

**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	GLASSMANOR ELEMENTARY	1214
School Address	1011 MARCY AVE, OXON HILL MD 20745	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05	
Principal's Name	Traci Brown	
Principal's Email Address	traci.nickens@pgcps.org	
School Phone Number	3017494240	
Principal Supervisor's Name	Hardy, Sheena	
Principal Supervisor's Email	Sheena.Hardy@pgcps.org	
School Vision & Mission		
Vision	With 20/20 vision, we will believe in, educate, and develop children from diverse populations so they can become college and career ready. Our goal is to prepare the whole child for future real-world experiences. We will cultivate a culture where EVERY student counts at Glassmanor ES.	
Mission	Develop students and staff who are self directed learners, increase creativity about their world, are informed decision makers, effective communicators and collaborators, life-long learners, and able to pursue personal and career goals that foster physical, emotional, and mental well being.	

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SY22-23**

Community members will participate in our democratic processes, honestly and fairly
We will have a respect for all human dignity

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Executive Summary
SY22-23**

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	<p>Mathematics: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 5 percentage points as measured by the 2021 Mathematics MCAP assessment.</p> <p>Baseline 2019: 13.6% Target 2022: 18.6%</p>	<p>Teachers will utilize the resources within the curriculum and "Look fors" document to create an environment for learning that supports effective reasoning and sensemaking discourse among students. This strategy will be implemented during Cycle 3 (April- May 2023).</p>	
2	<p>RELA/ELA: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 5 percentage points as measured by the 2021 ELA MCAP assessment.</p> <p>Baseline 2020: 40.2% Target 2023: 45.2%</p>	<p>K-2 teachers will use the progress monitoring tools provided by DIBELS in order to plan for phonics instruction to support the acquisition of foundational writing skills during whole and small group instruction. 3RD-5TH grade teachers will use the 6 KEY ESOL STRATEGIES to help students move through the writing process and produce writing samples that are in alignment with the MCAP standards.</p>	
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.

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

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 invited to be engaged with school data throughout the school year. Stakeholders will have an opportunity to review and discuss data from Reading and Math Benchmarks, formative assessments and the MCAP. We will convene groups of diverse stakeholders from across the school community to discuss, get trained on data disaggregation and instructional strategies to support academics at home and in the community. These measures will help to ensure that stakeholders are actively engaged in determining next steps and barriers based on data results.

Community members and parents will be represented on the School Based Management Team which will meet monthly to discuss academic progress and teacher development. During school level meetings we will work collaboratively with our school based parent engagement assistant (PEA) to bring parents, teachers, community partners and students together to discuss reading and mathematics issues impacting student performance. The PEA and school instructional staff will co-plan data and instructional workshops quarterly.

Additionally, we will facilitate workshops that help parents and the community to identify key areas of instructional needs for their children. We also celebrate academic success and performance quarterly. Parents and community partners are invited to celebrate student accomplishments with us.

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 community stakeholders are provided opportunities to give input on the school's Title 1 Plan during our SPMT/Steering Committee which meets monthly and at the PTO meetings. We also share information during parent workshops and send out a survey to randomly selected parents regarding programs and activities they would like implemented at the school to enhance student performance and development of social/communication skills**. Gathering this information will help us ensure all voices are heard and given an opportunity to celebrate successes and provide suggestions for change. Evidence of this process will be

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Executive Summary
SY22-23

documented in our Rolling Agenda for our SPMT Steering Committee. We will, also, collect SANE documentation for our meetings that we have with parents in an effort to document participation and engagement.

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 following represents the strategies Glassmanor ES will implement in order to include parent and family input on the Parent and Family Engagement Plan and the School-Parent Compact:

- * Parent Surveys will be used to obtain feedback and input from parents on next steps from school-based programs and initiatives.
- * Connecting with community partners during school based meetings to obtain feedback and input on school-based programs and initiatives.
- * Partnering with the bilingual Parent Engagement Assistant in order to translate information on the Parent and Family Engagement Plan and School-Parent Compact
- * Highlight diversity in the school community through assemblies, announcements and daily instruction. During these events, parents will also be given the opportunity to give feedback on upcoming events for the school/.
- * Parent workshops - Where parents will be provided with best practices that they can use at home and opportunities to give feedback on school-based programs and initiatives.
- * PTO meetings - Parents will receive updates and information on the implementation of the Parent and Family Engagement Plan and the School-Parent Compact.
- * SPMT meeting - Parents will be invited in order to learn of school-based academic progress in order to contribute to next steps.

Parents will receive the parent documents during Back to School Night, Parent Trainings, Class Dojo Postings, our school's website, and sometimes, in paper form via their child's backpack.

Evidence of this process will be documented in our SANE documentation for our meetings that we have with

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

parents in an effort to document participation and engagement.

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 expressed their input on how the Title I allocation should be used during our budget meeting that occurs when the new school budgets are released each year. We, also, will ask for input at the beginning of the school year in the Title I parent orientation, and in the SPMT meetings held throughout the school year. During these meetings, parents are shown what we allocated funds towards in the past and are asked for suggestions for adjustments based on what they think we could do to better provide support their children's academic and social needs. In the past, parents have expressed their desire for parent workshops focused on instructional strategies that would help them support their children at home. During these monthly workshops, parents will receive instructional materials and resources to use with their children at home. This year, we will also have "Gather and Grow" morning workshops at the school where parents can come in after they drop their children off and participate in workshops geared to help them engage with their students and children's teachers. We will ask for their feedback about how we are using our PFE Allocation at the end of each workshop so parents could provide continuous feedback throughout the school year.

Evidence of these meetings/collaborations will be documented using the SANE documentation method.

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

1. Our school's funding sources are: SBB, TITLE ONE, Community Schools, and Community Partners. After discussing the needs of our school, we then, strategically allocate funds from our SBB TITLE ONE, AND COMMUNITY SCHOOLS budgets to pay for materials, programs and services we need. When we do not have the financial resources to pay for certain things or if there are needs that our families have that because of various regulations, we can't provide for them (i.e., gift cards for uniforms), some of our community partners

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

work to help our families acquire things they need.

2. We will collect evidence of this process through the use of rolling agendas, class dojo posts, flyers, pictures and SANE documentation.

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