

**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		<b>School Code</b>	<b>School Designation</b>
<b>School Name</b>	CALVERTON ELEMENTARY	0105	
<b>School Address</b>	3400 BELTSVILLE RD, BELTSVILLE MD 20705		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	00K - 05C		
<b>Principal's Name</b>	Ronae Smith		
<b>Principal's Email Address</b>	ronae.smith@pgcps.org		
<b>School Phone Number</b>	3015720640		
<b>Principal Supervisor's Name</b>	Brown, Niki Tiara		
<b>Principal Supervisor's Email</b>	Niki.Brown@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	he students, staff, and families of Calverton Elementary School will SOARR towards excellence by building and becoming 21st century learners. (SOAR- S- Safe O- Organized A- Attentive R- Respectful and Ready to learn)		
<b>Mission</b>	We believe that every child at Calverton Elementary School has the right to a rigorous educational program which promotes individual differences, respects all cultures, and inspires a love of learning. The education of our children is our primary concern and is of the utmost importance. Our role is to prepare our children to graduate college and career		

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

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ready and with the ability to thrive in a diverse and demanding global society.

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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: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by <u>5</u> percentage points as measured by the 2023 MCAP Mathematics assessment. Baseline 2019: 11.3% Target 2021: 16.3%	3 Read Protocol: Questioning & Discussion Techniques using Collaborative Conversations	
2	RELA/ELA: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 5 percentage points as measured by the 2023 MCAP ELA assessment. Baseline 2019: 26.3% Target 2021: 31.3%	Teacher Modeling: Think-Alouds	
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.

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○ Stakeholder Engagement in Data Analysis

The teachers utilize the timelines as outlined by the School Performance Plan to Analyze and make decisions regarding student performance. Collaborative Planning and Data Inquiry are used as a means to provide an opportunity to examine academic data and understand the needs of students.

Collaborative Planning focuses on grade level data and the teachers discuss how knowledge of content and pedagogy affect their students' performance. We use this opportunity to collaborate and make instructional decisions. Grade Level Collaborative Planning takes place twice per week. Collaborative Planning will utilize the four focus areas of analysis of data, lesson planning, looking at student work and/or book study. Decisions for the focus area of collaborative planning will be data driven.

Data Inquiry: The grade levels use Data Inquiry to take an in-depth analysis of the school wide and grade level data. During this process, the teachers analyze data, discussed root causes, develop a pacing calendar for reteaching, and develop improvement plans to assist with re-teaching and remediation. Once the grade level plan is completed, we monitor the students' progress through various forms (Informal Running Records, Analytic Writing Tasks, Grade Level Common Assessments, Math Tasks, Exit Tickets, Observation, iReady data, Dreambox data). The use of rolling agendas for meetings allows for the facilitators/administrators to act, monitor, and adjust to meet the needs of the teachers. Data Inquiry meetings will be held quarterly.

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

Sharing information, reviewing documents, and updating documents with parents and community members is a continuous process at Calverton Elementary. Listed below are some of the activities, experiences, and events.

August 25, 2022 - PreK-5 Orientation

Sept. 2022: An annual Back to School Night was held to explain the Title I Plan to parents. The parent presentation included an overview of the Title I program, goals and objectives of Title I program, and Title I budget. Back to School Night was held on September 14 (primary) and September 15 (intermediate).

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Sept. 2022 - May 2023: Monthly Coffee with the Principal parent engagement meetings included an opportunity for parents to complete parent surveys, review data, share experiences, brainstorm about creative programs to involve parents, providing input for the Parent and Family Engagement Plan/ School Compact, and to participate in decisions about the education of their children.

Sept. 2022 - May 2023: Parent Teacher Organization meetings were held monthly. These meetings included experiences such as data review, survey completion, jigsaw activities, budget input, open discussions, and Q&A sessions.

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

On May 20, 2022 and during Back to School Night on September 14 and September 15, 2022, meetings for parents were held to explain the Title I plan to parents. These meetings included a parent survey regarding Parent and Family Engagement Plan/School Compact, data review, time to share experiences, opportunities to brainstorm about creative programs to involve parents, and to participate in decisions about the education of their children.

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

During the 2022-2023 school year, parents will be invited to participate in PTO meetings and engage in workshops, activities, and events including providing input regarding the Title I budget allocation. The parents will be invited to share information about priorities for fund use including staffing, training, field trips, ELOs, materials they would like to use at home, technology resources, and community guest speakers. The Principal will also share the Title I Plan, SBB, and the SPP with parents

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

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Title I funds were used to purchase three classroom teachers, 2 paraprofessionals, and one resource teacher. The Title I Resource Teacher pulls enrichment groups and facilitates collaborative planning to monitor strategies used by the teachers including the intervention programs purchased by Title I and Community Schools funds. Title I funds were used to purchase MyOn Reader, MyOn News and Learning A-Z. Community Schools funds will be used to provide for the ELO program. One percent of the Title I allocation will be used for training parents to increase learning opportunities at home and beyond the walls of the classroom. This included workshops and materials of instruction.

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