

**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>	BENJAMIN STODDERT MIDDLE	0615
<b>School Address</b>	2501 OLSON ST, TEMPLE HILLS MD 20748	
<b>Local School System (LSS)</b>	Prince George's County Public Schools	
<b>Grades Served</b>	06 - 08	
<b>Principal's Name</b>	Tisa Morgan	
<b>Principal's Email Address</b>	tisa.morgan@pgcps.org	
<b>School Phone Number</b>	3017027500	
<b>Principal Supervisor's Name</b>	Lee, Dallas Donnell	
<b>Principal Supervisor's Email</b>	Dallas.Lee@pgcps.org	
<b>School Vision &amp; Mission</b>		
<b>Vision</b>	At BSMS, we will collectively infuse the core values of Eagle Excellence - Success, Organization, Accountability and Respect while providing a safe learning community that empowers students to love learning and thrive in a global society.	
<b>Mission</b>	The BSMS community prepares students to build successful habits, think independently and excel in a safe, high-quality instructional environment.	

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<b>SMART Goals</b> (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.)		<b>Strategy</b> (A technique/area of focus that school teams will use to address the <b>SMART</b> Goal.)	<b>TSI Intervention</b>
1	Mathematics:		Not Applicable
2	RELA/ELA: By 2023, we will increase the percent of students scoring proficient or higher on ELA MCAP by 2 percentage points.		
3	Attendance:		

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

The **\_\_Data Source(s)\_\_** listed below will be utilized to provide all stakeholders with an ongoing opportunity to participate in school-level data analysis sessions:

**Benchmark(s) - Mathematics - quarterly**

The BSMS School Planning and Management Team (SPMT), includes Leadership Team, SPP Team, parents, and community/business partners as stakeholders. This team will engage in **\_\_Quarterly SPMT\_\_** **\_\_Data**

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Analysis Sessions\*\*\_ to discuss the results from each Plan, Do, Study Act (PDSA) cycle and review the content teams' next steps to adopt, abandon or adapt instructional strategies to yield positive results for the school.

School-wide data summary reports will be shared on the school's website, physically on the school's \_\*\*Smart Goal Data\*\*\_ bulletin board (located outside of the main office), and shared with interested parties based on a written request for the information. 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.

During the BSMS Job Embedded Professional Development \_\*\*(JEPD) Data Sessions\*\*\_, internal educational stakeholders will create instructional data presentations that will delineate next steps to demonstrate an effort to improve students' academic growth and identify strategies for improving instruction.

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

The initial summary of the \_\*\*BSMS School Performance Plan (SPP)\*\*\_ \_\*\*will be shared\*\*\_ with all major stakeholders within the first quarter of the academic school year (August-October). Information related to the SPP will be provided during SPMT, Back to School Night, BSMS Parent Orientation, Parent Teacher Conferences, BSMS Job Embedded Professional Development Planning Sessions, BSMS Data Nights and other school related meetings.

Throughout the academic year, internal educational stakeholders will create a \_\*\*"What's The Plan?"\*\*\_ document based on school data in order to delineate next steps identified stakeholders will do in order to meet the needs of the students and/or the families. On an ongoing basis, there will be data driven conversations around the connection between smart goals, problem of practice and school wide instructional expectations.

\_\*\*SPP and Progress Monitoring\*\*\_ \_\*\*updates\*\*\_ will be shared with all stakeholders on a quarterly basis at the quarterly SPMT meetings. Stakeholders participating in the meetings will be able to share input via the use of a Google form, verbally during in-person data analysis sessions and/or parent meetings (in-person/virtually).

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Through a collaborative process, opportunities will be afforded for all voices to be heard in order to identify the next steps for attaining the school's goals.

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 host **three Parent Input Meetings** throughout the school year- BSMS Parent Orientation/Title I Annual Orientation (October, 2022), BSMS Mid-Year Parent (Input) Meeting (February, 2023) & BSMS End of Year Parent (Input) Meeting (May, 2023). The meetings will occur virtually with all meetings being recorded. During the initial meeting, stakeholders will engage families in the review and update of the Parent & Family Engagement Plan & School-Parent Compact. The School-Parent Compact will be revisited during the mid-year parent meeting and strategies will be implemented to support students who are not demonstrating sufficient progress throughout the school year. Families will be able to identify/express specific workshops that they may need in order to build their capacity to support their children at home.

The Parent & Family Engagement Plan and School-Parent Compact will also be incorporated into regularly scheduled **Monthly Grade-Level Parent Check-In Meetings** held in September 2022, October 2022, November 2022, December 2022, January 2023, March 2023, April 2023 and May 2023.

Additionally, parent input will be collected during **home visits** in order to extend seeking input from families regarding the academic support the families may need to bridge the gap between school and home learning. Dissemination of the parent documents will be distributed in multiple ways: posted on the **school website**, Class DoJo messages sent through School Messenger and on the BSMS Main Office Google Classroom. During **parent-teacher conferences**, the School-Parent Compact will be revisited with families whose students are not demonstrating sufficient progress throughout the school year.

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

Input on how the Parent & Family Engagement (PFE) Title I allocations will be embedded into the existing scheduled **parent meetings** held in September 2022 (Back to School Night), February 2023 (Mid-year Parent Meeting), and May 2023 (End Of the year Parent Meeting). Parents and families will be provided an

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opportunity to provide input on the school's budgets, inclusive of the Title I funds. During the meetings, dialogue will be had regarding the overall school allocations, proposed ideas for how the funds may be used to support students, staff & families alike, and how the funds align to SPP. All persons in attendance will be able to provide input/suggestions of effective ways to spend funds to improve students' academic performance, enhance the learning environment, and/or provide opportunities for enhancing families learning. Feedback will be captured electronic surveys shared with families. Data collected from the surveys and verbal input will be used to inform decisions made for allocating all school level funding.

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 School Leadership Team will ensure that funds are allocated to address the academic and social needs of our students, teachers and families in order to yield overall school improvement/success. The school team will ensure that an equity lens will be used in order to ensure every student has equitable access to a high quality, well-rounded education. The following resources will be used to maximize impact on enhancing student achievement:

1. SBB- Purchasing of staffing positions & universal materials for students & teachers
2. Title I Staffing:
  1. Professional School Counselor- Provides academic, behavioral, college and career, and social-emotional support through direct and indirect services.
  2. Instructional Coach- Continuous support for teachers through coaching and professional development activities. Support collaborative planning activities and provide support for Department Chairs.
  3. Reading Intervention/ Computer Discoveries Teacher - Provides access to a Well-Rounded Curriculum and reading intervention.

The following community input support student achievement

- \* Local Food Banks (Mobile market - produce vendor; USDA Farms to Families)
- \* Ongoing collaboration between the school, Curriculum and Instruction, OTD, AVID, ESOL and Special Education offices to ensure students are receiving the highest quality of instruction to improve their academic success; as a result, job-embedded professional development and monitoring have become an integral

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component

- \* AVID - supporting Avid Chair/teacher professional development
- \* G3 Teacher Leaders through the OTD - support new hires in teacher practice and student achievement
- \* Community of Hope - provided students with a new media center and clear backpacks

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