

**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>		
<b>[School Name Level] School Performance Plan</b>	<b>School Code</b>	<b>School Designation</b>
<b>School Name</b>	HILLCREST HEIGHTS ELEMENTARY	0607
<b>School Address</b>	4305 22ND PL, HILLCREST HEIGHTS MD 20748	
<b>Local School System (LSS)</b>	Prince George's County Public Schools	
<b>Grades Served</b>	00K - 05	
<b>Principal's Name</b>	David Brown	
<b>Principal's Email Address</b>	david2.brown@pgcps.org	
<b>School Phone Number</b>	3017023800	
<b>Principal Supervisor's Name</b>	Hardy, Sheena	
<b>Principal Supervisor's Email</b>	Sheena.Hardy@pgcps.org	
<b>School Vision &amp; Mission</b>		
<b>Vision</b>	At Hillcrest Heights Elementary School, everyone has the potential to grow and succeed. All stakeholders collaborate to meet the needs of the whole child. Our school community is committed to implementing our mission to ensure that our students become well-rounded members of society.	
<b>Mission</b>	Hillcrest Heights Elementary School is committed to developing all students' skills, attitudes and abilities by focusing on high expectations, culturally responsive teaching, and academic achievement. We are committed to hiring staff who are committed to teaching.	

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Teachers engage in performance-based instruction to ensure that children learn basic and higher-level thinking skills and engage in real-life, hands-on activities. Our school will attain academic excellence as students become productive citizens.

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	<p style="text-align: center;"><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.)</p>	<p style="text-align: center;"><b>Strategy</b> (A technique/area of focus that school teams will use to address the <b>SMART</b> Goal.)</p>	<p style="text-align: center;"><b>TSI Intervention</b></p>
1	<p>Mathematics: During the 2022-2023 SY, the percentage of students scoring proficient or higher will increase by <u>5</u> percentage points as measured by the 2023 MCAP Mathematics assessment. Baseline 2019: 8.9% Target 2021: 12.9%</p>	<p>Conduct Focus walks to determine the level of curriculum implementation through the use of the Look For Document. Educators will receive feedback utilizing the 6 effective steps of feedback. Implementation of feedback will be observed as a measure of effectiveness.</p> <p>Direct Instruction that includes focus &amp; coherence; Reasoning/Sense Making; formative assessment</p>	IReady Math
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 MCAP ELA assessment. Baseline 2019: 8.1% Target 2021: 13.1%</p>	<p>Bi-weekly informal observations with 6 Steps of Effective Feedback (Text Dependent Questions and Answers 3-5; Foundational Skills K-2), MCAP Review &amp; Reteach Plan with Action Steps</p>	IReady Lexia
3	<p>Attendance: During the 2022-2023 SY, 80% of the students will maintain 95% attendance or higher according to the end of year APEX report.</p>	<ol style="list-style-type: none"> <li>1. Charting Homeroom Attendance weekly, bi-weekly, and monthly to improve monitoring.</li> <li>2. Celebrating Homeroom with the highest attendance rate on each grade level</li> <li>3. Ensuring the creation and delivery of attendance letters to parents.</li> </ol>	

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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

Hillcrest Heights Elementary stakeholders will have the opportunity to be involved in multiple school-level data sources as well as to analyze the information. The goal is to be able to include stakeholders in identifying student academic needs. The following assessments will be analyzed and discussed with stakeholders during different portions of the school year. The assessments that will be discussed are: The Dibels assessment, which is given three times a year to Kindergarten-3rd grade; Reading and Math Benchmarks, given three times a year for Kindergarten-5th graders; iReady Diagnostic for K-5th grade, three times a year; ACCESS for ESOL students in the spring; Science Benchmark assessment for 5th graders, three times a year; and MCAP and MISA will be given to students in grades 3-5, in the Spring.

