

**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>	CHEROKEE LANE ELEMENTARY	2121	
<b>School Address</b>	2617 BUCK LODGE RD, ADELPHI MD 20783		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	00K - 06		
<b>Principal's Name</b>	Brian Galbraith		
<b>Principal's Email Address</b>	brian.galbraith@pgcps.org		
<b>School Phone Number</b>	3014458415		
<b>Principal Supervisor's Name</b>	Tasker-Mitchell, Ava Shree		
<b>Principal Supervisor's Email</b>	Ava.Taskermitchell@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	Cherokee Lane ES will be a school of excellence where teaching and learning empowers and inspires students, parents, staff, and the external community.		
<b>Mission</b>	Our mission is to provide a rigorous instructional program that allows all students to achieve at high levels and reach their full potential.		

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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 5 percentage points as measured by the 2023 MCAP Mathematics assessment.	1) Informal learning walks, among peers, to assess the use of student discourse orally in the classroom. 2) Math Collaborative planning sessions focusing on including discourse activities in their lesson plans (ie: math talks, teacher questioning) 3) Model student discourse: view exemplar classroom videos or have a group of teachers model a conversation.	
2	Attendance: During the 2022-2023 SY, the percent of ESOL students who were chronically absent will decrease by 10 percentage points as measured by the EOY attendance data. Baseline 2022: 38.4% chronically absent. Target 2023: 28.4%	Attendance Meetings (biweekly)	
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

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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

- \* To kick off the school year all staff reviewed trended data of the schools MCAP (Math and Reading) as well as our ACCESS data results.

- \* For our Back To School Night, current school was shared (Past assessments - MCAP and ACCESS).

- \* Parents are also shared these data sets as well as upcoming data monthly during our Coffee with the Principal meetings. We also have a parent on the SPP team.

- \* \*\*At the end of last school year parent feedback was received around our SBB, Community School, and Title I budgets (Virtual Coffee with the Principal)\*\*

- \* All budgets were also reviewed with our community school partners and staff.

- \* The Instructional council was broken down into 3 teams (Attendance, Math, ESOL), each of which is aligned with a different Smart Goal. In September 2022, the group reviewed last years progress and made adjustments to our SPP. Based on past learnings, the team agreed that keeping three goals in separate teams was the best way to maximize whole staff time. K-1 (Reading), 2-6 math only teachers (Math), and all other staff will participate with the ESOL goal.

- \* All documents for parents and other community stakeholders are translated in at least English and Spanish to improve communication efforts

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

- \* Our SPP is being updated this school year but we are starting with the current version as foundation work. We recently split our SPP team in 3 (Attendance, Math, and ESOL). Each section of the team will work in their "small" groups to complete the problem of practice for each goal. We have one parent sitting on the SPP team.

- \* Quarterly updates will be shared with parents at Coffee with the Principal virtual meetings.

- \* Staff will be working through the SPP and our IC (Instructional Council) will take and share with the teams they work in throughout the school.

- \* During the monthly Instructional Council meetings, data is discussed. Each member is provided the opportunity to ask questions and offer suggestions with reform strategies to support the problem of practice.

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The principal will meet with parents quarterly during Coffee w/the Principal to provide updates on schoolwide data, data assessments and reform strategies. Flyers will be placed on the school website, Google Classroom and in Class Dojo in order to increase parent attendance at these sessions. These sessions will also be utilized to invite additional parents to take part in the Instructional Council sessions. A questionnaire will be created for parents to complete to provide additional feedback for parents unable to attend. All feedback will be captured and taken back to the monthly Instructional Council meetings in order to finalize next steps. The Instructional.\_

- \* \_Professional development that stems from the SPP will be delivered in our staff meetings which occur every other week.\_
- \* \_All documents for parents and other community stakeholders are translated in at least English and Spanish to improve communication efforts\_

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
  - \* \_Social distancing has made this a challenge however our PEA and Community Schools Coordinator has been working with parents to collect feedback for all of our programs.\_
  - \* \_We asked our parents for feedback on the parent compact during our Back to School Night as well as during our Coffee with the Principal. This will also be posted on our website for parents to view. When parents have come to the school in person we collect this feedback ongoing.\_
  - \* \_During our Virtual Back to School night, which was held on September 2022, the school-parent compact and parent engagement plan was shared with parents and they provided input. Parents shared input utilized by the school in the join creation of the school compact and parent engagement plan. Both the school compact and the parent engagement plan were shared via Class Dojo and the school website. Evidence will be captured through the Class Dojo database.\_
  - \* \_All documents for parents and other community stakeholders are translated in at least English and Spanish to improve communication efforts\_

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 SY 22-23 school year, our SBB, Community School, and Title I budgets were all shared with parents during an online Coffee with the Principal meeting.\_

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- \* \_Parent input was also sought with how we spent our parent resource funds. Parents indicated that they want workshops to continue and to be offered at varied times. We will also have our traditional, Reading, Math, and STEM support for all parents. In our Community School budget, our parents indicated that they also wanted support for their children. We implemented an after school program that will focus on students' well roundedness - Academics, tech support, emotional health (brain break games weekly as well as an April May partnership.)\_
- \* \_The coffee with the principal will continue monthly and updates will be shared with parents. This format will also be used to gather input for next school year.\_
- \* \_The final budgets were shared with parents during the Coffee with the Assistant Principal on September 9, 2022, which was inclusive of the annual Title I Parent Orientation.\_
- \* \_At the end of last school year parent feedback was received around our SBB, Community School, and Title I budgets.\_
- \* \_All documents for parents and other community stakeholders are translated in at least English and Spanish to improve communication efforts\_
- \* \_Parent Team (PEA/CSC) regularly review parent evaluation feedback responses to utilize in decision-making with school leadership team.\_

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

\_We have 3 major funding sources - SBB (Student Based Budgeting), Title I, and Community Based Schools funding. In our planning we had specific items each budget covered. SBB - A majority of our positions along with classroom teacher supplies. Title I - Two ILTs - Teacher development and collaborative planning as well as one classroom teacher for smaller class sizes. Community School funds - Students supplies, student interventions/after-school activities, parent resource center/parent engagement, outside opportunities such as field trips\_

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

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