

**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	JOHN H BAYNE ELEMENTARY	1816
School Address	7010 WALKER MILL RD, DISTRICT HEIGHTS MD 20743	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05	
Principal's Name	Erica Bennett	
Principal's Email Address	erica2.bennett@pgcps.org	
School Phone Number	3014997020	
Principal Supervisor's Name	Shields, Ebony Love Cross	
Principal Supervisor's Email	Ebony.Cross@pgcps.org	
School Vision & Mission		
Vision	Our vision John H. Bayne Elementary School will be a culturally responsive school developing distinguished learners using arts integration and ensures scholars are equipped for the world of today, tomorrow, and beyond.	
Mission	It is our mission to provide a transformative educational experience anchored by excellence in equity - developing 21st century competencies and enabling each scholar's unique brilliance to flourish using the arts to stimulate higher level thinking, encourage joyful, active learning and increase overall achievement of all learners.	

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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: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 8% percentage points as measured by the 2023 MCAP Mathematics assessment. Baseline 2022: 2.0% Target 2023: 10.0%		
2	RELA/ELA:		
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.
 - Stakeholder Engagement in Data Analysis
Throughout the year, stakeholders examine data, student needs and root causes. During the Annual All White Open House and Back to School Night stakeholders review lagging data and student benchmarks using data from SY22 Benchmark Assessments, iReady Reading, Dibels, and Attendance Data. Quarterly Family

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Academic Nights provide an opportunity for all stakeholders to examine quarterly student benchmark data at the end of each grading period. During these nights, parents may engage in simulations of student tasks to include but are not limited to Reading, Mathematics, and Science with a focus on art integration. Teachers will lead these parents nights by reviewing what students need to know for the quarter followed by an analysis of student data to determine student mastery of material. These parent trainings will include performing demonstrations and facilitating student work protocols to determine students areas of strength, growth, and misconceptions. Families will be guided through a variety of resources geared at bridging the home-school connection. Quarterly Data Utilization Planning meetings allow teachers to review student work and assessment to develop small groups, long range unit plans, and weekly lesson plans. A portion of the monthly staff meeting per month is dedicated to school-wide data analysis. During staff meetings teams review the most recent assessment data and engage in protocols designed to dig deeper into the root causes of student performance. At the end of each meeting, teachers develop an action plan with next steps to accomplish the goals. Staff members continue to use the PDSA cycle process to aid in our collection and analysis of data. All staff are included on the learning walks and use the data collected to drive improvements for teaching and student success.

Regular SIT, SST, and attendance team meetings will be held to discuss the progress of all students. Progress of students who are identified as struggling and fail to demonstrate proficiency in accordance with academic standards will be evaluated to receive additional support if no progress is evident. Teachers collaborates weekly during collaborative planning to discuss trends within the data and address best practices to maximize learning possibilities. The School Strategic Team (inclusive of parent representation) collaborates to determine what strategies and activities are needed to be implemented to ensure success of all learners. The Response to Intervention (RtI) strategies are implemented by the teacher for both struggling and advanced students. The use of these strategies will be documented, monitored, and discussed throughout the year. In addition, goals are set to address academic difficulties. The goals set will be specific, measurable, attainable, result oriented, and time-bounded. If no academic growth is made, students may be referred to the Special Education (SPED) Team for further review.

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
John Bayne strives to provide multiple opportunities throughout the year for stakeholders to give input on the

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school's Title 1 Plan. Each year the Principal facilitates an annual planning meeting with PTO leadership to provide an opportunity to meet to discuss the Title 1 plan components and receive input from the Board. Stakeholders provide ideas for additions to the plan and suggested feedback. Administration also attends all scheduled PTO meetings to receive stakeholder feedback and input. Quarterly Principal Listening Sessions: Coffee and Conversations, are held quarterly to provide another opportunity for stakeholders to give input on the Title 1 plan. Each month, the School Strategic Team hosts a meeting to include classroom teachers, specialists, administrators and stakeholders dedicated to review the plan to conduct monitoring, reflection and input. Notifications, flyers and updates are sent to parents using Class Dojo, John Bayne Social Media sites (i.e. Facebook, Twitter), weekly calls outs, emails, text messages and monthly newsletters.

