

**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>	SEABROOK ELEMENTARY	2003
<b>School Address</b>	6001 SEABROOK RD, SEABROOK MD 20706	
<b>Local School System (LSS)</b>	Prince George's County Public Schools	
<b>Grades Served</b>	00K - 05C	
<b>Principal's Name</b>	Clareta Spinks	
<b>Principal's Email Address</b>	clareta.spinks@pgcps.org	
<b>School Phone Number</b>	3019188542	
<b>Principal Supervisor's Name</b>	Williams, Wanda C	
<b>Principal Supervisor's Email</b>	wandaw@pgcps.org	
<b>School Vision &amp; Mission</b>		
	Vision & Mission	
<b>Vision</b>	We will foster a positive school climate by promoting academic growth, providing a safe and supportive environment, and building effective home-school partnerships to ensure that all students will be college and career ready.	
<b>Mission</b>	Vision & Mission	

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We will foster a positive school climate by promoting academic growth, providing a safe and supportive environment, and building effective home-school partnerships to ensure that all students will be college and career ready.

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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, at least 20% of the 5th Grade students will demonstrate a rating of "met expectations" on solving math word problems, using reasoning and sense-making, as measured by the county's Math Benchmarks and Math Milestones.	The teacher will continue to model for student how to solve math word problems using math talks and the uniformed step-by-step problem solving strategy (CUBED).	
2	ESOL: During the 2022-2023 SY, 50% of 4th Grade English Language Learners' (ELLs) will demonstrate at least a .3 point increase in growth on the writing domain of the WIDA ACCESS assessment.	Strategy Teachers implement the following strategy during instruction: sentence starters/frames, collaborative conversations, and direct vocabulary instruction. The teacher provides sentence starters to support students in writing a complete sentence and during whole group/small group collaborative conversations.	Not Applicable
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.

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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

Needs and root causes were analyzed and discussed during Leadership meetings (Principal, Assistant, Principal, ESOL Chair, Title I Resource Teacher, Data Coach, SPED Chair, Testing Coordinator). It was also reviewed at least quarterly during staff meetings and collaborative planning sessions, with all staff members (teachers; administration; para-professionals; custodians; secretaries; other support personnel). During these meetings, staff analyzed data from the county Reading and Mathematics Benchmarks, to identify students' areas of strength and weakness to create next steps for instruction. Kindergarten-Fifth Grade teachers worked collaboratively to determine commonalities in students' performance for various standards and students' misconceptions regarding the content taught. For example, place value continues to be a concern for K-5th Grade students, and multi-step word problems and real-world problems were identified as recurring themes of concern for 2nd-5th Grade students, based on the data gathered from the County's Math Benchmarks. After a thorough analysis, it was determined that students needed more practice with manipulating base-ten blocks and identifying key terms to decide which operation to use when solving word problems. Parents have also expressed concerns and suggestions regarding their students' performance via email, conferences, parent workshops and phone calls. These concerns and suggestions mimicked Seabrook's staff and were addressed.

To ensure that all stakeholders are actively engaged in determining next steps and barriers based on data results, we will establish a Four-Series Family Engagement Workshop Program to develop and provide the school as a resource for families and the community. The school will create and launch a parent pre-survey to be completed by \*\*October 15, 2022\*\* to identify areas of need (reading, mathematics, technology and testing) and post-surveys at the end of each workshop to determine program effectiveness. We will also host an ESOL Night that will focus on the WIDA ACCESS assessment and ESOL students' language proficiency levels. Parents will also be given the opportunity to learn about strategies and ways to support them at home. Lastly, we will review data during reading, mathematics, technology and MCAP Title I parent nights with our parent group and community stakeholders to analyze school data, gather input on how to advance our instructional program, and continue to maintain a safe/orderly school environment.

\*\*\\* Evidence of this process should be included in your Title I compliance binder (SANE, emails, planning documents, invitational flyers)\*\*

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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

A broad range of stakeholders was provided the opportunity to give input on the school's SPP plan. Seabrook's staff and the families served were able to provide feedback during staff meetings, Parent planning meetings, as well as evening Parent Workshops. Seabrook also encouraged the input of all stakeholders by conducting quarterly meetings where parents and school personnel worked collaboratively to create activities, plan programs, and determine other needs for the school based on the school's SPP plan. Through quarterly Seabrook's Parent Support Group meetings, the school has planned events such as "Muffins for Moms," "Donuts for Dads" and Career Day in the past to foster positive relationships with the families served, which has helped to increase parent involvement and has provided an opportunity for parents to share their input and to learn about the SPP plan.

To ensure that the school continues to keep the community informed and solicit feedback from all stakeholders, Seabrook will post the performance plan on various communication sites such as the school's website, Twitter, and ClassDojo. Additionally, parents will be given a Google Form to complete where they can offer continuous input on the \*\*2023\*\* school plan. Our parent meetings throughout the school year will also provide opportunities for parents and other community stakeholders to be updated on the status of the initiatives within our school plan and to continuously give suggestions for improvements.

