community members, including central office staff are given an open opportunity to learn about and give input on our Title I Plan which is embedded in the school performance plan (SPP). School staff will be engaged in the SPP conversation during the Leadership Team meetings and Data discussions. Staff, parents and other stakeholders will be provided the opportunity to give input during our quarterly Turtle Talks with parents, monthly PTO meetings, as well as being able to "Ask the Principal School Dojo"-this is where parents can write in and talk to the principal about any school-based decision and the Principal will address all questions. The school will provide interpretation and translations and all communications will be written in a language parents and families can understand. All feedback and

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suggestions will be captured via surveys and/or evaluations and input will be taken into consideration during Leadership Team Meetings. Rolling agendas and SANE documentation will be collected as evidence.

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

The school will employ several strategies to encourage parents to participate virtually and/or in person in the decision making process for their children. A SY22 Spring Parent Input Meeting was offered to allow parents time to review our SY22 Parent Plan and Compact and make suggested revisions. In addition, an annual Title I Orientation will be held in the Fall, to inform parents about the Title I program, parents' rights and ways to be involved in their children's education. During this event parents will learn about the school's Parent Plan and School-Parent Compact. Parents will have an opportunity to share any ideas on both documents and any suggestions of improvement will be taken into consideration. The school will also host quarterly chat-n-chews and provide parent surveys throughout the year to determine the needs of families. Those survey responses will be used to revisit the opportunities in the Parent Plan and Compact. Because a large portion of the student enrollment population is from other countries, a representation from the interpreter bank will be available to foster two-way communication. Parent input will also be used to educate the staff on how to work with parents as partners in their children's education. Title I Parent Plans and Compacts will be distributed to parents through Class DoJo and during Parent/ Teacher Conferences in November. Rolling agendas and SANE documentation will be collected as evidence.

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 collected at the school level.

- Stakeholder Input on PFE Allocation

An overview of the Title I allocation will be presented during the Title I Parent Overview/ Back to School Night. Parents and families will have the opportunity to provide input on the Title I allocation through the completion of surveys throughout the year and during PTO meetings. In addition, a Spring parent session was hosted to gather input on the Title I parent budget to make decisions for the SY23 Title I Plan. The opportunities allow the parents to have an active voice in what will happen in the schools. All feedback and suggestions will be captured via surveys and/or evaluations and input will be taken into consideration during Leadership Team Meetings. Rolling agendas and SANE documentation will be collected as evidence.

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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

The Title I program funds much needed positions in critical areas for the demographics of the school populations that we serve. Ensuring that schools have specific human resources such as additional classroom teachers and paraprofessionals are crucial in order to move student data. As well as, ensuring that the instructional technology identified to support students at risk are beneficial. The Title I Office funds the purchase of research based programs that are proven to close achievement gaps. In addition to our Title I resources, we are a Community School which allows for ELO programs and supplemental resources for students and staff. Our school also gets additional support through the ESOL office, the SPED office, the Office of Talent Development, and our Area Office. Our district partners provide professional development for our teachers, coaching within the classes, as well as Learning Walk support and feedback to assist with improving our practice. In regards to business partnerships we have plenty. Our church community: Refreshing Springs- COGIC Church, as well as Word of Faith Church offers student supplies for all students. In addition, the Community Youth Advance and the Beacon Heights Homeowners Association with student supplies for students in need. We also have the SEEDS for our monthly food pantry to allow parents to receive groceries as needed. These partnerships help our school community to eliminate barriers for food security and academic needs. Rolling agendas and SANE documentation will be collected as evidence.

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

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