

**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 P MASSIE ACADEMY	0648
School Address	3301 REGENCY PKWY, SUITLAND MD 20747	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 08	
Principal's Name	Michelle Pegram	
Principal's Email Address	michelle.pegram@pgcps.org	
School Phone Number	3016691120	
Principal Supervisor's Name	Fossett, Kristil Deshawn	
Principal Supervisor's Email	kfossett@pgcps.org	
School Vision & Mission		
Vision	Samuel P. Massie Academy (PreK-8) will achieve excellence in academics, behavior, attendance, and school culture through the effective utilization of data analysis and technology integration.	
Mission	We will maintain a safe and orderly school learning environment where we are committed to hard work and excellence in education while implementing the Maryland State Curriculum, Common Core State Standards, and Literacy Standards.	

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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: By June 2023, the percentage of students who meet or exceed grade level expectations will increase by 5% Points on MCAP Mathematics.	Teachers scoring modelling questions for Type 2 and Type 3 questions.	Teachers will utilize a graphic organizer to help students with organizing type 3 questions
2	Attendance: By June 2023, the percentage of students who are not chronically absent will increase by 5% percentage points.	Sustainability of the PBIS Program with fidelity.	Attendance Contract with students and parents
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
In order to provide stakeholders, such as parents, school staff, and community members, with an opportunity to participate in school-level data analysis, the following data sources will be utilized:

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- * Attendance/APEX reports - Monthly
- * DreamBox (Grades K-5) - Monthly
- * Benchmarks in Mathematics - Quarterly
- * IXL (Grades 6-8) - Monthly
- * Mobius Math (Grades 6-8) - Monthly
- * ACCESS for ELLs (administered in the Spring)
- * MCAP - Math (administered in the Spring)

The leadership team and SPMT (School Planning and Management Team), both of which include school staff and parents, will analyze attendance data on a monthly basis. Additionally, the PPW will provide monthly APEX attendance reports during monthly attendance team meetings, and students that have more than three absences and who are approaching the chronically absent status will be discussed individually to determine, if known, the reason for the excessive absences. The Connect Team, members comprised of the attendance team, will follow up with the families of the individual students to potentially provide support. Also, monthly attendance summary reports will be posted and shared with parents via our school's ClassDojo, a community bulletin board for important announcements. During IEP and 504 meetings, attendance data will be shared with parents, particularly in cases where attendance is impacting academic performance. The meetings may include attendance by our school psychologist, speech-language pathologist, and SEIS. To bring awareness to the importance of attendance, the names of students and classes with perfect attendance will be shared weekly/daily during morning announcements. There will also be an announcement made (monthly) for students who have perfect attendance from the preceding month, and those students will be invited to participate in a perfect attendance celebration.

Data analysis of the results of quarterly assessments will be shared during collaborative planning and discussed with teachers to determine the next steps; then shared with parents during parent information meetings. We will make stakeholders, particularly parents, aware of our baseline data points as well as our data targets. The school's website under parent resources, during parent academic nights, Class DOJO, morning announcements, and social media platforms may serve as active ways to engage stakeholders. Monthly SPMT, Community School meetings and surveys will assist in ensuring that stakeholders contribute to determining the next steps and identifying barriers around data.

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

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collected at the school level.

- Stakeholder Engagement on SPP Team

During July, August, and September of 2022, administrators, teachers, and community stakeholders were invited to multiple meetings to review and complete the fishbone activity to identify problems of practice and SMART goals. During the meeting, multiple sources of data were analyzed to determine the next steps to increase student achievement in attendance and mathematics.

The SPP will be discussed at every monthly staff meeting, leadership team meeting, and collaborative planning session. The SPP goals will become a standing agenda item and will be revisited at each of these meetings to monitor progress.

The school's website under parent resources, parent academic nights, Class DOJO, morning announcements, and social media platforms may serve as active ways to engage stakeholders. Monthly SPMT, Community School meetings and surveys will assist in ensuring that stakeholders contribute to determining the next steps and identifying barriers around data.

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

During Moving-up Night (June 2022), parents will have an opportunity to view the current school-parent compact and suggest changes to the document via a survey. During the Back-to-School Night, parents will be required to sign the school-parent compact. Parents will be given a copy of the school-parent compact. During planned quarterly Parent Information Nights, in which parents will provide an ongoing dialogue about ways to engage parents in building their capacity to support children at home, parents will have an opportunity for additional input on the school-parent compact. Additionally, current data and targets around attendance, reading, and mathematics will be shared with parents during the meeting. The Connect Team, consisting of staff members, will be responsible for making home-school connections and teacher-to-parent-to-student connections so that parents can support their scholars. The support will include any barriers that may impact students' participation in the instructional programs and overall well-being. The school-parent compact was distributed in September 2022 via bookbags. The Parent and Family Engagement Plan will be posted on our school website in the Parent Resource section. Additionally, Class Dojo will be utilized to direct the parents to read and become familiar with our PFEP and where it's located.

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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

An electronic survey was shared with parents. Based on the needs identified in the survey, funds allocated for PFE will be used to address those areas of need. The parent meeting was held in September 2022, and parents/stakeholders had an opportunity to provide input to inform how Title I funding can be used to support Parent and Family Engagement. The school team will discuss the budget at the SPMT and Community Steering Committee meetings in October 2022 to get suggestions. The school team also gets parent and family input once the budget is received at the aforesaid meeting as well as through 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

Title I funds were used to purchase four classroom teacher positions, one instructional lead teacher, and one paraprofessional position to make class sizes smaller and support instruction. Title I funds for SY23 will be used to purchase student and teacher supplies. Teachers will be provided an opportunity to participate in professional development opportunities to be paid by federal funds. In addition to the federal funding received through Title I, Samuel P. Massie Academy has formed a partnership with McDougall International, Inc utilizing state funds to implement the 21st Century After School Program (Gateway Enrichment Afterschool Program). This program provides students in grades 3-8 an opportunity to experience project-based learning that supports academic achievement in the classroom. The school partners with the Capital Area Food Bank and the Community Resource Advocate to provide free food to families in the community during monthly Family Market Day. During SY-2023, the families of kindergarten and first-grade students will be invited to participate in Title I's Early Literacy Family Academy to learn about instructional strategies to enhance literacy and numeracy. The expected outcome of the planned activities will be to enhance student achievement.

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

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