

**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>	MARY HARRIS "MOTHER" JONES ELEM	1730	
<b>School Address</b>	2405 TECUMSEH ST, ADELPHI MD 20783		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	00K - 05		
<b>Principal's Name</b>	Evylyn Quinones		
<b>Principal's Email Address</b>	evylyn.quinones@pgcps.org		
<b>School Phone Number</b>	3014087900		
<b>Principal Supervisor's Name</b>	Brown, Niki Tiara		
<b>Principal Supervisor's Email</b>	Niki.Brown@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	Mary Harris "Mother" Jones fosters a community of globally-minded learners who celebrate diversity, demonstrate respect, unleash their creativity, collaborate effectively, strive for excellence in all aspects of their learning journey, and are equipped to positively impact the world.		
<b>Mission</b>	Our mission is to provide a dynamic, inclusive learning environment that inspires and empowers students to become globally-minded learners. Through innovative teaching methods, a diverse curriculum, and a commitment to fostering respect, creativity, and collaboration, we aim to equip our students with the knowledge, skills, and values they		

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need to thrive in a rapidly changing world. Our ultimate goal is to prepare our students to positively impact their communities and the world by embracing diversity and striving for excellence in all aspects of their learning journey.

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<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.)		<b>Strategy</b> (A technique/area of focus that school teams will use to address the <b>SMART</b> Goal.)	<b>TSI Intervention</b>
1	Mathematics: During the 2022-2023 SY, the percent of students scoring proficient or higher in Math will increase by 3 percentage points as measured by the 2022 MCAP Mathematics assessment.	Use of data to differentiate instruction.	
2	RELA/ELA: During the 2022-2023 SY, the percent of students scoring proficient or higher in ELA will increase by 2 percentage points as measured by the 2022 MCAP ELA assessment.	Use of data to differentiate instruction	
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  
The MHMJ Transformation Team (Admin, STC, Math ILT, Math Coach, Reading Resource Teachers, Cultural Arts rep, Parent Engagement Assistant, Community Coordinator, Community Schools Liaison, and parent

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representatives) examined data from iReady and PGCPs quarterly assessments to identify reading proficiency and instructional gaps and have discussed the needs, the root cause and the development of the Title 1 plan. The MHMJ Transformation Team meets monthly. Data analysis and needs assessments are conducted monthly during collaborative planning to allow instructional analysis to inform collective decision-making. In addition, the principal in collaboration with the PEA and CSC hosts parent meetings quarterly to review our results and identify the next steps. The newly founded Jaguar Community Circle, composed of parents, staff, community leaders, students, and administrators, is scheduled to meet every other month to support our improvement efforts. Data is collected in digital form with the use of Google Forms to collect parent input, Zoom Chats, and parent/teacher/student interviews.

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

MHMJ Admin team, in collaboration with PEA and CSC, shared the Title I Plan with parents/community to focus on gathering feedback on school improvement priorities. Our Title I plan is jointly developed by the leadership team with parents and community members. Our parent engagement assistant is a member of the team and parents are invited to attend. The Community Schools coordinator in collaboration with our Community Schools Liaison plans monthly meetings to listen to feedback and identify the needs of the school families and the feedback is used to develop the Parent & Family Engagement Plan and School-Parent Compact. These meetings took place on January, February, March, and September 7. Surveys collect feedback from staff, parents, and community members. Principal Town Halls allow parents and community members to ask questions and offer feedback. Some areas identified as a priority by parents are increasing after-school learning opportunities, additional resource classes (Spanish, Arts), and additional technology in the classroom (interactive boards). Parents also requested parent workshops on topics of early literacy, technology, and math.

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 Parent Engagement Assistant, Community Schools coordinator, and Community Schools Liaison plan monthly meetings to listen to feedback and identify the needs of the school families. The feedback is used to

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develop the Parent & Family Engagement Plan and School-Parent Compact. Parents and community members have access to school-related data and information through the Facebook group, and school website. This year, on September 21 and 22 we celebrated our Back to School Night providing parents with information regarding school opening procedures, School-Parent Compact, Free and Reduced Lunch Application, and instructional materials to support students' learning at home. A copy of the School-Parent Compact was also sent via bookbag and via robocall.

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 community members were invited to a Budget Town Hall on April 6 where parents discussed academic priorities and budgetary priorities for the following school year. Parents shared their voice using a survey and the Zoom Chat. Parents also learned how we are currently spending funds, and they were surveyed on how they would like funds to be allocated for the following school year. We also surveyed parents on the types of parent involvement workshops they prefer. Staff members had similar opportunities presented during staff meetings and collaborative planning.

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

Our **\*\*Title 1\*\*** plan complements our efforts to improve children's reading, Math, and English language proficiency outcomes by adding supplemental positions to support locally funded SBB positions. This year, we are adding four paraprofessionals to support our English Language Learners in meeting the unique social-emotional needs of newcomer English learners. We are adding one additional Math Instructional Coach to mentor our new teachers, lead collaborative planning, and provide differentiated instruction to struggling learners. We are adding one additional teachers to provide bilingual support in grades K-2, delivering Spanish for Native Speakers to enrich our learners' heritage language, strengthening cultural-inclusive instruction, leading arts integration, and developing early literacy skills. We are also adding two Reading Resource Teachers to provide mentorship to new teachers in early literacy and deliver interventions to students at risk in grades K-1. The **\*\*Community Schools\*\*** Budget will support extended STEM and Creative Arts learning opportunities. The **\*\*21st CCLC grant\*\*** in partnership with MHMJES will provide students with STEM and

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robotics opportunities. Our reading data indicates deficiencies in over 60% of the student population which supports the need to extend opportunities for students at risk in grades 2 to 5. Parent workshops will support home and school partnerships throughout the year. Parents will be equipped with instructional materials they can use at home to support students' learning. Our Extended Learning program will provide learning opportunities for students in grade 2. Our data evidence that over 90% of the students are at risk in reading as evidenced by iReady and running record assessments. Partnership with University of Maryland provides students interventions and enrichment opportunities in areas of STEM and early literacy.

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