

**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		<b>School Code</b>	<b>School Designation</b>
<b>School Name</b>	DISTRICT HEIGHTS ELEMENTARY	0613	
<b>School Address</b>	2200 COUNTY RD, DISTRICT HEIGHTS MD 20747		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	00K - 05		
<b>Principal's Name</b>	Marlowe Blount-Rich		
<b>Principal's Email Address</b>	marlowe.rich@pgcps.org		
<b>School Phone Number</b>	3018170484		
<b>Principal Supervisor's Name</b>	Evans, Darryl Carlos		
<b>Principal Supervisor's Email</b>	Darryl.Evans@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	Our vision at District Heights University is to become a true community resource in which all members share in the responsibility of educating the whole child.		
<b>Mission</b>	We are committed to doing this by: -Promoting family involvement -Conducting peer observations -Modeling appropriate behavior, concepts and intended outcomes		

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

**Title I School Performance Plan Addendum At-a-Glance  
Executive Summary  
SY22-23**

- Promoting solid reasoning and questioning skills
- Creating a safe and productive learning environment
- Promoting self-respect, respect for others and
- Ensuring a high level of cultural competency

In doing this, students will enter college or the workforce, having the necessary analytical, communication, and social skills to navigate the world around them in a way that allows for personal and professional advancement.

**Title I School Performance Plan Addendum At-a-Glance  
Executive Summary  
SY22-23**

<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: PENDING: During the 2022-2023 school year, the percent of students scoring proficient or higher will increase by _ percentage points from SY22, as measured by the MCAP	Math Talks (K-5)	Math Talks
2	RELA/ELA:		
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

Our stakeholders (parents, community members, and partners) will be engaged with school data such as **\*\*benchmarks and formative assessments\*\*** throughout the school year. District Heights convened groups of diverse stakeholders from across the school community to discuss, and train on data disaggregation and instructional strategies to support academics at home and in the community. Stakeholders will have the opportunity to provide feedback and next steps on data findings. Stakeholders will be apprised of our school

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

**Title I School Performance Plan Addendum At-a-Glance  
Executive Summary  
SY22-23**

data in the following ways:

- \* **\*\*School-level meetings/Weekly collaborative planning meetings\*\***\- we work collaboratively to bring parents, teachers, community partners, and students together to discuss reading and mathematics issues impacting student performance.
- \* **\*\*Monthly Parent Workshops\*\***\- equipped parents with the skills necessary in a positive way to impact home and school. Data are sent home throughout the school year via parent letters and workshops. During parent workshops, administrators and teachers discuss the progress monitoring reports to keep parents informed about student progress throughout the school year. Parents also receive their child's individual data report to determine root causes and strategies needed to assist students to meet academic goals.
- \* **\*\*Annual Literacy/Numeracy Night\*\***\- Twice a year parents and students are invited to do cross-curricular activities with students to foster math, science, and ELA skills and strategies for parents to use with students at home.
- \* **\*\*Monthly School Planning and Management/Community Steering Committee Meetings\*\***\- Professional Community Leaders and administrators meet weekly to discuss student academic needs, teacher support in data, and district initiatives.

In order to ensure Stakeholders are actively involved in determining the next steps, they will have multiple opportunities to complete surveys to provide feedback that will be documented and reviewed during Leadership Team Meeting.

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

Parents and stakeholders are provided opportunities to give input on the school's Title I Plan and the School Performance Plan during literacy team meetings, collaborative planning, parent workshops, Title I Parent Nights, and through their input on evaluations. We also share information during parent workshops and sent out a survey to parents regarding programs and activities they would like implemented at the school to enhance student performance and development of social/communication skills\*\*. Evaluations and surveys are discussed with the literacy team and the team works to try to find ways to implement suggestions for parents based on resources. Parents will be informed of the Title I Plan during Back to School Night, Class Dojo, and the school's website.

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

**Title I School Performance Plan Addendum At-a-Glance**  
**Executive Summary**  
**SY22-23**

The Leadership Team will review the evaluations and input from stakeholders in order to help inform decisions for the School Performance plan and Title I Narrative.

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

The strategies/events to engage parents and families in the joint development of the school's Title I Plan, Parent and Family Engagement Plan, and School-Compact are as follows:

\* **Parent questionnaire** \- Distributed at the end of each parent workshop to determine ways to improve future workshops and programming

\* **Parent workshops**\- Once per month that covers a wide range of topics academic and the holistic child and things they can do to support learning they have here at school. Topics are determined by questionnaire and feedback from Back to School Night.

\* **Back-to-School Night** - Parents will have an opportunity to give feedback via surveys on the following:

- \* Parent Plan

- \* Home School Compact

- \* Title I Orientation

\* **Kindergarten Orientation**- Parents are given Title I information and provide opportunities for joint development of the plan.

\* **Title I Parent Night** - Parents review and made changes to the existing Home School Compact, reviewed the budget, and prioritized their school initiatives by their level of importance.

All parent documents will be placed on the school website and class dojo. The Leadership Team will review the evaluations and surveys from stakeholders in order to help inform decisions on the Title I Parent documents.

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

Parents and families receive access to the annual Parent Newsletter to inform parents of the Title I allocation and how the funds will be distributed during the school year to support students, parents, and families. Parents and families were asked to provide input on the Title I allocation at Title I Parent Night and via the school

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

**Title I School Performance Plan Addendum At-a-Glance**  
**Executive Summary**  
**SY22-23**

website and are asked to continue to share feedback throughout the school year. The Leadership Team will review the evaluations and surveys from stakeholders regarding the parent Title I Allocation in order to help inform decisions on parent resources and programs for the upcoming year.

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 following provides a description of the county resources and community-based organizations that support the goals and initiatives of the school:

- \* **Title I** - Title I Literacy Plan Van is available for all parent workshops, 2 classroom positions funded through Title I
- \* **Division of Accountability** - Support with School Performance Plan and how it impacts school's capacity
- \* **Special Education** - Special Education Instructional Specialist provides support for teachers and students, sit in on IEP meetings, Annual Reviews etc.
- \* **Office of Talent Development** - Mentor Teacher for a new teacher.
- \* **Community Partnerships** -
  - \* Operation Reach Back - student mentoring program
  - \* Pastor Bobby and First Baptist Church of District Heights - school supplies, uniforms, community engagement
  - \* District Heights Municipality - Community Engagement, human capital during the transition
  - \* AARP - School Supplies
  - \* The Hair Academy - Monthly Haircuts for Scholars
  - \* The Alder Group - uniforms, supplies, community engagement

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