

**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	SAMUEL CHASE ELEMENTARY	1216	
School Address	5700 FISHER RD, TEMPLE HILLS MD 20748		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	00K - 05C		
Principal's Name	Nicholas Ohlson		
Principal's Email Address	dnu_nicholas.ohlson@pgcps.org		
School Phone Number	3017027660		
Principal Supervisor's Name	Hardy, Sheena		
Principal Supervisor's Email	Sheena.Hardy@pgcps.org		
School Vision & Mission			
Vision	Samuel Chase Elementary will be a school that prepares our students to become college and/or career ready as we inspire and prepare them to become high-level achievers, lifelong learners, responsible citizens, and thoughtful participants in their families and in the global community.		
Mission	Samuel Chase Elementary School fosters academic excellence and individual student growth through high expectations in a positive, safe, and collaborative culture.		

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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 2022-2023SY the percent o student Meeting or Exceeding the Expectation will increase by 4 percentage points as measured by the 2023 MCAP Mathematics Assessment.</p> <p>Baseline 2021: 1% Target 2022: 5%</p>	Curriculum Implementation	Professional Learning Communities
2	<p>RELA/ELA: During the 2022-2023 SY, the percent of students Meeting or Exceeding the Expectation will increase by 4 percentage points as measured by the 2023 MCAP RELA assessment.</p> <p>Baseline 2021: 6% Target 2022: 10%</p>	Professional Learning Community for small group instruction (PLC)	Professional Learning Communities
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,

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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 school year, internal and external stakeholders will review data such as MCAP, formative assessments, student work samples, and benchmarks during the following school-based meetings. The following meetings have been implemented into the schedule for the 2022-2023 school year in order to include teachers in decisions regarding the analysis and use of academic assessments. Stakeholders are actively engaged in determining the next steps and barriers based on data results by participating and giving feedback in the following meetings.

* ****Collaborative Planning (weekly)****: Teachers will spend collaborative planning time reviewing data and identifying and planning for appropriate instructional strategies in the classroom. Through content vertical planning, teachers have the opportunity to discuss challenges and successes while acquiring strategies to extend or support learning.

* ****Grade Level Meetings(weekly)****: Through weekly grade level meetings, teachers utilize data to determine appropriate instructional strategies for students. When needed, teachers refer students to the Student Intervention Team while planning research-based interventions for the referred child. In intermediate grade level meetings, teachers will work collaboratively to complete RTI documentation that will describe how students' individual needs will be addressed. The teams include Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Specialists, and Self-Contained Classes. During these weekly meetings, the members identify/discuss student concerns (academic and behavioral), and how best to address any as a collective to ensure that they are uniform with their response level.

* ****The instructional Leadership Team(weekly)**** (which includes Instructional Lead Teacher, Professional School Counselor, Administration, Reading Specialist, and Title I Resource Teacher) meet weekly, with the use of a rolling agenda guiding the meeting, to check the pulse of the school setting. The team discusses Admin-identified topics and also includes time for open discussion so that other members can put topics on the table. The team examines data to identify future Professional Development, and then plans as needed; prepares/plans for upcoming SPMT meetings; discusses community partnerships and how they can best support.

* ****Leadership Meetings****: Grade-level chairs and administrators will attend weekly leadership meetings to discuss student data, results from learning walks, and plans for the next steps. The core leadership team will also identify specific data points to discuss and analyze during data review meetings.

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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

Teachers, principals, other school staff, and parents are an integral part of developing the Title I Schoolwide plan. The staff is given multiple opportunities to collaboratively engage in activities that allow them to collect and analyze data that will drive decisions that impact the priorities for addressing student achievement, programs, strategies, the use of resources, and the use of funds. This process occurs using the following means.

* ****School Planning and Management Team (Monthly)****: The SPMT will meet on a monthly basis. All staff members are invited. Membership includes one representative from each grade level (traditionally the grade level chairperson), a representative from the Special Education Team, a Specialist Team, Professional School Counselor, and PTA President. Parents are invited to attend the meetings. During meetings, the team discusses programs to implement for students and parents. Teachers and specialists also work together to give input on the school budget (positions to hire, allocations for substitutes, programs to purchase, etc). During the meeting, the team examines teacher concerns (outlined in a document that is used during weekly team meetings to capture concerns that cannot be resolved at the team level despite their efforts). The SPMT members strategize on best practices and strategies to resolve the problem. Input from all stakeholders is solicited to ensure that viewpoints about concerns and/or events are discussed and considered. The team also coordinates school events by scheduling dates/times and maintaining the school calendar.

* ****Leadership Meetings****: Grade-level chairs and administrators will attend weekly leadership meetings to discuss student data, results from learning walks, and plans for the next steps. The core leadership team will also identify specific data points to discuss and analyze during data review meetings

Evidence is collected through SANE documents, rolling agendas, and surveys. Stakeholders will be informed of the SPP via the above meetings, Back to School Nights, and the school's website.

