

**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>	HIGHLAND PARK ELEMENTARY	1307	
<b>School Address</b>	6501 LOWLAND DR, LANDOVER MD 20785		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	00K - 06		
<b>Principal's Name</b>	Wanda Robinson		
<b>Principal's Email Address</b>	wanda.robinson@pgcps.org		
<b>School Phone Number</b>	3013330980		
<b>Principal Supervisor's Name</b>			
<b>Principal Supervisor's Email</b>			
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	Highland Park Elementary School is a student focused, nurturing, and engaging learning environment, which provides a culture of mutual respect and high academic achievement through a rigorous instructional program that will prepare students to be college and career ready.		
<b>Mission</b>	We strive to accomplish this vision by maintaining high expectations for teaching and learning; sustaining a safe, positive, and inviting school climate; monitoring the progress of students on a frequent basis to provide prescriptive measures that support continuous learning; and promoting effective teamwork and communication among all members of the		

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[learning community.](#)

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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: The % of students scoring proficient or higher will increase by 3 or more % points as measured by the 2023 MCAP. Baseline 2022: TBD (once data is received); (Level 4 &5); Target 2023:TBD . TSI Connection: TSI Group:During the 2022-2023 SY, the % of Students with Disabilities scoring proficient or higher will increase by <u>2</u> % points as measured by the 2023 MCAP Mathematics assessment.	Mathematics at Work (4 Key Questions)	iReady
2	RELA/ELA: The % of students scoring proficient or higher will increase by <u>4</u> % points as measured by the 2023 MCAP. Baseline 2022: TBD (level 4 & 5 Avg.)Target 2023: TBD TSI Group: The % of SWD scoring proficient or higher will increase by <u>2</u> % points as measured by the 2023 MCAP.	4 Key Questions (Instructional Focus Questions)	Lexia Core 5
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.

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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 stakeholders listed have been and will continue to be partnered with the school in order to collaborate on the data analysis, next steps, and monitoring of our School Performance Plan. Stakeholders were invited to the SY23 Community Budget Meeting on March of 2022. Through bi-monthly School Performance Monitoring Team Meetings, stakeholders will be invited to join in the continuous school improvement conversations around our most current data from the District Math and Reading Benchmark assessments (grs. 1-6); data from IReady (grs. 1-5); attendance data as collected from Apex reports; and parent engagement program survey data. Stakeholders will have the opportunity to provide their input through survey feedback and/or In-person contributions. In addition, the community schools coordinator will invite stakeholders to engage in panel discussions focused on instructional practices, student engagement, and school culture and climate. Sign-in sheets, agendas, notes, and evaluations will be kept on file to document stakeholder participation.

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

September 15, 2022- Back to School Night: Presentation to Stakeholders will include the Title I and Community Schools Program Overview, explanation of the Title I Home-School Compact, and the Title I Parent & Family Engagement Plan.

During Back to School Night, Stakeholders were updated on the current school plan foci in development by the Administrative team. Information on instructional practices and the curriculum (by grade level), academic progress, home school connection ideas, and parent responsibilities/expectations were provided. Parents will be able to freely express ideas that support student/school improvement. Parents will be invited to complete a BTSN Evaluation and receive the Title I Home-School Compact and Title I Parent Engagement Plan via Class Dojo. Parents will complete an online survey that will allow them the opportunity to share input of suggested changes to the school plan. These comments will be reviewed by the Leadership/SPP Team and utilized to guide the focus of student and school needs.

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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 Title I Parent and Family Engagement Plan and School-Parent Compact will be distributed via Class Dojo and Google Classroom to all parents/stakeholders at Back to School Night. In addition, each document will be placed on the school's website. The Title I/Community Schools parent engagement programs will include the following:

**\*\*October 10, 2022: Parent Teacher Conference Day:\*\*** Families will meet with their child's teacher(s) to hear about their child's academic progress and discuss strategies to help them achieve academic success. Families will also have an opportunity to provide feedback on the School Parent compact.

