

**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>	ROBERT R GRAY ELEMENTARY	1828	
<b>School Address</b>	4949 ADDISON ROAD, CAPITOL HEIGHTS MD 20743		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	00K - 08C1		
<b>Principal's Name</b>	Cheryl Franklin		
<b>Principal's Email Address</b>	cheryl.franklin@pgcps.org		
<b>School Phone Number</b>	3016368400		
<b>Principal Supervisor's Name</b>	Shields, Ebony Love Cross		
<b>Principal Supervisor's Email</b>	Ebony.Cross@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	Robert R. Gray Elementary School is committed to collaboratively educating our students in partnership with parents and community members in a safe and supportive environment. We seek to enhance the academic and social growth of our students by teaching responsibility, accountability, cooperation, a respect for cultural diversity, and respect for self and others. Our final result will be independent life-long learners and productive citizens who embrace self-discipline, motivation, and excellence in achievement.		
<b>Mission</b>	We focus on producing learners who are strong, independent, fluent, and strategic		

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readers. We are producing students who are able to express themselves in written form and who are able to critically analyze mathematical problems presented in a variety of contexts.

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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: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 7 percentage points as measured by the 2023 MCAP Mathematics assessment.	Implementing Math Tasks with fidelity (Apprentice Task)	iReady
2	RELA/ELA: 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 ELA Assessment. Baseline Spring 2022: 34.85% Target Spring 2023: 39.85%	Direct Phonics Instruction (Use of Blast/Benchmark Advanced & HD Words)	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.

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  
All staff were invited to participate in the School Performance Plan process. While it was important for

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individuals such as department and grade level chairpersons to participate, it was equally important to have all individuals have the opportunity to be involved in the process of examining academic data in order to understand the overall needs and root causes of our school community. Our business and community partners as well as parents were invited to our Title I Annual Input Session in June 2022, as well as, monthly coffee and learn sessions where they examine a portion of our School Performance Plan to provide input and feedback around budget and academic supports. All staff were invited via email to participate in sessions scheduled on specific dates. During the sessions, staff were able to select an area of interest in order to provide opportunities to examine data sources at deeper levels. Data sources that were reviewed included i-Ready, Reading Inventory, MAP Reading Fluency, MCAP, Benchmarks, WIDA, attendance, and discipline data. Through this process, stakeholders were able to look at overall data and disaggregated data across varying components of the school to determine areas of strength and the areas that have presented as challenges including data focused on our SPED student group. Having these conversations allowed staff to analyze our progress and growth areas as a school in order to determine how we may strengthen our professional capacity and therefore, support high levels of academic achievement for students with a focus on our SPED population as well as ESOL

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

The School Performance Plan is a consistent component when holding Leadership Team Meetings, School Planning and Management Team Meetings, Staff Meetings, and Collaborative Planning Sessions. As such, conversations around our goals and strategies for achieving them remain at the forefront of our operations. Consistent monitoring and examinations of multiple data sources occur regularly among faculty. We will email parents and invite them via ClassDojo to participate in our monthly parent sessions, as well as, our Annual title I Parent Input Meeting. During our monthly coffee and learn sessions with parents, we revisit our goals, share how the current session is connected to our goals, and provide parents with strategies they can implement at home to support their children around our school wide areas of focus. In the Spring of 2022, staff engaged in focused dialogue around SMART Goals and planning for specific structures to address goals for the upcoming school year. Additionally, prior to the start of the current school year the Leadership Team reviewed the SMART Goals and will use this as a foundational reference for all planning, lesson implementation, resources, professional development, parent workshops, interventions/safety nets, and determining financial supports for scholars.

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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

Parents are invited to monthly sessions where they have opportunities to learn about curriculum, instructional supports, social /emotional supports, recreational opportunities, and nutritional supports. An important element of these sessions allows parents to provide feedback and to determine if there are additional focus areas they would like to receive additional information about. In the Spring of 2022, parents were also invited to participate in a session specifically designed to secure feedback around the Title I Parent Compact and Parent and Family Engagement Plan and other documents required by Title I. Through this process parents are able to gain additional knowledge around the operational components of Title I within our school, as well as, the methods of support. Parents will receive these documents by visiting our school website, during monthly parent workshops, and any other preferred method

Our documents are provided to families via bookbag and posting on our Clasdojo site for ease of access. Evidence of our engagement efforts are uploaded to our Title I Compliance binder. These items include SANE documents, emails, planning documents, flyers, etc.

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 the Spring 2022 Parent Input Meeting, parents received access to the Title I Budget and were able to provide feedback around how they would like to allocate funds to support parents and families. We provide parents with examples of how we have allocated funding in the past and share with them our school data (academic by student groups, attendance, discipline, etc) to assist them with making determinations around how we can best support their growth. Time was allotted in breakout groups for discussion and they were able to participate in completing a mock budget in smaller groups. Evidence is collected and submitted to our Title I Compliance Binder.

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.

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○ Blending Resources to Impact Achievement

Funds and resources are utilized to support our school in various ways to address school wide areas of focus. Other resources are used to impact our Title I program including:

- \* Title III- ESOL ELO using Imagine Learning and Reading Together to help increase achievement amongst this student group.
- \* Business and Community Partners- PG Continentals, Les Gemmes, First Bethel Baptist Church, Brighter Bites, Carmody Hills Baptist Church and Project Enrichment remain vital components to our school community. These partners provide funding to support community gatherings with a focus on health/wellness and the arts, as well as, providing necessary academic resources to support ongoing academic enrichment and attendance areas of focus for all students including SPED.
- \* Office of Student Services- Part-Time Pupil Personnel supports attendance and discipline areas of focus for all students including SPED.

All evidence documents are uploaded to our Title I Compliance Binder.

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