

**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	LANGLEY PK-MCCORMICK ELEMENTARY	1719	
School Address	8201 15TH AVE, HYATTSVILLE MD 20783		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	00K - 06		
Principal's Name	Kina Flood		
Principal's Email Address	kina.flood@pgcps.org		
School Phone Number	3014458423		
Principal Supervisor's Name	Brown, Niki Tiara		
Principal Supervisor's Email	Niki.Brown@pgcps.org		
School Vision & Mission			
Vision			
Mission			

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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	<p>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 Math assessment. Baseline 2019: 25.5% Target 2023: 30.5%</p>	Teachers will use purposeful questioning strategies.	
2	<p>ESOL: During the 2022-2023 SY, the percent of English Learner (EL) students on-track to attaining English language proficiency will increase by 5 percentage points as measured by the 2023 ACCESS assessment. Baseline 2020: 53% Baseline 2022: 49% Target 2023: 54%</p>	Teachers will notice and note student conversations to address misconceptions and encourage students to share.	
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

The Langley Park McCormick teachers and leadership team play an essential part of the decision making for the school. There are several opportunities for the teachers to engage in learning walks, analyze data, review assessments and identify next steps to benefit student achievement. The following measures are taken to ensure that teachers are involved with the decision making process. The SBMT committee meets monthly and is composed of grade level chairs, content area chairs, invited parents and community partners. Grade level chairs and resource teachers facilitate collaborative planning weekly, also. During this time, all stakeholders are involved with discussing and providing input on all aspects of the school environment that include: instruction, data, programming, maintenance, safety and budget in order to make improvements, monitor success and determine next steps.

The leadership team meets bi-weekly to discuss school data that includes attendance, discipline/suspensions, academics (i.e. Reading and Math Benchmark iReady Reading Diagnostic, iRead, MAP Fluency, MCAP, WIDA ACCESS and Science FAST assessments), school climate and informal observation data to make decisions for school wide improvement. Next steps are noted in the meeting agenda specifying a timeline, persons responsible and what needs to be changed, implemented or eliminated to meet identified outcomes. In addition to school-based meetings, parents will also have the opportunity to learn about our school's data via monthly parent workshops. Parents will have a chance to ask questions pertaining to the data and learn ways to support their children at home to improve instruction

Rolling agendas and/or SANE documentation will be collected as evidence.

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

SBMT, Community Schools and Leadership team committees met before the school year began and will continue to do so during the school year to review school assessment data and survey data from stakeholders.. During monthly parent meetings, in addition to learning about the school's data, parents had the opportunity to give input on the school's SPP plan and the Title I initiatives within the School Performance Plan. The

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analyzed data and information was used to develop any SY23 SPP updates or visions. The teams will meet virtually with an agenda and protocols to effectively prepare for input with all available stakeholders. Parents and stakeholders will also learn about our SPP goals during Back to School Night/ Title I Parent Night and will have an opportunity to ask questions and give feedback. In addition, parents will receive surveys/evaluations at the end of each meeting to capture their input and any suggestions will be discussed during Parent Engagement Committee Meetings and any input will be considered for future planning and SANE documentation will be collected as evidence.

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

Langley Park McCormick Elementary engages with parents and families through our monthly meetings and workshops. Also, community schools administered a needs assessment survey to determine the community's needed resources and services. Each month during our Tuesday parent meeting/workshops we provide resources and information to our parents that support student achievement. Our meetings are designed around content areas, parent resources, and systemic initiatives. At the end of each meeting we ask for an evaluation and based on the feedback we plan the next meeting. During monthly meetings parents are given home-school connections for content, given opportunities to provide feedback on school resources, our Title I Parent Plan, Compact, and become familiar with school and county policies such as Schoolmax, grading, and attendance. In addition, these meetings allow for input from parents on the content of our parent plan and compact. In addition, we hosted a Spring 2022 Parent Input meeting in which we gathered input from parents to draft our SY23 Parent Plan and Compact. All of our programs provide a broad range of services to all of our stakeholders. For SY23, we will send home the School Parent Compact and Parent Plan electronically via Class Dojo as well as have it available during in-person parent meetings. Any feedback we receive is taken into consideration as we update and revise our plans to best support our community and SANE documentation will be collected as evidence.

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

Langley Park McCormick surveyed and solicited parent input during our Spring 2022 Parent Input Meeting, at Back to School night and Monthly Parent Meetings/Workshops. An overview of the Title I program which will include the summary, and distribution of the Parent Home School compact, the Parent and Family Engagement

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plan for the year, and the budget is presented at the beginning of the school year at Back to School Night. When we receive Title 1 budget information in the winter/spring a Title 1 Parent budget survey is distributed schoolwide for parent and community input. Parents ranked their priority in order from most important to least important. We use this data to allocate money on specific lines of the SY23 SBB, Title 1 and Community School budgets. In addition SANE documentation will be collected as evidence.

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

Langley Park McCormick Elementary has opportunities with community resources to coordinate for the benefit of the students and parents. The main organizations we coordinate with include University of Maryland Partners in Print program and local churches. We are a Community school because of the Kirwan funds provided. This allows us to have a Community School Coordinator which has provided the school community with a therapist for student/family counseling. Langley Park McCormick collaborates with our Community School Coordinator which supplies additional support to our families that include providing resources and services such as counseling, mentoring, and low to no cost health care. Additionally, we will continue to develop relationships and partnerships with surrounding services for our community. The University of Maryland partnership has provided the school community with the Science and technology departments of UM have provided after school programs in coding for the 4th, 5th and 6th graders. Their teachers promote and sponsor these UM programs to maintain this partnership. In addition to business partnerships we receive support from district offices as well including NTN (National Teaching Network) and ESOL. These additional supports involve coaching, grade-level lesson planning, as well as Imagine Learning and BrainPop software (ESOL)

Rolling agendas, emails, and/or flyers will be collected to show evidence of our partnerships.

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

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