**\*\*November 17, 2022: Family Reading Night:\*\*** Reading Appreciation Month: Parents/Stakeholders will be invited to participate in various activities related to reading. The objective will be to provide parents in the general education, special education and ESOL populations with supports and strategies to better help their children in the content area of reading. This will be accomplished through facilitator guided make and take materials and other provided resources.

**\*\*January 19, 2023: Family Mathematics Night:\*\*** Family Math Night: Parents will be invited to participate in various activities related to mathematics. The objective is to provide parents in the general education, special education and ESOL population with supports and strategies to better help their children in the content area of mathematics. This will be accomplished through facilitator guided make and take materials and other provided resources.

**\*\*February 28, 2023: Family Science Night:\*\*** Family Science Night: Parents will be invited to participate in various experiments and activities related to science. The objective is to provide parents in the general education, special education and ESOL population with supports and strategies to better help their children in the content area of science as well as to prepare them for home-school collaboration on individual student STEM Fair Projects. . This will be accomplished through facilitator guided make and take materials and other provided resources.

**\*\*March 28, 2023: Parent Input Meeting:\*\*** Parents/Families will have the opportunity to provide input on how to use the parent portion of the Title I Budget to help revise the Parent and Family Engagement Plan for the upcoming school year. The school will collaborate/partner with parents to help review and revise the Parent and

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Family Engagement Plan and School Parent Compact.

**\*\*May 16, 2023: Transitional Parent Night:\*\*** Incoming Kindergarten parents & families will receive academic information to prepare students for the upcoming 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

The Parents that attended the March 2022 School Based Budget Community Meeting were given an evaluation to complete to share their priorities for use of Title I funds to engage parents and families as well as to get feedback on the effectiveness of the SBB Community Budget Meeting and MCAP information night. Parents indicated that they wanted more resources for the students and more teachers for the upcoming school year. They did not indicate any particular items, such as workshops, subscriptions, materials, or conferences. Parent engagement night activities for the 2022-2023 school year were derived from survey data collected after the technology, reading, math, and SEL parent engagement nights as well as from parent programs conducted by the CSC. In addition, the district student assessment scores in reading and mathematics (assessment scores available from the fall and winter Benchmark assessments) were shared with parents who attended the parent engagement session.

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

In order to blend services to ensure that the school is using all of its available resources to support instruction, the school will coordinate with various office and local services including....

**\*\*Coordination and Collaboration with Federal, State, and local programs and services\*\***

Central office support services will continue from various offices in PGCPs, who work on enhancing the learning process at respective schools. These members include representatives from: Instructional Director, Title I, Community Schools, ESOL, OMA, Human Resources, Technology, Curriculum and Instruction, Executive Leadership Offices, and the school based team. Within the Office of Curriculum and Instruction, we

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will routinely seek support and collaboration from the Department of Special Education as this will aid in addressing the needs of our Special Needs students which have designated our school as TSI. The team will meet quarterly to discuss how the services of the central office can assist the school based instructional program through professional development, funding, model lessons, coaching, and/or implementation and monitoring of our SPP action steps.

Title I (federal program) funds will be used for parent training for all and resources will be allocated to support them at home. Substitute teachers will be funded for collaborative planning sessions among Special Education teachers, ESOL teachers and General Education teachers). Students will have technology integrated into instruction and access to IXL (ELA and Math). Training in the consistent implementation of IXL will be provided to all teachers.

Funds provided by our adopt-a-school partner, First Baptist Church of Highland Park, will be used to provide academic enhancement in SEL; STEM/Mathematics ; and the PBIS program. Mt. Calvary Way of the Cross Church will provide funds to enhance students learning outside of the classroom through virtual field trips. First Baptist Church of Highland Park will provide funding to support the Social and Emotional needs of the school and assist with the building of school climate through supplemental resources that support the implementation of the Sanford Harmony Program.

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