

**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	DREW-FREEMAN MIDDLE	0660	
School Address	7001 BELTZ DR, FORESTVILLE MD 20747		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	06 - 08		
Principal's Name	Natasha Kyler		
Principal's Email Address	natasha.kyler@pgcps.org		
School Phone Number	3018170900		
Principal Supervisor's Name	Lee, Dallas Donnell		
Principal Supervisor's Email	Dallas.Lee@pgcps.org		
School Vision & Mission			
Vision	At Drew-Freeman Middle School, we will create independent minds and a community of lifelong learners that will positively contribute to society.		
Mission	Educate and empower all scholars through rigorous instruction, real-world experiences, and continuous character development.		

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SMART Goals (A targeted aspiration that serves as the focal point for collective improvement efforts. S - specific; M - measurable; A - achievable; R - realistic; T - timebound.)		Strategy (A technique/area of focus that school teams will use to address the SMART Goal.)	TSI Intervention
1	Mathematics: By June 2023, the percentage of students who meet or exceed grade level expectations will increase by 5% Points on MCAP Mathematics.	Based on our observations and analysis of student data, we would like to incorporate more opportunities for discourse and writing in a structured way. We will implement Think-Ink-Pair-Share as a way to help teachers be more intentional about requiring students to explain their thinking in writing.	Utilizing Speakagent in math classes for ESOL and special education scholars
2	Attendance: By June 2023, the percentage of students who are not chronically absent will increase by 5% Points	Contact parents of students that are chronically absent	Teachers will contact parents after the student is absent for 2 days.
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

We have different stakeholder groups at Drew-Freeman MS. The other stakeholder groups include, but are not limited to,

- * The instructional leadership team
- * The senior leadership team
- * The DFMS falcon parent committee
- * The student government association
- * The FAC

At least once a month, data from the different stakeholder groups is shared on a rolling basis. Individuals have an opportunity to provide input. When each team meets, we discuss progress toward school-wide academic and culture/climate goals. Progress toward goals is usually shared via a Powerpoint presentation. It's through the presentation that stakeholders leave an understanding of Pearson Access Next and benchmark assessments. Various stakeholders are given an opportunity to share ideas on how we can leverage individual strengths in order to make progress toward collective goals. Information from each meeting is kept on a rolling agenda.

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

Each group has a meeting at least once a month. During the monthly meetings, stakeholder groups are told of different opportunities to share in the decision-making process. Additionally, various opportunities are shared through the school's bulletin. We also solicit feedback via paper and paperless surveys to take into consideration the next steps.

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

Throughout the year, we host parent engagement activities; wherein, we discuss academic data at each event.

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During the event, parents are given an opportunity to share their thoughts on ways in which their child's academic experience could be enhanced. For example, at a parent chat and chew, parents stated that they would like for their children to go on more academic field experiences, for exposure purposes. This request was budgeted for the 21-22 SY. Another example could include our school's theater nights. At these different student-led nights, where drama scholars are allowed to perform before their parents, parents are given opportunities to share their ideas on the development of the Title I plan. The Parent and Family Engagement Plan and School-Parent Compact were distributed by email and on the school website.

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

Our Falcon parent committee meets once a month. At each meeting, parents are given schoolwide updates. They're also invited to participate in the decision-making process. At each meeting, parents share their thoughts on different learning experiences that they'd like to have. This is how money and experiences are organized for the upcoming School Year.

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

- * **Title I Funds** were used for staffing and technology
- * Possible partnership with **Owens Science Center** to expose students to various careers.
- * **Community Schools Funds** will be used primarily for College Tours and Museums.
- * **Suitland HS Commander Clement**: STEM Fair for 8th grade

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

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