

**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	FOREST HEIGHTS ELEMENTARY	1204
School Address	200 TALBERT DR, OXON HILL MD 20745	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 06	
Principal's Name	Peter Thompson	
Principal's Email Address	pthomps@pgcps.org	
School Phone Number	3017494220	
Principal Supervisor's Name	Hardy, Sheena	
Principal Supervisor's Email	Sheena.Hardy@pgcps.org	
School Vision & Mission		
Vision	Forest Heights Elementary School will develop a culture of teaching and learning fostering critical thinking among our scholars, leading them to believe in their future as successful contributors to community, society and the world. The Forest Heights Elementary School Community will engage in collaborative efforts with various stakeholders to ensure our school is a place where students feel safe, needed, and cared for each day. Every student and family member will have the opportunity to reach their fullest potential as we anticipate to provide a wide range of services to improve the quality of life through culturally competent educational experiences based on rigor, reasoning, focus, coherence and level of mastery.	

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Mission	To Provide a Well Rounded Education Enabling Students to Become Contributing Members to Our Ever-Growing Global Society

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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>
1	<p>Mathematics: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by <u>7</u> percentage points as measured by the 2021 MCAP Mathematics assessment. Baseline 2019: 10% Target 2021: 17% TSI Group: During the 2022-2023 SY, the percent of Students with Disabilities scoring proficient or higher will increase by <u>3</u> percentage points as measured by the 2021 MCAP Mathematics</p>	<p>Grade 4 Fluency Expectation Modeling Number Talks and Mental Math Strategies</p>	
2	<p>RELA/ELA: 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 2022 MCAP ELA assessment. Baseline 2022: 22% Target 2021: 27% TSI Group: During the 2022-2023 SY, the percent of Students With Disabilities scoring proficient or higher will increase by <u>3</u> percentage points as measured by the 2023 MCAP RELA assessment.</p>	<p>Primary Grade retelling text for comprehension</p>	
3	<p>ESOL: During the 2022-2023 SY, the percent of English Learner (EL) students on-track to attaining English language proficiency will increase by <u>9</u> percentage points as measured by the 2023 ACCESS assessment.</p>	<p>Teachers will implement Differentiated Support strategies in all content areas.</p>	

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Baseline 2022: 56% Target 2023: 65%		
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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
 - 1/. Data sources that will be presented and analyzed by stakeholders include but will not be limited to:
 - * Teacher Created Assessments and Student Work (Homework and Classwork)-Daily
 - * Cycle Assessment Data-Unit
 - * Mathematics Task Data (Entry, Apprentice, Expert and Milestone)-Unit
 - * Writing and Speaking Assessment Data-3 Times Per Year
 - * WIDA Access-Annually
 - * Quarterly Benchmark Data-Quarterly
 - * Attendance-Monthly and or as Needed
 - 2\. Stakeholders will be provided the opportunity to review and discuss data in various forums; Parent Teacher Conferences, Parent Engagement Workshops, Community Schools Steering Committee Meetings.
 - 3\. Evidence will be collected, processed and reviewed through various means including SANE documentation, Rolling Agendas (Collaborative Planning, Community Schools, Executive Team, Instructional Lead Teacher), Emails, Fliers, Class Dojo and Call Out System.
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

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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 have/will be given the opportunity to provide input at Back to the Owl's Nest Night (August 25) and PreK/Kindergarten Orientation (August 26)

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

Forest Heights Elementary School seeks to maintain and establish new stakeholder partnerships inclusive of parents, school staff and community partners involving the examination of student data and understanding the needs of students and families and the root causes impeding some students from achieving success. As we have done in the past, Forest Heights Elementary School provides parents with the opportunity to engage with classroom teachers prior to the beginning of school, as we traditionally hold our "Back to the Owl's Nest" (Back to School Night August 25, 2022) and Pre-K and Kindergarten Orientation on Friday, August 26, 2022. We will also seek feedback from parents by soliciting responses using the ESSA & Title I Parent and Family Engagement Policy, "***We Want to Hear From You***" section, which has been distributed electronically and in hard copy paper form. The School-Parent Compact and Family Plan will be distributed via Google Form. This gives both parents, faculty and staff the opportunity to review student data from the past year and to provide parents and families a glimpse of what their child's year will consist of academically. We have also partnered with non-profit organizations including fraternities and sororities to provide academic and social support to students and families. We will make every effort to provide parents and families much of what is gleaned from their input to develop the school compact and parent plan.

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

At our initial Back to the Owl's Nest Meeting at the beginning of the school year, parents are introduced to the Title I Program and the allocations/COVID modifications for Parent and Family Engagement activities at Forest Heights Elementary School. As a follow-up, families will be provided with a "Parent Involvement Survey" to gauge the needs, wants, wishes and expectations of families for the upcoming school year. Questions are

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asked regarding formulation of a PTO, participation on school committees, parent development workshops, and supplies needed in the home are asked. This serves as our first meeting with parents. During the 2nd and 3th quarters of the school year, we will host our Title I Parent Meeting. At these meetings, parents are able to openly share their views of initiatives during the school year, data is shared, and an open dialogue of budget spending for the next school year as it pertains to parent workshops and student needs. In addition, we ask about the responsibility of the school, teacher, the parent/family and the student hence the formulating of our school's compact plan. Responses are reviewed and acted upon in priority order.

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 following represents the various community stakeholders who support the SMART goals and initiatives of Forest Heights ES:****

- * Keys Empowerment Program-Parent Engagement
- * Leaders of Tomorrow Youth Center (LTYC)-Creative Writing for 3rd and 5th Grade Students
- * St. Mark Church-Providing mentoring for young African American Males.
- * Kappa Alpha Psi Fraternity, Inc.-Providing "sweat equity" in the form of building beautification, backpacks and needed clothing items for students (socks, hats).
- * Prince George's County Arts and Humanities Council- Grant opportunities to expand out Arts Integration program
- * Forest Heights Police Department-Visibility during arrival and dismissal, School Resource Officer assigned
- * Forest Heights Town Council
- * Title I Department, Funding for Professional Development Conference registration fees
- * Office of Community Schools Programs,
- * Office of Monitoring and Accountability
- * Parenting Professional Development through Contractual Services
- * Community Schools Budget

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

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