

**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	LEWISDALE ELEMENTARY	1712	
School Address	2400 BANNING PL, HYATTSVILLE MD 20783		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	00K - 05		
Principal's Name	Patricia Haith		
Principal's Email Address	patric.belgrave@pgcps.org		
School Phone Number	3014458433		
Principal Supervisor's Name	Brown, Niki Tiara		
Principal Supervisor's Email	Niki.Brown@pgcps.org		
School Vision & Mission			
Vision	Lewisdale Elementary School is a school where educators work collaboratively to create an innovative learning environment using data driven instruction, develop and implement best educational practices, and utilize resources including support and enrichment programs. Students take ownership of their learning by actively participating in instructional programs by developing problem solving skills, and by demonstrating responsible and respectful behaviors.		
Mission	At Lewisdale, our mission is to engage students in a rigorous learning environment in order		

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to prepare them for the academic, economic, social and technological challenges of a rapidly changing, culturally diverse world.

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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 LEP students scoring proficient or higher will increase by 3% percentage points as measured by 2023 MCAP Mathematics.	Modeling (make sense of problems) Teachers will demonstrate through modeling how to make sense of problems and persevere in solving them (math practice #1).	Not Applicable
2	ESOL: During the 2022-2023 SY, the percent of English Learner (EL) students on track to attaining English language proficiency will increase by 3% percentage points as measured by the 2023 ACCESS assessment. 61% to 64%	Implement ESOL Strategy of Sentence Starters & Frames	
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

Parents, staff, and the school community representatives will be an integral part of decision making when it comes to assessing student data and interventions that will assist students in reaching set goals. We will have virtual monthly SPMT meetings to share assessment results (PGCPS benchmarks for reading/math, I-Ready, Dibels, Cycle assessments, WIDA, KRA, ESOL writing/speaking tasks) and collaborate about next steps and barriers with all stakeholders. Modeling of data analysis protocols, procedures, and questions will assist stakeholders in the data assessment process. They will have an opportunity to share noticings and wonderings in order to make suggestions or recommendations towards next steps in enhancing student achievement. They will also share ideas and trends in data to assist with overall decisions. We will do follow up activities and brainstorm resources to assist in overcoming obstacles that may arise. Meeting for assessment results will include a sign-in sheet, agenda, notes, and evaluations. All of these documents will be placed into the Title I Compliance Binder.

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

School stakeholders will meet quarterly for a virtual SPMT in order to review and discuss the SPP/Title I Plan. This will be an opportunity for all stakeholders to analyze and discuss LES SMART Goals, and the progress being made to discuss the schools academic needs. This will also be an opportunity for stakeholders to have first hand observations of school staff discussions, and give input where adjustments need to be made. Each meeting will have an agenda, sign-in sheet, and evaluation. An electronic flyer will be posted to Class Dojo and a copy of this flyer will be placed into the Title I Compliance Binder. The sign-in sheet, agenda, and evaluations will also be placed into the Title I Compliance Binder. Notes will be taken during the meetings and these notes will be placed in the binder as well.

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 Parent & Family Engagement Plan and School-Parent Compact was developed jointly with parents and other present stakeholders at a PTA Meeting last spring. All stakeholders were able to give their opinions about what

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they wanted to see in the compact and make recommendations about the exact language that they wanted to be included. Home-School-Compact will be distributed at the beginning of the school year to parents by ZOOM on September 27, 2022. Title I Orientation will be presented to the parents within the school year at a parent meeting. At the meeting, parents will be provided with a copy of the Home-School-Compact and a copy of the Parent Involvement Policy Plan with objectives and workshops/activities that will take place during the school year .

At the end of the school year we will hold a meeting and will invite parents and community members. Parents will be given an opportunity to provide input in conjunction with school staff in order to develop the Parent Policy Plan for the following school year. We will go over and review the current Parent Policy Plan and the Home School Compact, containing all the activities that will take place through the school year. Parents will complete a needs assessment survey in order to drive future workshops.

All meetings held will include sign-in sheets, agendas, and evaluations that will be collected for the Title I Compliance Binder. Notes will be taken at the meetings and these notes will be added to the Title I Compliance Binder as well. When meetings are held virtually, the attendance sheet will be pulled from Zoom and added to the Title 1 Binder.

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

In preparation of the SY2023 Title I allocation for Parent and Family Engagement, surveys and/or emails were sent to parents for their input. This will help with decisions on how funds will be dispersed. After doing the survey, the results will be gathered and shared with all stakeholders. Based on the ranks and suggestions we will determine funding measures under the parent Title I allocations.

Utilizing digital forms of communication, we will solicit parent input by sending surveys using: Google Forms, and Survey Monkey by Class Dojo and School Messenger. There will be both selected responses and a place for other/written responses.

Samples of the surveys, as well as a summary of the results, will be collected and placed in the Title I Compliance Binder.

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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

Community School funds were used to fund field trips for students to provide opportunities for students and teachers to leave the formal context of the classroom while enhancing enrichment experiences. Funds were used for the Celebration for Education program which will hold events to increase parent participation in students' education and provide school staff an opportunity to foster deeper relationships with their students and families. Funding from Community Schools was used for the Lewisdale Parent Workshop program. The goal of this program is to encourage nurturing behavior and increase parents' knowledge of child development and communication styles.

****Reading Resource Teacher****

On the i-Ready Winter Diagnostic administered in 2022, 91% of our first graders and 89% of our second graders scored one or two grade levels below grade level. One of the Resource Teachers purchased with Title 1 funds will be dedicated to providing reading intervention services to students in the first and second grades. The measure of effectiveness for this resource teacher will be analyzed through the students' performance on the i-Ready Diagnostic. ****The goal will be to increase**** 35-40 points from the i-Ready Fall Diagnostic to the i-Ready Spring Diagnostic.

****Technology Resource Teacher****

The Technology Coordinator will be dedicated to working with K- 5 students. Leading them with the use of computer-based programs and online programs to provide extra support for what they are learning in the classroom. ****The metrics of effectiveness**** for the Technology Coordinator will be taking the lead in establishing a Technology Committee, leading professional development sessions for teachers on how to integrate technology into the classroom and developing Professional Learning Communities on Integrating technology into the classroom. Our desire is to increase 3-5% in each grade level on the MCAP Math and Reading Assessments.

****Math Resource Teachers****

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Benchmark data from the 2021-22 school year revealed significant gaps in students' learning and achievement towards the mathematical Standards. On Benchmark 1, 46% of third graders scored below 20%, 64% of fourth graders scored below 20%, and 43% of fifth graders scored below 20%. On Benchmark 2, 33% of second graders scored below 20%, 48% of third graders scored below 20%, 89% of fourth graders scored below 20%, and 49% of fifth graders scored below 20%. Two Resource Teachers purchased with Title 1 funds will be dedicated to providing math intervention services in grades 2-5. Small groups of students will be pulled based on student data. ****The measure of effectiveness**** for this resource teacher will be analyzed through benchmark results. The goal will be to increase by 10% from the first benchmark administered to the last.

These four Resource Teachers have been purchased with Title I funds for SY 2022-2023. Schedules for these resource teachers will be included in the Title 1 Binder.

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