

**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	HYATTSVILLE ELEMENTARY	1601
School Address	5311 43RD AVE, HYATTSVILLE MD 20781	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05	
Principal's Name	Richard McKee	
Principal's Email Address	richard.mckee@pgcps.org	
School Phone Number	3012095800	
Principal Supervisor's Name	Brown, Niki Tiara	
Principal Supervisor's Email	Niki.Brown@pgcps.org	
School Vision & Mission		
Vision	Hyattsville Elementary School will promote a familial culture that inspires students, staff, and the community to be the educational innovators, environmental protectors, artists, social activists, and academics of the future. We proudly celebrate the strength of our diversity, and strive to promote equity and social justice. Collaborating with all stakeholders, Hyattsville Elementary will ensure our school is a nurturing home of compassion and acceptance that empowers students, staff, and the community to reach their full potential in their academics and character development through high expectations, continuous learning, accountability, and engaging standards-based educational practices within a rigorous academic program.	

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Mission	<p>Today I will be full of PRIDE. Perseverance, my mission is clear. Respect for all, this I hold dear. Integrity starts with you and me. Dedicated to the change we want to be. Enthusiasm for learning and play. This is the Hyattsville Way!</p>
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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	Mathematics: By the end of the 2023-24 school year, Hyattsville ES will see at least an 10% growth in students' modeling and reasoning skills, and a 5% increase in students' overall math outcomes.	Independent use of exemplars + Unlocking the prompt	iReady Math
2	RELA/ELA: At least 60% of students in 3-5 will score a 6 or higher on the constructed response question(s) between Benchmark 1 and Benchmark 3 between the administration of the benchmarks.	Independent use of exemplars + Unlocking the prompt	Lexia
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
Hyattsville Elementary School has an extensive range of invested partners and stakeholders who will have the opportunity, and are encouraged, to be involved in school-level data analysis sessions to find root causes that

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can be used to identify the school's academic needs. The school will hold monthly (in person/virtual) Chat and Chews in which parents and community partners are invited for discussion around the focus of continuous school improvement and the schools data. Additionally, learning walks (in person/virtual) will provide opportunities for stakeholders to see the current instruction, have a voice, and see improvements as they occur in regards to school climate and culture, student engagement, and instructional practices. Semester based meetings (in person/ virtual) will be held where parents will be able to see their child's progress as it pertains to their academic and assessment data and will have the opportunity to learn about and provide input around our school's Title I Components embedded in the SPP. Finally, partners and PTA representatives are invited to participate in monthly SBMT/Steering meetings (in person/virtually) where data discussions and update reviews will happen. RELA, Math, ESOL, and STEM nights will provide additional opportunities to share data with stakeholders and input that is provided will be considered and implemented as applicable. Sign-in sheets, notes, agendas, and evaluations will be maintained to document partner and stakeholder participation. Data sets reviewed and discussed may include and are not limited to PGCPs benchmarks, iReady diagnostic data sets, MCAP Scores, Attendance data from the APEX system, WIDA, and classroom assessments. SANE documentation and /or rolling agendas will be collected and stored as Title I evidence.

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

- **In preparation for the** **2023** **academic year, parents, staff, and community members will be given the opportunity to provide input on the School's Performance Plan (Title 1 Plan) from a variety of opportunities and ways.**

- * In addition to our Spring Parent Input meeting that included a summary of our SPP SMART goals as they are aligned with our budgets, a Google Parent survey will be sent out in September and March to ensure their voices are heard throughout the school year and are reflected in the plan.

- * Monthly Chat and Chews led by Parental Engagement Assistant and Community Schools Coordinator will allow time for reflective discussion and reciprocal discussions for stakeholders to express their voices and give input.

- * Quarterly SBMT meetings that invite parent representation and community representation to stay up to date and actively participate in decision making to bolster shared accountability.

- * Back-to-School Night which will give a broad overview of the schools current state and provide the vision for

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where the school is focused. Stakeholders will be given an opportunity to be updated on current school plans from the Administrative team, updates on instructional practices and the curriculum by grade level, academic progress, home school connection ideas, and parent expenditures. Parents will be able to freely express ideas and include any ideas for improvement.

* Budget surveys were distributed to parents and staff in March of 2022 and then again in March 2023 to allow their voices and priorities to be heard and represented.

* Vision surveys and feedback was given to staff, parents, and stakeholders in January/February of 2022 and Mission surveys will be distributed to parents and staff in the late Fall/Early Winter of 2022 to allow their voices and priorities to be heard and represented.

