

**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	LAUREL ELEMENTARY	1001
School Address	516 MONTGOMERY ST, LAUREL MD 20707	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05	
Principal's Name	Melinda Lee	
Principal's Email Address	melinda.lee@pgcps.org	
School Phone Number	3014973660	
Principal Supervisor's Name	Tasker-Mitchell, Ava Shree	
Principal Supervisor's Email	Ava.Taskermitchell@pgcps.org	
School Vision & Mission		
Vision	The vision at Laurel Elementary School is to provide high-quality learning opportunities for students to prepare them for a rapidly changing world by instilling in them a global perspective, critical thinking skills, and core values of respect, integrity, and responsibility.	
Mission	We, the staff, parents, and community of Laurel Elementary School, believe that each child is unique, and has diverse learning pathways, and thus, we are committed to the academic, social, personal, and physical development of our students. Together we will engage students in instructional and enrichment programs in an atmosphere that assures learning for each child daily.	

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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, students in grades 3-5 will increase their performance on the Math MCAP by 10 percentage points.</p> <p>Baseline 2022: Target 2023:</p>	Create and provide teacher-led training on the strategy: Math Talks (integrating ESOL vocabulary collaborative conversations)	
2	<p>ESOL: During the 2020-2021 SY, the percentage of English Learner (EL) students on track to attaining English language proficiency will increase by ten percentage points as measured by the 2021 WIDA ACCESS assessment for their individual Growth-to-Target intervals by 10%.</p> <p>Baseline 2022: %62 Target SY 23 72%</p>	Staff will participate quarterly in professional development on explicitly teaching content and academic vocabulary in speaking and writing tasks.	
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

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Executive Summary
SY22-23**

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

Stakeholders (including parents, school staff, and community members) will continue to be involved in school-level data analysis to identify the school's academic needs and root causes. Methods:

Weekly collaborative planning (Grades Prek - 5) - Including bi-weekly data analysis (lesson-based formative assessments including student work, benchmarks)

Quartely learning walks - Math, and Reading (Grades Prek - 5: all teachers participate)

Daily Informal observations (administrators) with a weekly review of results and next steps for instructional support.

Scheduled Quarterly Benchmark analysis (CP Meetings and Staff Steering Committee)

Quarterly Parent Progress Updates - during Parent Action Team Meetings

Additionally, In Spring 2022, Parents completed surveys to provide data regarding the needs of the school and families for SY23. Likewise, parents will be able to express interest and needs during SY23 in a survey for the next school year.

Evidence of progress will be added to our electronic Title 1 binder.

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

Stakeholders engaged in a cycle of improvement (collaborative planning, monitoring, and reassessment of progress consistently (weekly, quarterly) throughout SY22), leading to a consensus for SY23 Goals in May 2022 based on data. [Reading](https://docs.google.com/spreadsheets/d/1yzPwv9GbAbRSNkIxNfOeqJFs-Kiu-X5UK2_DjY6ZaNm/edit#gid=0) / [Math](<https://docs.google.com/spreadsheets/d/1g2dKuhsn->

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**Title I School Performance Plan Addendum At-a-Glance
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Staff revisited and confirmed goals during SY23 Pre-service week. Goals / Strategies embedded in [Welcome Back Presentation](<https://docs.google.com/presentation/d/1B6yIV1fkugc3wxtsxQIMTY67zhQLGQAJf-55ScygdH4/edit?usp=sharing>)

Staff will monitor the SPP during Steering Committee Meetings SY23 Sept - June [(SY22 Agenda)](https://docs.google.com/document/d/1irr-uplfjO31-cfX3kU03-_Cx0mIC5IS6KfSyETW4AU/edit) - Edits will be made based on input during meetings and benchmark data team analysis.

LES documents collaboration in rolling agendas

- * Leadership
- * Steering Committee
- * CP

Parents received academic goals for SY23 during the [Title 1 Orientation SY23](<https://docs.google.com/presentation/d/1s0dHNshebvmdKhZJ047ZZX5ez8KHcEc0-G72kgto6bA/edit#slide=id.p1>); and completed a [survey.](<https://docs.google.com/forms/d/134WIHVvBgyUNAG3KX2kX8njt4yVVTCdQTb5ScWkNbqU/edit>)

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

Parents and staff came together to determine activities for the School-Parent Compact during spring SY 22 at parent meetings, including back-to-school night and our initial Title 1 parent meeting. Once the document was completed, it was sent to families in dual languages to sign and send back to LES. Various events that are based on parent needs and engagement were held quarterly. Resources were allocated to enhance student learning and increase the opportunity for parents to be active in their children's achievement. **During SY 23, families will be invited to respond to a survey to receive input on activities of interest for the SPP plan**. Communication with families will include Class Dojo, Blackboard, and our electronic parent newsletter, encouraging us to participate in the survey and to join the Parent Action Team to provide continuous input.

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

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 and families received surveys to provide input on allocating Title 1 funding for parent and family engagement. Communications will be distributed in dual languages and disseminated through teachers' Google classrooms, Dojo, Blackboard, and LES Newsletter. Parents will also be invited to provide input during PAT meetings and quarterly Steering committee meetings via Zoom.

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

****We have allocated funds for the following for SY 2023****

* Parent Engagement workshops to assist parents with strategies and resources to support their student's academic growth

* 1.) Reading 2. Math 3. Science and a planning meeting to develop a parent compact for SY 23 - that will pay for teacher's salaries

* Reduction in Class-size in grades 3, 4, and 5.

* Technology - Chrome books, carts, and repairs

* Student supplies to use at home distance learning

Our Community Schools Allotment will provide funding for:

* Part-time Salary and wages: for student clubs

* Student Activities

* Pamphlet holder for our Parent Information Center

* Material for instruction

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

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