

**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	COLUMBIA PARK ELEMENTARY	1302
School Address	1901 KENT VILLAGE DR, LANDOVER MD 20785	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 06	
Principal's Name	Michelle Tyler-Skinner	
Principal's Email Address	m.tylerskinner@pgcps.org	
School Phone Number	3019251322	
Principal Supervisor's Name	Shields, Ebony Love Cross	
Principal Supervisor's Email	Ebony.Cross@pgcps.org	
School Vision & Mission		
Vision	Columbia Park's vision is to create a school that is highly regarded for academic excellence, parent involvement and the development of positive student character.	
Mission	The mission of Columbia Park is to provide rigorous instruction in a positive and caring climate where students can achieve at high academic levels by developing critical thinking and problem-solving skills to enhance character development and to improve the community.	

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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: On the Spring 2023 administration of Math Benchmark III, students in grades K-6 scoring met or exceeding expectations will increase 10 percentage points.	Use of informal assessments to provide differentiated small and flexible groups.	
2	RELA/ELA: On the Spring 2023 administration of the Reading Benchmark III (4-6) and DIBELS (K-3) scoring at meeting or exceeding expectations will increase 3 percentage points.	Teachers will implement flexible groups and differentiated activities for students.	
3	Attendance: By June 16, 2023, the APEX report will indicate an increase in students who are not chronically absent by 10%.		

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 parent representative is involved in extending opportunities to be involved in examining academic data to

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better understand needs by offering suggestions on ways to improve the parent-student-school-community network. The information discussed is shared via minutes with all staff members and parents through their School Planning and Management Team (SPMT) representative and with parents during Parent Teacher Organization (PTO) meeting(s).

SPMT is another opportunity for parents and community members to become involved in school activities. We are a Comer School which provides an organizational framework for shared decision-making and school management. Our SPMT meetings are guided by the three Comer principles which are No Fault, Collaboration and Consensus. It will also provide the structure to implement change needed to improve academic achievement for all students through a collaborative effort of all stakeholders. Currently, our SPMT is composed of members of our staff as well as parent representatives. The SPMT meets monthly to discuss various issues that concern the school. Parent representatives, school staff, and business/community members discuss, strategize, and plan for the continued growth of our students and the school environment.

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

Columbia Park welcomes parental engagement in many different ways. The school follows the principles of Dr. James Comer encouraging parent support in an inviting school atmosphere. We believe that with the support of parents and guardians, children will excel to their greatest potential. During the annual 'Back to School Night' and other parent-school events, the parents were informed about the curriculum as well as the goals and expectations for our scholars. The parents were also provided with a Title 1 parent orientation during which time a copy of the student compact and information pertaining to our parent policy will be sent home for parents to read and sign. These are provided in both Spanish and English. A copy of this signed document will be kept in the main office, with copies in the Parent Resource room. Parents will be given many opportunities to view and review the entire parent policy annually. This policy will be available during PTO election, academic parent nights; and parent-teacher conferences and by Appointment. Parents will have opportunities to provide feedback to the policy and the executive PTO board will assist the SPMT team in revising the plan. After careful review of feedback, parents will be given an updated Title I Parent Policy to sign and return to school. Parents and students will be reminded quarterly about the student compact. The student compact will also be used during parent conferences when behavior is of concern to remind students and parents of the agreement that they made to adhere to the school's policies and procedures. Parent

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feedback is communicated to the staff in the form of surveys, e-mails, face-to-face communication, evaluations (S.A.N.E), and parent input/suggestion box. Moving forward, we plan to implement a literacy program for families to support in improving their English skills and to give them guidance on how they can better support their students academic growth.

