

**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>	CATHERINE T REED ELEMENTARY	1414
<b>School Address</b>	9501 GREENBELT RD, LANHAM 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>	Tamika Parran	
<b>Principal's Email Address</b>	tamika.parran@pgcps.org	
<b>School Phone Number</b>	3019188716	
<b>Principal Supervisor's Name</b>	Williams, Wanda C	
<b>Principal Supervisor's Email</b>	wandaw@pgcps.org	
<b>School Vision &amp; Mission</b>		
<b>Vision</b>	Catherine T Reed prepares all students for college and careers by challenging all students to achieve at their highest academic, social and creative levels, despite ANY obstacles.	
<b>Mission</b>	We will fulfill our mission through rigorous instructional practices, collaboration, inclusion, individualized instruction, effort and creative expression inclusive of family and community involvement.	

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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 SY 2022-2023, the percentage of students scoring 61% or higher will increase by 5 percentage points (20% - 41 out of 206 students) as measured by the 2022 MCAP Math assessment for grades 3, 4 & 5.	Data analysis - Teachers review student data from formative tests and milestone tasks to plan re-engagement strategies to spiral math lesson concepts.	
2	RELA/ELA: During SY 2022-2023, the percentage of students scoring 61% or higher on the MCAP ELA assessment for grades 3, 4, & 5 will increase by 7%.	Explicit phonics instruction	
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  
A broad range of stakeholders are involved in the process of reviewing and analyzing data to identify areas of strength and weaknesses. In order to review and analyze the data, grade level teams, which includes

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classroom teachers, resource teachers, specialists and administrators meet weekly (Mondays and Wednesdays) during collaborative planning to analyze school academic data and develop an appropriate plan of action based on the data. Community members, parents, teachers, administrators and district level personnel meet monthly to analyze school data and plan appropriate action steps in preparation for the development of the SPP. The SPP team used the action plan and next steps from collaborative planning and leadership team meetings to develop and prioritize systemic challenges. The parents have access to school wide data monthly with the school leadership team during Title I Parent Engagement Workshops to understand academic strengths and weaknesses. Data sets that will be reviewed with stakeholders throughout the year include Benchmark, software data and usage reports for iReady, district assessments, MCAP results, DIBELS, etc. In addition, Catherine T. Reed ES is a Community School. The Community School Coordinator distributed the Community School Needs Assessment Survey in Oct/Nov 2021, to assess and prioritize the needs of our school community. The survey was completed by students, staff, parents and community members. This information was reviewed with stakeholders and utilized to inform decisions for the SY 22-23, Title I, Community Schools and AAEEBB Budgets and we continue to implement those initiatives. The needs of the community were prioritized and aligned to the goals of our Community Schools, AAEEBB and Title I funds respectively. During all meetings, participants are able to ask questions and make suggestions via parent and community surveys. The Committee Schools Steering Committee regularly follows up and addresses any questions and/or feedback and makes needed adjustments as applicable. Rolling agenda and survey results are available for evidence.

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

Members of the Title I development team met individually and collectively throughout the \*\*SY23\*\* school year with school-wide stakeholders to conduct needs assessments, analyze data and design a plan to address the prioritized challenges identified in the SPP. These conversations took place during collaborative planning meetings, PTA meetings, Leadership Team meetings, and Community School meetings. In addition, during the annual Title I Parent Orientation Meeting for stakeholders, parents were provided the opportunity to hear the progress on last year's SMART goals and how decisions are made that are aligned with our goals. Parents were presented with data and asked for their input on the SPP and how to prioritize Title I resources provided to Catherine T. Reed ES to upgrade the entire educational program in order to improve the achievement of the lowest achieving students. They gave their input for the \*\*SY 22-23\*\* SPP via parent input survey. The

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information was used to make decisions regarding what programs and positions would be priority. A similar survey was given to staff members asking for their input to prioritize programs and positions as action steps within the SPP. SANE documentation from feedback/input events is collected and saved in the school's Title I evidence folder.

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

Parent/guardian input was acquired for the Parent & Family Engagement Plan and the Title I School-Parent Compact via survey through Google Forms which was posted to Class Dojo and the Google Classroom as well as during a Spring Parent Input meeting. Teachers placed a separate student survey on Google Classroom to collect student input on the School-Parent Compact. The surveys included opportunities for parents/guardians and students to offer suggestions on ways to offer their support for the upcoming year. The information and suggestions collected from the survey will be incorporated into the SY 22-23 School-Parent Compact and Parent & Family Engagement Plan.

Stakeholders will have the opportunity to give input on both programs and staffing by completing a survey posted to Class Dojo and Google Classroom. Stakeholders were asked to identify their top priorities for the Parent & Family Engagement Plan as well as positions deemed critical that should remain in the budget for SY 2022-2023. A follow up meeting will be held in the Fall to share the findings. Parents will receive copies of the Parent & Family Engagement Plan as well as the Home School Compact through online communication posted to Class Dojo, Google Classroom, in- person during Back to School Night, and via email by September 30, 2022. SANE documentation is collected and saved as evidence.

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

The principal will meet monthly with PTA leadership and its members to allow parents to participate and to give input on the Title 1 allocation of funds. Budget spending trends will be shared as well as updates on parent attendance at parent sessions. A parent survey was also provided to parents during the Title 1 Parent Workshop in the Spring of 2022 to give input on budget and staffing. All parent input is considered during Leadership Team meetings and any suggestions that are adopted will be included in future budgetary plans

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and SANE documentation and/or rolling agendas will be collected and saved as Title I evidence.

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 blended federal, state and local resources to maximize the impact of the Title I Plan. We are a community school and receive Kirwan Funds that are used to maximize the impact of Title I. Kirwan Funds were used to purchase each student a backpack filled with school essentials. To support our literacy program, community partners such as the National Organization for Black Women in Law Enforcement (NOBWLE), Reid Temple, Faith Fellowship Church, Kettering Baptist Church, New Dimensions Church, NASA Goddard, Duval High School Child Development Program, Mishkan Torah Synagogue, and District 4 Council Member Todd Turner Office provided resources such as books, supplies, technology supports, food and clothing for our students. Duval High School Child Development Programs provided volunteers to support student achievement in the classroom. Our community partner, NASA supports our students in the Title 1 STEM Fair. They generously donated materials for the STEM Fair. Howard B. Owens Science Center is a community partner that also provides support to students in literacy, math and science. Each class participates in the yearlong series of events. In addition to our business and community partnerships, we have district supports that enhance our academic programs. The Special Education Department, Community Schools Office, ESOL Department, ESSA & Title I Office provide training, supplemental resources, coaching, and technical assistance. Rolling agendas and/or flyers from community events will be collected and uploaded to our Title I evidence folder.

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