\*\*\\* Evidence of this process should be included in your Title I compliance binder (SANE, emails, planning documents, invitational flyers)\*\*

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

Various strategies/events were used to engage parents and families in the joint development of the school's Title I Plan and Compact. These strategies/events included Parent nights (Reading Night, Math Night, MCAP Night & Technology Night), where families were able to give feedback regarding the program and suggestions for upcoming events. Seabrook has also solicited Parents' input by conducting a Budget meeting in May in which

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parents were able to provide feedback regarding class sizes, instructional supplies, support staff, resource classes, field trips, awards, assemblies, after-school programs, summer learning programs, etc. After each parent event, participants were asked to complete an evaluation and provide suggestions for school improvement and budgeting to ensure that parents' and students' needs were met. Parents' suggestions were taken into consideration to determine the 2022-2023 school year's allocation of funds.

The final Parent & Family Engagement Plan and School-Parent Compact will be distributed on communication platforms such as email, the school's website, Twitter, and ClassDojo. Parents will also have another opportunity to provide input when the Parent Plan and Compact is shared during Back-to-School Night. Input will be gathered via Chat Room feedback as well as through an electronic evaluation form/survey.

\*\*\\* Evidence of this process should be included in your Title I compliance binder (SANE, emails, planning documents, invitational flyers)\*\*

\*\*\\* Ensure that all events and activities in the Parent & Family Engagement Plan align with the school's SPP SMART Goals\*\*

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 May, the school hosted a Parent Budgeting meeting, where parents/guardians were asked to provide input on the school's \*\*2023\*\* budget using the Zoom chat feature. Using this forum, parents were able to identify the areas to which the money should be allocated (small class sizes, instructional supplies, support staff, resource classes, field trips, awards, assemblies, after-school programs, summer learning programs, etc.). For those parents who were not able to attend the Parent Budgeting meeting, surveys were sent home for them to complete so their input could be considered. A similar form was provided for teachers to complete where they were able to share their thoughts and prioritize the spending areas for the \*\*2022/2023\*\* school year. The teachers' budgeting forms also included options such as smaller class sizes, instructional programs, instructional materials, student incentives, training, safety, technology, Extended Learning Opportunities and personnel.

After each parent event, participants were asked to complete an evaluation and provide suggestions for upcoming programs to ensure that the parents' needs were met. Additionally, the school conducted a Parent

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Budget meeting to solicit their input regarding spending for the \*\*2022-2023\*\* school year. The budgeting categories included Parents' feedback regarding class sizes, instructional supplies, support staff, resource classes, field trips, awards, assemblies, after-school programs, summer learning programs, etc. The Parents' input on the budget influenced the positions/materials/events that Seabrook has allocated for \*\*2023 SY.\*\*  
Parents will also have additional opportunities to provide feedback on how we use our Title I Parent allocation by answering evaluations during parent workshops as well as during Back-to-School Night. The current parent workshop topics that we are offering using our Title I funds were all suggestions from parents based on last year's feedback (Reading Night, Math Night, Technology Night & MCAP Night).

\*\*\\* Evidence of this process should be included in your Title I compliance binder (SANE, emails, planning documents, invitational flyers)\*\*

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 federal, state and local resources are braided to maximize the impact of the Title I plan by forming partnerships with local businesses to provide supplies and food for Parent evening events. Additionally, Title I funds are used to pay presenters and provide resources for the parent programs. Seabrook has also developed and maintained a partnership with Dannielle Glaros, a City Councilman. Dannielle Glaros has given a \$1000 grant to support school/Title I initiatives for the past four years to increase students' performance through PBIS implementation. Using the Dannielle Glaros grant, the school has been able to purchase materials for PBIS celebrations. Title I and Title III have also partnered to ensure that all stakeholders are able to communicate effectively, by granting funds for the Office of Interpretation. During parent evening events, we use interpreters from the Office of Interpretation to assist us with communicating with our Spanish-Speaking families.

Below is a list of some of our community partnerships:

- \* Sharon Bible Church
- \* Church of Faith and Charity
- \* Grace Presbyterian Church
- \* Community Forklift

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- \* Educational Systems Credit Union
- \* Suburban Alliance Club
- \* Panda Express
- \* Texas Roadhouse
- \* District III
- \* NBC Channel 4
- \* 93 WKYS Radio Station
- \* Sisters 4 Sisters
- \* Saint Matthias
- \* FedEx
- \* Community Helpers
- \* Jersey Mikes
- \* Pastor Wives
- \* Maryland Multicultural Youth Center
- \* Holy Temple Church
- \* Wegmans
- \* Seabrook Community
- \* Church of the Redeemer
- \* Pi Upsilon Lambda
- \* Mission of Love Charities
- \* Delta Sigma Theta Sorority, Inc.
- \* Home Depot
- \* Leon's BBQ
- \* Sharon Bible College:

\*\*\\* Evidence of a sample of some of the above mentioned partnerships will be included in your Title I compliance binder (SANE, emails, planning documents, invitational flyers)\*\*

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

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