

**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>	MT RAINIER ELEMENTARY	1703	
<b>School Address</b>	4011 32ND ST, MT RAINIER MD 20712		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	00K - 06		
<b>Principal's Name</b>	Jennifer Till		
<b>Principal's Email Address</b>	<a href="mailto:jennifer.till@pgcps.org">jennifer.till@pgcps.org</a>		
<b>School Phone Number</b>	3019851810		
<b>Principal Supervisor's Name</b>	Brown, Niki Tiara		
<b>Principal Supervisor's Email</b>	<a href="mailto:Niki.Brown@pgcps.org">Niki.Brown@pgcps.org</a>		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	Mount Rainier Elementary School values and respects the uniqueness of all individuals while working together as a community to excel at the highest academic and social levels.		
<b>Mission</b>	At Mount Rainier Elementary School, we will inspire our students to become 21st century global citizens through high academic standards and a rigorous curriculum while fostering the infusion of arts and technology. An inviting and nurturing environment will ensure that each child is able to learn safely by developing a strong sense of peace, respect, and responsibility as a member of the MRES community.		

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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 percentage of students scoring proficient or higher will increase by 2 percentage points as measured by the 2023 MCAP Mathematics assessment.	Math Talks Teachers will deliver Math talks within the classroom to provide student(s) opportunities to explain their mathematical reasoning.	
2	ESOL: During the 2022-2023 SY, the percentage of English Language Learner (ELL) meeting their individual Growth-to-Target goals will increase by <u>5</u> percentage points as measured by the 2022 WIDA/ACCESS assessment.	Differentiated Graphic Organizers for Tier 2 Vocabulary Words.	
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

During the April PTO Meeting parents were presented with SY 23 budget information for SBB and Title I.

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Parents were afforded the opportunity to provide feedback on identifying the school's academic needs based on our school data. This feedback was used in formulating the SBB and Title I budget purchases to best support our students. Parents and community members who were unable to attend the April meeting had the opportunity to provide input through email/survey based on the presented information posted on our webpage, principal newsletter, and Class Dojo.

During our Back to School Night scheduled for September 15, 2022 parents will be afforded the opportunity to provide input on the SY23m School Performance Plan and programming to best serve our students. The SPP goals will be presented in relation to our academic achievement, yearly rising AMO, and use of our budgetary funds to ensure we are able to support these goals. Feedback, input, and questions will be provided by the stakeholders through verbal and written feedback, as well as a survey that will be sent to all families for input if they were unable to attend.

Our Leadership Team will review the SPP Goals on August 11th for our summer meeting and present the information to staff during our Preservice week (August 19th - 26th). All feedback and input from the staff will be considered and revisions made to the goals based on this information. The revised SPP goals will be shared with all stakeholders throughout the year at our monthly PTO meetings, principal newsletters, Class Dojo, and parent workshops. Additionally, our Community School Steering Committee will continue to review the SPP information during the 22-23 SY and all feedback/input will be considered through a collaborative process (community partners, staff, and parents are on the steering committee). Any/all revisions will be communicated to all stakeholders (principal newsletters, PTO meetings, Class Dojo, etc.).

In the spring, we will plan a parent workshop that is related to the SBB, Title I, and Community School budget planning for SY 22-23 so that stakeholders are provided the opportunity for input on programming, support, staffing, etc. related to our SPP.

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

Throughout the school year, we will provide multiple opportunities to the staff, parents, and community members for data review to aid in the process of understanding the needs of our student body. Stakeholders will be actively engaged in determining next steps and barriers based on data by providing feedback through

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surveys and/or electronic documents, completing evaluations, and asking questions when we meet throughout the year (monthly PTO meetings, monthly half with the principal, and workshops related to ESOL, reading, science and math). Stakeholders will be encouraged to attend these meetings and workshops by personal invite (PTO President, Mayors - Mt. Rainier, Brentwood, North Brentwood, School Board Member Pam Boozer Strother) and also community invite (parents, community members, etc.) as advertised on our social media platforms (FB, Twitter), electronic principal newsletter, Class Dojo, and School Messenger. The SPP goals will be reviewed with stakeholders during our November PTO Meeting and asked to provide input/feedback in relation to our SPP goals. All feedback will be reviewed and revisions will be based on stakeholder input.