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

John Bayne strives to engage parents and families in the joint development of the school's Parent & Family Engagement Plan and School-Parent Compact. The Parent & Family Engagement Plan and School-Parent Compact are developed jointly by school and families. Each year the Principal facilitates an annual summer planning meeting with PTO leadership to provide an opportunity to meet to discuss the Parent & Family Engagement Plan and School-Parent Compact. Input is received from the Board at that time. Other stakeholders receive multiple opportunities to review the current plan and assist in providing changes, updates, and revisions as needed. The proposed SY23 School-Parent Compact and Parent & Family Engagement Plan is provided to families during the Annual All White Open House to engage and seek input from families in the development process. Once families provide feedback and suggestions, the document is placed in its final draft form. The final draft documents are presented at Back to School Night. Families are provided time to ask questions and make final revisions during that time. Following the question & answer session, final edits and revisions are made. The final documents are printed and distributed to all parents. Administration attends all scheduled PTO meetings to provide opportunities for parents to engage in the joint development of the school's Parent & Family Engagement Plan and School-Parent Compact throughout the year. Quarterly Principal Listening Sessions, Coffee and Conversations, are held quarterly to provide another opportunity for stakeholders to jointly review the documents and discuss the documents as needed. Each month the leadership team includes classroom teachers, specialists, and administrators, dedicated to review the documents to conduct monitoring, reflection and input. During Back to School Night a Title 1 presentation (to include a review of the Parent & Family Engagement Plan and School-Parent Compact is provided) to parents. Part of the presentation, parents review the plan and compact and share ideas in an open forum for parents to join in the development of the plan and compact. The group discusses the

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Parent & Family Engagement Plan and School-Parent Compact to share roles of the students, parents and school to ensure they address ways to increase student achievement. Parent surveys and questionnaires are given throughout the year to parents and families to seek input to address the unique needs of families and to plan for parent training and inform professional development for teachers and paraprofessionals.

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

Multiple methods to receive parent and family input on the Title 1 allocation for parents and families. Parent surveys and questionnaires are administered to parents and families to seek input to receive input as to how the Title I allocation will be used. Surveys and questionnaires are posted using Class Dojo. Additionally, follow up surveys and questionnaires are administered at all school events (i.e. quarterly Family Engagement Nights, Principal Book Study, Parent-Teacher Conferences). Further input is gathered during Principals Listening Sessions, Coffee and Conversation, each quarter as the Principal works with parents in small groups.

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 an effort to meet the needs of our students, federal, state and local resources are braided to maximize the impact of the Title I plan. In addition, we partner with various community partners. Our community partners contribute to our overall success by meeting the needs of students as outlined by Maslow's Hierarchy of Needs.

* ****Zion Church**** - The members of Zion Church provide food for families in need during the holidays. They also donate school supplies, uniforms, and coats to students that expressed need in these areas.

* ****The Prince George's County Alumnae Chapter of Delta Sigma Theta Sorority, Inc.**** - The SEE (Science in Everyday Experiences) Committee continues to partner with John Bayne to offer STEM Activity Nights for the students and their families. STEM Nights support families in exposing students and parents to the Engineering Design Process as well as Hands-On Inquiry of science phenomena. The Literacy School America Committee (RIF) partnered with the school to host book donations/distributions to the students to ensure that students have books to read at home. By providing students with books to read at home, students build fluency and

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stamina through additional reading practice. School supply donations ensure that students have the necessary materials for academic success.

* ****Pohanka Honda**** - As part of the Adopt-a-School program, an annual book distribution and read aloud is conducted to foster a love of reading for students. The team sponsors an annual field trip to promote college and career readiness as well as careers in the automotive sales and repair field.

* ****Community Builders, LTD**** - Sponsors a free summer school academic-based summer program for rising 2nd-6th graders. Students engage in science, technology, engineering, art, and mathematics through games and activities.

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