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.
 - o Stakeholder Input on PFE Plan & Compact

Columbia Park utilizes monthly school newsletters, weekly parent updates, flyers, phone calls, and monthly workshops in English and Spanish to engage parents in their children's education and to seek parent input. Additionally, the Columbia Park Elementary School website, Facebook, Instagram, Class Dojo, and e-mails are other ways we communicate with our parents. We offer to our families a monthly meeting, "TEATIME" sponsored by our PTO which provides the opportunity for our families to receive updates and to voice any comments and/or concerns. To further empower parents, our school has a Parent Resource Room Center (PRC) that offers various services to assist families. We seek input from parents to jointly develop the school's Parent Compact and Parent & Family Engagement Plan for the current school year. The School-Parent Compact outlines how parents, staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards. Parents received an electronic version of the School-Parent Compact in English and Spanish; this e-form contains the inputs from parents and tutors of children attending Columbia Park Elementary School. Our compact describes the school's responsibility to provide a high-quality curriculum and instruction. Indicate how each parent will be responsible for supporting their child's learning. Address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports from teachers/school, reasonable access to school staff, and opportunities to volunteer. Finally, the compact ensures open and meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. All documentation is captured in our school's electronic binder.

We acknowledge the significance of effective school-home communication to build a stronger relationship with our families. Columbia Park will send home a survey and e-mail a link to the survey for parents in English and Spanish to provide meaningful feedback regarding the parent and family engagement activities and programs. Input and suggestions from parents and family members are essential components to developing the engagement plan. Upon a final revision of the survey by the parents, The Parent and Family Engagement Plan will be incorporated into effect as a guide to building parents' capacity.

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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

With the start of our school year consisting of virtual instruction and meetings, we have to rethink how we provide opportunities to our parents and families. We aim to continue to make ourselves available and consistently strong communication between parents and school. CPES anticipates an increase in parent involvement since we are able to connect with families through a variety of means. When we are in the building, all parents are invited to support the school by serving as volunteers - field trip chaperones, classroom and office helpers, fundraising supporters. In an effort to support the needs of our parents and school community, Columbia Park has an active Parent Teacher Organization. Many parents have inquired about joining the PTO and running for an office. This offers numerous opportunities for parents to serve the school and acts as a vital liaison between the school and parent communities. During the annual "Back to School Night" the parents were informed about the curriculum as well as the goals and expectations for our scholars.

The parents were also provided with a Title 1 parent orientation during which time a copy of the student compact and information pertaining to our parent policy was sent home for parents to read and sign. These are provided in both Spanish and English. A copy of this signed document will be kept in the main office, with copies in the Parent Resource room. Parents will be given many opportunities to view and review the entire parent policy annually. This policy will be available during PTO election, academic parent nights; and parent-teacher conferences. Parents will have opportunities to provide feedback to the policy and the executive PTO board will assist in revising the plan. After careful review of feedback, parents will be given an updated Title I Parent Policy to sign and return to school. Parents and students are reminded quarterly about the student compact. The student compact will also be used during parent conferences when a behavior or attendance is of concern to remind students and parents of the agreement that they made to adhere to the school's policies and procedures.

As a guide to ensure Columbia Park Elementary School (CPES) Parental Engagement program meets all state and federal guidelines. CPES calls parents to a general meeting to discuss how Title I funds will be allocated. To ensure parents understand the importance of the meeting, Spanish and ASL interpreters are called to meet our parents' needs. Administrators provide parents with a brief description of the Title I program and the requirements for keeping the program at CPES. That being said, parents receive a Title I sample budget with suggestions regarding allocating Title I funds. Additionally, they receive a blank budget template to identify Title I expenditures to satisfy the Parent and Family Engagement program at CPES.

5. In preparation for SY23, provide a detailed description of how state, federal, and local resources are combined to

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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

Columbia Park ES values the partnerships between both our community members as well as district offices. We are continually building relationships with community partners to support and enhance our instructional program. CPES has developed a relationship with New Jerusalem Baptist Church; Jack and Jill; Shabach; Kent Baptist Church; Metro; PGPCS; Children Ministries. These business/community partners support CPES by providing services, incentives, and supplies. We are also proud to be able to work in collaboration with PGPCS Parks and Planning to develop student achievement through homework support, enrichment activities, and community enhancement projects.. In addition to our array of community support, we are also in partnership with grant-approved Community Youth Advance Newton's Thinkers program to host an after school ELO program focused on homework assistance, academic tutoring services, enrichment (venture) activities, and long-term project based learning. CYA offers small groups, skill specific assistance in several academic subject areas and various grade levels to have a greater impact on student achievement. This program uses an MSDE approved intervention curriculum for reading and math.

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