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 Home School compact will be presented at the September Parent-Teacher Organization (PTO) meeting and at the Fall Title I Parent Workshop . Parents will be given the opportunity to provide feedback on their roles, students' role, and school role to support Title 1 at Mt. Rainier Elementary School through discussion, chat, and a survey that will be shared with the families who were unable to attend the meeting(s). Parents will also be afforded the opportunity to provide feedback and ideas for using the Title I funding to support the roles of parents and students through workshops, activities, student materials, and programs. Some of the workshops that will be planned for the 22-23 SY based on our SPP goals are:

- \* \*\*PreK & Kindergarten Orientation/Open House\*\*
- \* \*\*Back to School Night/Title I Information Night\*\*
- \* \*\*PTO Meetings-held monthly\*\*
- \* \*\*Principal half hours (30 minutes prior to the PTO meeting - monthly)\*\*
- \* \*\*Literacy/Mathematics Night\*\*
- \* \*\*International Night\*\*
- \* \*\*Mt. Rainier Celebrates Reading\*\*
- \* \*\*STEAM Night\*\*
- \* \*\*Transition Night\*\*
- \* \*\*Career Day\*\*

The Parent and Family Engagement Plan and School-Parent Compact will be distributed to parents, families, and community members through our webpage, Class Dojo, Principal Weekly Newsletter, and PTO throughout the

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school year.

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

The Parent Home School compact will be presented and discussed at the September Parent-Teacher Organization (PTO) meeting and at the Fall Title I Meeting. Parents will be given the opportunity to provide feedback on their roles, students' role, and the school's role to support Title 1 at Mt. Rainier Elementary School. They will also share feedback and ideas for using the Title I funding to support the roles of parents and students through workshops, activities, student materials, and programs. Feedback from the chat, discussions (notes), and the survey that will be sent to all families who could not attend the September PTO and/or Fall Title I Parent Meeting will be collaboratively reviewed by the Administrative Team, Community School Coordinator, PEA, and ILT so that revisions/additions can be made to the PFE and all budgetary allocations are aligned with the SPP and input.

Parents will be informed about workshops, events, activities and important dates via newsletters, the school electronic sign, PTO listserv and Facebook, MRES Website, Twitter, Class Dojo, and School Messenger.

\*\*Parent involvement will also be encouraged through the Parent/Teacher Organization (PTO)\*\*.

An opportunity will be provided to the parents to review academic data and input on the Schoolwide Title I Plan. The Home School Compact, required by Title I, details of the responsibilities of the parents, the students, and school, in collaborating for high quality instruction and academic success, as well as the PFE and Title I budgetary allocations to support the SPP goals during the September PTO Meeting and Fall Title I Parent Meeting. Monthly principal/parent time will be scheduled 30 minutes before the PTO meetings to continue our open discussion and feedback of needs from all stakeholders. Parents/community members will be able to express concerns, provide programming feedback and ask questions during the Zoom time.

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

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be collected at the school level.

- Blending Resources to Impact Achievement

Based on our SPP Goals (Math and ESOL) MRES will use the state, federal and local resources to ensure students reach proficiency in these areas.

1.) **\*\*Vertical/collaborative/departmental planning sessions\*\*** to discuss and analyze student data, as well as plan differentiated instruction based on student strengths and areas of growth in math and reading. By building a strong RELA and math community through implementing a framework for individualization will allow teachers to streamline their instruction to target the unique learning profile of each student Title I substitute funds will be applied to vertical/departmental planning.

2.) Partnerships with the University of Maryland, **\*\*Maryland Reading\*\*** and **\*\*Maryland Math,\*\*** will allow for individual and small group coaching of academic skills. Each program has differing criteria for student selection. **\*\*Maryland Reading\*\*** is a reading tutoring program for second grade students. University of Maryland mentors work one-on-one with students once a week for forty-five minutes, providing extra instruction and support in reading and writing. **\*\*Maryland Math\*\*** is an after-school math tutoring program for fourth grade students. University of Maryland mentors work with groups of two to four students once a week after school, providing homework help and engaging students in math "centers" that review difficult math concepts in an active, hands-on way.

3.) As an **\*\*Arts-Integration School\*\***, we will host resident artists who support not only arts integration and a dedicated art form, but a curricular objective selected by the participating teachers in consultation with the teaching artist. This type of special instruction allows our students opportunities to increase their critical thinking, creativity, problem solving skills, and other modalities in learning. A neighborhood alliance of artists and arts groups has been working to increase the arts programming at MRES. Some partners include: Young Audiences, PGCAH, and Joe's Movement Emporium.

**\*\*4.) Community School\*\*** funding is based on the needs of the students and families. We will use our SPP, HSC, and PFE plan to purchase student materials so parents are able to support the learning at home, purchase teacher materials so they are equipped to deliver robust high quality instruction and plan professional development opportunities for the staff to increase their knowledge of curriculum, instructional strategies, and cultural competency in relation to our students. The Community School Coordinator parent resource room will be a hub for families in need of food, clothing, housing (utility assistance, rent), use of technology (SchoolMax,

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Class Dojo), and increasing our Hispanic families' knowledge of how to support academic achievement and engage in the MRES program.

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