HHES's collaborative planning is facilitated twice a month. During these sessions educators will identify trends within the data to drive instructional practices by following the 4-part Collaborative Planning process (Data Inquiry Process, Examining Student Work, Lesson Planning, Study Groups). The PTA will hold a general assembly each month starting in October. Student Attendance will be the focal point of monthly discussions in addition to new acquired assessment results. Parent Teacher Conferences will take place each semester of the school year. Our 1st semester conference day is scheduled for October 10, 2022. The second semester date is February 21, 2023. Quarterly, HHES will engage families and the community during content area focused academic family nights. Each quarter will focus on a distinct content area to provide families with strategies and resources for the specified content area. Our academic family nights will be engaging for parents, the community, and students to continue to build a partnership amongst the school and the community. Assessment and data literacy results from Dibels, Benchmarks, iReady, and ESOL will be shared with families to ensure that families understand their child(ren)'s data and we will provide strategies to increase student success.

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To ensure that all stakeholders are engaged, HHES will host a Virtual Parent Night on September 13-14. This meeting is to familiarize stakeholders with the Title I program, conduct a "Data Analysis 101" to share, review and analyze data and to determine next steps and/or recommendations for improvement. Additionally, stakeholders will participate in quarterly data presentations and discussions on the progress and root causes of achievement, during monthly staff meetings. This information will be used to inform after school learning programs and student placement, student growth, Parent Workshops, and Professional Development.

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

HHES provided all stakeholders with a presentation during the month of March 2022 in preparation for the 22/23 SY. As a follow up to this meeting parents and teachers completed a survey identifying top priorities and recommendations for School Performance. HHES met with all stakeholders during Back to School Night September 13-14 to provide parents with an additional opportunity to realign school priorities during the school year.

HHES will ensure that parents have ongoing opportunities to provide input regarding the goals, mission and vision of HHES. HHES will ensure that parents have ongoing opportunities to provide input regarding the mission and vision of HHES as well as to give input on the SPP during PTA meetings, Parent Teacher Conferences, Academic Family Nights, and other school-based meetings.

The School performance planned is posted on the PGCPS website and is attached to our School Website as well. Surveys and links to meetings are shared with all stakeholders via Twitter, Class Dojo and mass emails/phone calls. An overview of the SPP was given during Back to School Night.

Stakeholders input and comments were requested prior to the development of the School Performance Plan. Input and consideration from stakeholders were addressed and included within the SPP. The Leadership Team discussed and analyzed the results of the survey during Leadership Team Meetings.

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.

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- Stakeholder Input on PFE Plan & Compact

HHES' Professional School Counselor is tasked with spearheading monthly school events to engage school stakeholders. HHES stakeholders' input from these monthly events will be used and included in the Parent & Family Engagement Plan, which outlines the goals and objectives for meeting the academic and social/emotional needs of the students and their families. Google form surveys will be provided to gather input from stakeholders after each parent workshop and professional development session. Stakeholders will have the opportunity to share their concerns, program success, planning of school-wide programs and workshops that would benefit families and their children. This information will assist in identifying the success, next steps, and planning of school-wide programs and workshops.

The Parent Engagement plan will be shared on the school's PGCPs website, Twitter, and Class Dojo platform. The Parent Engagement Plan will also be emailed to stakeholders.

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

HHES provided all stakeholders with a presentation during the month of March 2022 in preparation for the 22/23 SY. As a follow up to this meeting parents and teachers completed a survey identifying top priorities and recommendations for School Performance. HHES will meet with all stakeholders during Back to School Night to provide parents with an additional opportunity to realign school priorities during the school year. HHES will ensure that parents have ongoing opportunities to provide input regarding the mission and vision of HHES.

Stakeholders input and comments were requested prior to the development of the School Performance Plan. Input and consideration from stakeholders were addressed and included within the SPP. Additionally, input provided during the September meeting will be taken into consideration for the program next steps and the '22-'23 SY fiscal budget.

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

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HHES will leverage the use of SSB and Title I funds to facilitate an after school learning program that will focus on the content areas of reading and math for students in grades 3-5. Our focus for the after school learning program will be to provide a specified group of TSI students with a comprehensive approach to focus on challenging standards to increase proficiency in the content areas. The DC Regional Church, City of Emmanuel Church, and BoFosters Organization have partnered with HHES to provide School Supplies and other essentials for our identified families. Title I funds have been utilized to procure 3 educators, 2 paraprofessionals, and additional instructional materials for daily instruction.

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