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

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Samuel Chase Elementary recognizes the importance of ensuring parents and members of the community have multiple opportunities to be involved in decision-making, in the planning and implementation of the schoolwide plan and its budgetary components as well as the Parent and Family Engagement Plan and School Compact.

The following are some of the ways that the parent and community members can actively participate in developing the Parent and Family Engagement Plan and School Compact:

- * Join and participate in the SPMT, PTA, and other committees to become engaged in the decision-making process.
- * Complete surveys, and evaluations and participate in discussion groups to provide input and feedback regarding activities and resources chosen by the school.
- * Voice concerns during parent-teacher conferences.
- * Attend the parent orientation and various meetings and events to become informed about the opportunities offered through Title I.
- * A Title I Information Segment will be conducted with the support of the Title I office at the beginning of the year during Back to School Night. During the Title I Information Segment, the school will share an overview of the school-wide Title I program, the 4 components, and Title I budget and provide a variety of resources that parents can use to assist their child at home with reading and math assignments. Parents will also be given a survey to identify their needs and concerns for the 2022-2023 school year. Throughout the school year, parents will have opportunities to complete surveys in order to provide their input on future activities and initiatives in the school. Parents will receive the surveys in a variety of ways (i.e. email, distribution at the parent meeting, and through their child's backpack) in order to ensure that parents have the opportunity to participate and voice their needs. The survey results will be used to develop things such as the School-Parent Compact, Family Engagement Plan, etc. Once the documents are completely developed they will be sent to parents via students' backpacks and online media such as the school website, and Class Dojo.
- * Evidence will be collected through SANE documents and surveys.

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.
 - o Stakeholder Input on PFE Allocation
Stakeholders are invited to attend the SPMT meetings. During meetings, the team discusses programs to implement for students and parents. Teachers and specialists also work together to give input on the school budget (positions to hire, allocations for substitutes, programs to purchase, etc)

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A Title I Information Segment will be conducted with the support of the Title I office at the beginning of the year during Back to School Night. During the Title I Information Segment, the school will share an overview of the school-wide Title I program, the 4 components, and the Title I budget. Parents will also be given a survey to identify their needs and concerns for the 2022-2023 school year. Throughout the school year, parents will have opportunities to complete surveys in order to provide their input on future activities and initiatives in the school. Parents will receive the surveys in a variety of ways (i.e. email, distribution at a parent meeting, and through their child's backpack) in order to ensure that parents have the opportunity to participate and voice their needs. Evidence will be collected through SANE documents, planning agendas, and surveys.

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
 - * The school has partnered with several businesses and organizations in the community. Some of these partnerships consist of the PGCPs Early Learning Center, The Washington Suburban Sanitary Commission (WSSC), and Educational Systems Federal Credit Union.
 - * WSSC provides workshops and hands-on activities for our students. They also provide mentors for our students. National Park Police and Prince George's County Fire Department provide employees to participate in our Career Day activities. Employees speak to the students about careers in the fields of law enforcement and firefighting. Educational Systems Federal Credit Union has set up a way for our students to deposit money into their banking accounts at school. They send representatives for Career Day and to teach classroom lessons on Economics.
 - * Our local program collaborations include the PGCPs ESOL department, PGCPs Early Childhood department, and PGCPs Food Services.
 - * The PGCPs ESOL department provides A full-time ESOL instructor, Interpreters for families and staff that need translation services, and instructional materials (textbooks, manuals, and software).
 - * The PGCPs Early Childhood department provides Monthly Parent Cafe, Learning Parties, Toddler Playgroups, Lending Library, and Parent Book Club.
 - * The PGCPs Food Services provides meals (breakfast and lunch) to each student every school day, Brown Bag lunches for students attending Field Trips, and Supper for all students participating in Extended Learning Opportunities (ELO) after school.
 - * Title I resources are used to provide an extended learning program for primary and intermediate students.
 - * Title I resources are used to purchase a Title I Resource Teacher who supports parents and students

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throughout the year. The resource teacher pulls students into small groups to build on their reading skills.

* Title I resources are used to purchase a Kindergarten teacher in order to help keep class sizes smaller. This supports smaller pull-out groups for differentiated reading groups so the teacher can work with students on their individual levels.

* Community Eligibility Provision: Samuel Chase Elementary has partnered with a Non-Profit Organization in order to support our community, family, and students. The Non-Profit Organization Feeding and Clothing the Needy has partnered with Samuel Chase to provide children with a Weekend Snack Pack every Friday for the school. Samuel Chase has also partnered with St. Ignatius Church for our "Take a Peek at your Scholar's Seat" Day. We invited families in Pre-K through 5th Grade to meet their child(s) teacher and drop off all of their school supplies. St. Ignatius Church donated supplies and backpacks to the school for our students.

* Evidence is collected through, SANE, planning agendas, and flyers.

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