

**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>	G JAMES GHOLSON MIDDLE	1320
<b>School Address</b>	900 NALLEY RD, LANDOVER MD 20785	
<b>Local School System (LSS)</b>	Prince George's County Public Schools	
<b>Grades Served</b>	06 - 08C1	
<b>Principal's Name</b>	Kevin Thompson	
<b>Principal's Email Address</b>	kevin3.thompson@pgcps.org	
<b>School Phone Number</b>	3018838390	
<b>Principal Supervisor's Name</b>	Lee, Dallas Donnell	
<b>Principal Supervisor's Email</b>	Dallas.Lee@pgcps.org	
<b>School Vision &amp; Mission</b>		
<b>Vision</b>	We at GJGMS will provide a healthy and collaborative community where students develop literacy skills across all content areas and are afforded opportunities for problem-solving, critical thinking, and self-awareness in order to develop strong academics in preparation for college.	
<b>Mission</b>	All GJGMS stakeholders will work collaboratively and communicate effectively to create a respectful, safe, and orderly environment where there is a passion for innovative teaching and lifelong learning.	

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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: By June 2023, the percentage of students who meet or exceed grade level expectations will increase by 5% Points on MCAP Mathematics.	School-wide Instruction of Mathematics (SWIM)	Teachers will provide SWD graphic organizers during instruction to facilitate academic discourse.
2	Attendance: By June 2023, the percentage of students who are not chronically absent will increase by 5% points.	Identify [and address] factors contributing to chronic absenteeism and habitual truancy	Attendance Letters for chronically absent students
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
    - \* **\*\*Community Church Support\*\***: As community partners, Rev. Curtis McLaughlin provides supplies and snacks, and community services to enhance the climate and culture at G. James Gholson. The purpose is to ensure that staff are engaged and ready to digest content presented at various staff developments. Members

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of the church are encouraged to join our meetings to learn about the needs of the school and to review current and trended data. This partnership allows the collaborative team to work together to promote the health, well-being, and learning of all students. We partner with them quarterly to keep them abreast of the current status of the school and to review school data and needs.

\* **PTSA**\- The PTSA meets bi-monthly to review the needs of the school, review and discuss school data and determine how to support the needs of the school and hosts parent nights alongside the ILT to inform all parents and stakeholders of the school's data, academics, and progress. On-going feedback sessions as it pertains to the SPP and school data will be allotted at every bi-monthly PTSA meeting in which all stakeholders participate.

\* **Instructional Leadership Team**: Throughout the school year, stakeholders attend SPMT/Instructional Leadership Team (ILT) meetings to discuss EWIR, and progress towards MCAP; and work towards possible solutions to support the school community as a whole while exploring the root causes of student slow academic growth. The ILT meets monthly to review school data collectively. Department Leads then present and share the data to their respective departments and through Quarterly Data Utilization.

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

- \* **Monthly Principal's Meetings/Principal's Roundtable**: Stakeholders attend monthly principals meetings to look at how to support improving student and parent engagement. These meetings are held in partnership with the administration team, teachers, and Central Office Staff members. During this time, parents and all stakeholders are allowed to provide feedback to the Title I plan.

- \* **PTSA**\- All members of the PTSA were presented the SPP in March 2023, where they were able to review the school's data and provide input on the goals of the school and how they may support the school in obtaining progress towards. The SPP was also presented to all stakeholders at the beginning of the school year for back-to-school night where all stakeholders were able to provide input and ask questions about the SPP and its goals. Stakeholders will be updated bi-monthly at the PTSA meetings about the school data and progress towards the goals and on-going feedback sessions as it pertains to the SPP and school data will be allotted at every meeting. Input and feedback will be on-going and solicited from parents and stakeholders throughout the school year.

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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

- \* **Quarterly Parent Informational Meetings:** As a component of Title I accountability, the leadership team developed a series of parent meetings to address numerous topics at G. James Gholson MS: attendance, literacy, Pearson assessment data, Math Benchmarks, AVID program, SPED program, and supports, and student retention prevention meetings. These meetings will also allow for parent feedback through a use of a survey to capture the needs of the parents, families and community that will be supported via the Monthly Parent workshops. Parents provided feedback during the end of the 2021 SY during PTSA and via parent conferences on what workshops are needed for families and students. Also, during the quarterly parent meetings, parents and families will also have the opportunity to provide ongoing feedback not only through the family survey, but through open dialogue during the meetings to assist in the development and revisions of the Parent and Family Engagement Plan at the end of each quarter, that is posted on the school's website and shared with all families via Blackboard September 2021.

- \* **Parent Data Nights:** To be hosted quarterly to build assessment literacy with parents around core assessments (MAP R, PSAT 8/9, WIDA ACCESS, Math Benchmarks, MISA, and MCAP.

- \* **Monthly Parent Workshops:** The workshops will be used to provide families with knowledge and resources to assist their child with ELA and Math learning objectives.

- \* **ELO Parent Meetings:** The ELO programs held parent meetings to discuss the after-school opportunities and the impact of additional time on content tasks on student achievement.

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

- \* **Back to School Night & PTSA Meetings:** During the beginning of the year, parents gave input and shared strategies they would like to see through during Back to School Night and the first PTSA meeting both to be held in September 2022. PTSA was also privy to a snapshot of the SBB and projected Title I allocations during the Spring of 2021 at the March PTSA Meeting. Through PTSA, the school-based budget and Title I allocations are reviewed and discussed and parents continue to offer insight into monetary allocations in order to support the needs of students, what support they can provide, and what support/resources they would like to see in the future. In previous years, parents gave input through quarterly principals round tables. Input and feedback will be ongoing and solicited from parents and stakeholders throughout the school year.

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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

*\*Community School:* The goal of the Community Schools is to provide support and services to schools endeavoring to be designated as a PGCPSS -recognized Community schools wherein students and parents of participating schools have access to top-quality academics, enrichment, health and social services, and opportunities to learn and thrive.

*\*\*Title I Central Office Support:\*\** Seven positions are funded by Title I.

3 Classroom Teachers: 1 Instructional Coach:3 Paraprofessionals:

*\*\*Extended Learning Opportunity\*\**- Students will also participate in ELO three days a week to enrich their skills in their core content areas as well as to assist with providing a well rounded curriculum which will be funded through SBB for the SY and through Title I during the summer for extra Math enrichment for students as well as Professional Development for the teachers to build their capacities around the middle school child and curriculum.

*\*\*Community School Coordinator\*\** will continue to outsource and provide resources for families and students to support student attendance, and academic services within the community and mental health support.

*\*\*Community Church Support\*\** As community partner, Rev. Curtis McLaughlin provides supplies and snacks and community services to enhance climate and culture at G. James Gholson. The purpose is to ensure that staff are engaged and ready to digest content presented at various staff developments. Members of the church are encouraged to join our meetings to learn about the needs of the school and to review current and trended data. This partnership allows the collaborative team to work together to promote the health, well being, and learning of all students. We partner with them quarterly to keep them abreast of the current status of the school and to review school data and needs.

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

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