

**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	GLADYS NOON SPELLMAN ELEMENTARY	0211
School Address	3324 64TH AVE, CHEVERLY MD 20785	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 06	
Principal's Name	Brandi Smith	
Principal's Email Address	brandi.smith@pgcps.org	
School Phone Number	3019251944	
Principal Supervisor's Name	Shields, Ebony Love Cross	
Principal Supervisor's Email	Ebony.Cross@pgcps.org	
School Vision & Mission		
Vision	Gladys Noon Spellman will be a GREAT school that works in partnership with the community and families, to address the unique and diverse needs of all scholars. We will produce college and career ready - lifelong learners who will flourish as productive citizens in today's global society.	
Mission	Through engagement in a rigorous and transformative educational experience, we will develop and nurture college and career ready, life-long learners, empowered to flourish as productive leaders and compassionate change-makers in today's global and digital society.	

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	<p style="text-align: center;">SMART Goals</p> <p>(A targeted aspiration that serves as the focal point for collective improvement efforts. S - specific; M - measurable; A - achievable; R - realistic; T - timebound.)</p>	<p style="text-align: center;">Strategy</p> <p>(A technique/area of focus that school teams will use to address the SMART Goal.)</p>	<p style="text-align: center;">TSI Intervention</p>
1	<p>Mathematics: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 7 percentage points as measured by the 2023 MCAP Mathematics assessment.</p> <p>Baseline 2019: 22.975% Target 2023: 29.975% 2023 MCAP Actual Data -</p> <p>TSI Group: Students with Disabilities (2% increase)</p>	Use of Differentiation when creating lesson plans.	iReady
2	<p>RELA/ELA: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 7 percentage points as measured by the 2023 MCAP ELA assessment.</p> <p>Baseline 2019: 29.55% Target 2023: 36.55% 2023 MCAP Actual Data -</p> <p>TSI Group: Students with Disabilities (2% increase)</p>	Use of Differentiation when creating lesson plans.	Lexia
3	: N/A		

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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 wide range of stakeholders (administration, teachers, parents, and community members) play an integral part in the decision making of the school. As part of this process, there are several opportunities for these stakeholders to participate in activities that support the needs of the school. In particular, teachers are given the opportunity to analyze data, (_Benchmarks, iReady diagnostic test, MCAP, WIDA Access test, cycle assessment data_) In addition, the school reviews assessments and identifies next steps to benefit student achievement. The Data is reviewed three times a year using instructional cycles. Parents review data with school staff during parent-teacher conferences, and in one-to-one conferences when they discuss student progress reports and during parent training sessions (_Literacy and Math night_) when data is analyzed.

The SBMT is composed of grade level chairs, community school coordinator, department chairs, invited parents and community partners. During this time, all stakeholders are involved with discussing and providing input on all aspects of the school environment that include: instruction, data, programming, maintenance, safety and budget in order to make improvements, monitor success and determine next steps.

Our SPP Team consisted of a variety of teachers from our school, with a wealth of knowledge in different subject areas. We included representation from the primary, intermediate, ESOL, SPED and ELA and Math Teams, as well as parent involvement. Members from the team paired up with each other, in order to examine the school's academic data, and determine the root causes and needs for our school.

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.

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SY22-23**

○ Stakeholder Engagement on SPP Team

Throughout the academic year, the team convened to review data, budget constraints and available resources, and determine next steps. The members of the team are representative of the entire school body, thus taking input from their respective departments, and ensuring their thoughts and input are included in the SPP. At the end of the school year 2021-2022, the school sent a parent feedback form (Google form) for parents to provide comments, suggestions and input. The school uses parent feedback to inform program development, allocate funding and make instructional decisions. Gladys Noon Spellman engages with parents and families in various parent meetings, (parent workshops, PTA meetings, parent orientations, and parent representation in SPMT) The school has a Community School Coordinator (CSC) that gathers data from 75% of households, stakeholders, staff and students in grades 4-6 to help schools with decision making. Each month, the school provides resources and information to our parents that help bridge the home/school connection. Our meetings are designed around content areas, parent resources, and systemic initiatives. During monthly meetings parents are provided with information as it relates to content, given opportunities to provide feedback on school resources, and become familiar with the school and county policies such as distance learning resources, Schoolmax, attendance, and grading. Our programs provide a broad range of services to all of our stakeholders.

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

During the course of the year, parents will be surveyed to collect data on what activities they would like to see hosted at GNS. An end-of-the year survey was given to parents (Google form) to record input, suggestions and comments about how they will engage in parent initiatives and programs. Data collected was used to inform the Parent and Family Engagement Plan and Home-school compact to reflect the unique needs of the school community. GNS will engage in several parent events such as Literacy Night, Extended Learning Opportunity (ELO), Boys and Girls Club Greater Washington, Differentiation Parent Night, Hispanic Heritage Month Celebration, and Reading and Math Family Game Night. These events were used to engage parents, and to help them employ strategies they were able to use at home with their children. These strategies were research based to enrich reading and math critical thinking skills.

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.

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- Stakeholder Input on PFE Allocation

We hold a Title 1 Parent Night, led by our PEA and administration. A Title 1 Parent survey was distributed schoolwide for parent and community input. We received 45 surveys and parents ranked their priorities in order. This information was used to allocate money on specific lines of the SY23 SBB and Title 1 budgets. As a part of the monthly PTA Meetings, parents will be given an overview of the Title I program which will include the summary, and distribution of the home compact, the Parent and Family Engagement plan for the year, and the budget. Parents were then asked to complete the budget input survey.

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

Title 1 funds were used for teacher salary in addition to providing transportation for ELO scholars in grades 3-6 in years past. We also purchased instructional software to help increase student achievement such as iReady and Study Island. The town of Cheverly provided an annual school supply drive which supported our most needy students with school supplies to support academic success. Additional Title 1 funds were also used to purchase student supplies, classroom teacher supplies and additional teaching and support positions to help ensure the needs of our diverse population are met. Volunteer orientation was conducted annually to manage and inform parents on the opportunities that are available at the school. Title I offered various workshops throughout the year to help support their priority programs. Parent workshops were planned throughout the school year to focus on how parents could partner in facilitating instruction with their children at home. An ESOL parent night, and a Title I parent orientation were conducted to explain ESOL services and the services Title I supports and provides. Additional partnerships include Children's Guild - Mental health support, Cheverly Parent Resource Center - School Supplies, financial assistance to parents for chromebook repairs, and providing Thanksgiving baskets to 100 GNS families. Cheverly United Methodist Community Church - Provides food baskets for Thanksgiving as well. Cheverly Police Department - Shop with a Cop, provides gloves & hats - attend school sponsored activities - a presence in the school, University of Maryland School of Law- Eviction Prevention & Social Worker Assistance for wrap around services.

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

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