* State of the School meetings at the start and end of the school year to keep stakeholders updated and informed. **Input that is provided will be considered and implemented as applicable.**

SANE documentation and /or rolling agendas will be collected and stored as Title I evidence.

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.

- o Stakeholder Input on PFE Plan & Compact

In preparation for the **2023** **academic year, parents, staff, and community members will be given the opportunity to provide input on the Parent and Family Engagement Plan and School-Parent Compact from a variety of opportunities and ways. In addition to the various events described in this section, in order to ensure that parents, families, and community stakeholders are involved with the development of our Title I Parent Plan and Compact, the following opportunities are advertised and available for various members to be involved with our plan to ensure that multiple voices are heard.**

In March 2022, parents were offered the opportunity to provide feedback on how to update and improve the parental compact and parent plan. Additionally, in September 2022, parents will have an opportunity to provide input on how to improve the parental compact and parent plan.

* Semester surveys/updates will be sent out via ClassDojo providing parents with updates on the parent plan activities.

* Every parent evaluation will include standard questions to gather input on ways to improve what we offer to parents which will impact decisions around our parent plan and compact

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Parent Plans and Compacts will be distributed both electronically and in person during Back to School Night in September 2022 and SANE documentation and /or rolling agendas will be collected and stored as Title I evidence.

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

In preparation for the **2023** **academic year, parents, staff, and community members will be given the opportunity to provide input on how the Parent and Family Engagement Funds in Title 1 are utilized in a variety of opportunities and ways. In addition to the various events described in this section, in order to ensure that parents, families, and community stakeholders are involved with the development of our Title I Plan, the following opportunities are advertised and available for various members to be involved with our plan to ensure that multiple voices are heard.**

* In March 2022, a survey was given to parents on how to utilize Parent Title 1 funds to best meet the needs of families. The responses showed parents wanted more workshops to provide them with tips and tools to assist students when they are away from school.

* Semester surveys will be sent out via ClassDojo regarding the SPP status and Title I expenditures. Parents will be able to provide input and suggestions from the survey

* Monthly SBMT meetings that invite parent representation and community representation to stay up to date and actively participate in decision making to bolster shared accountability which will include periodic updates on our Title I parent and family engagement spend downs

* Each semester, budget surveys will be distributed to parents and staff to allow their voices and priorities to be heard and represented.

SANE documentation and /or rolling agendas will be collected and stored as Title I evidence.

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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In order to blend services to ensure that the school is using all of its available resources to support instruction, the school coordinates with various offices and local services including....

- * Central office collaboration will continue from various offices in PGCPs, to enhance the learning process at respective schools. It will be reviewed by the Leadership Team quarterly.
- * Title 1 funds have been designated to enhance the academic instruction in tandem by PGCPs. The school has designated funds for the purchase of student kits for the Voyager Passport (ESSA Tier 1) and VMath (ESSA Tier 2) intervention systems.
- * Title 1 funds have been designated to enhance the academic instruction in tandem by PGCPs. The school has purchased an additional kindergarten classroom teacher to reduce class sizes to ensure quality instruction is focused on students acquiring foundational skills.
- * Title 1 funds have been designated to enhance the academic instruction in tandem by PGCPs. The school has purchased an additional paraprofessional in order to provide intervention services under the guidance of the Instructional Lead Teachers with the Voyager Passport and VMath intervention programs.
- * Title 1 funds have been designated to enhance the academic instruction in tandem by PGCPs. The school has designated funds for an Instructional Lead Teacher to support classroom teachers in planning, implementing curriculum, modeling lessons and providing instruction to intervention groups.
- * The school has worked closely with PGCPs Human Resources to ensure highly qualified teachers are recruited to instruct students.
- * Title 1 funds have been provided to enhance the professional development activities in tandem with PGCPs. The school has designated funds for two book studies (Mindset and Culturally Responsive Teaching and the Brain) as well as after school unit planning with Instructional Lead Teachers, and the opportunity for administrators and staff to attend Leadership and content conferences to improve/enhance Leadership, educational practice, and pedagogy. The school has also allocated funds for substitutes to assist educators.
- * Title 1 funds have been provided to enhance the parental understanding of curriculum in tandem with PGCPs. The school has designated funds for Workshop Pay for teachers who will facilitate evening parent nights (Reading, Math, Science, ESOL, Testing) to involve parents in students' academic progress and growth.
- * The PTA collaborates with local businesses to raise funds in support of HES initiatives.
- * We also partner with Crossover Church who provides fresh vegetables for families in need as well as with Giant and Walmart on our Donuts for Dads and Muffins for Moms events.

Rolling agendas, emails and /or flyers will be collected as evidence for our partnership events and meeting.

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

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