

**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	OXON HILL ELEMENTARY	1201
School Address	7701 LIVINGSTON RD, OXON HILL MD 20745	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05	
Principal's Name	Sibigi Lipford-Transou	
Principal's Email Address	s.lipfordtransou@pgcps.org	
School Phone Number	3017494290	
Principal Supervisor's Name	Williams, Latonya Claudette	
Principal Supervisor's Email	Latonya.Williams@pgcps.org	
School Vision & Mission		
Vision		
Mission	The mission of Oxon Hill Elementary School is to establish a caring learning community in which we will deliver rigorous instruction and students will reach and excel at their full potential for academic growth with master-level results. The teachers and staff members of Oxon Hill Elementary School believe that all students can and will achieve high educational standards when they are: made to feel important;	

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expected to do well;
engaged in challenging and meaningful work, and
supported by a unified community of teachers, parents and other concerned and involved
adults.

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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: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 4 percentage points as measured by the 2023 MCAP Math assessment.	Consistent use of Three Read Protocol to teach students how to approach real world application problems. Teachers are requiring students to respond to questions by explaining reasoning, strategies or patterns	PLC
2	RELA/ELA: During the 2022-2023 SY, the percentage of students scoring proficient or higher will increase by 6 percentage points as measured by the 2022 MCAP ELA assessment. Baseline 2022: Target 2022: 1	Teachers require students to gather and site evidence to justify their thinking.	PLC
3	Attendance: During the 2022-2023 SY, the percent of students chronically absent will decrease by 1 percentage point as measured by the 2022 APEX Report.	Notification to parent(s)/guardian(s) regarding consecutive or chronic absences	PLC

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,

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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

In preparation for SY 2023, we held an end of the year meeting with stakeholders and reviewed the Reading and Math end of the SY 2022 data, to plan for the upcoming school year. We will hold quarterly meetings with our stakeholders to review data such as MCAP Reading, MCAP Math, DRA, and MCAP Science. Teams will look at the data monitoring tool in order to make informed decisions for student achievement. Based on the review of SY 2022 data, the team noticed an area of need in Reading, Math and attendance. The team will continue to work and identify the problem of practice during the SPP fishbone protocol. The SPMT will come together during the 1st quarter to work through the fishbone activity. The SPP team will be broken into three groups in order to work on the problem of practice. Then the team will come together as a whole to discuss and see what updates and adjustments are needed.

Parents and all stakeholders will also have the opportunity to participate in annual data night to learn of the various assessments and how their child is scoring. After parents review their child's data score they will be given a survey in order to obtain their feedback and possible next steps.

In addition to the above data meetings, stakeholders will also participate in the following:

- * Professional Development - Stakeholders will attend training on data analysis and building data assessment.
- * Collaborative planning, the data room to display student's progress

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

At Back to School Night parents will receive information regarding the school's data via our SPP goals for Reading, Math and Attendance. Parents will also be given a survey on what particular reform strategies they would like to see embedded in the school. Parents expressed an interest in having support to assist them with helping their children at home. The suggestions for the parents input is also noted in the schools parent engagement plan. Moving forward parents will be provided with quarterly data of their individual students data

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through: report cards, data utilization night (data cards), and parent teacher conferences. Additionally, the principal will host bi-monthly chat and chews to seek additional input from parents on ways to increase student achievement . Google classroom and Class Dojo is also used to convey messages to parents and receive feedback from parents under the Title I section in the all teachers Google Classroom and Canvas. This is a daily means for teachers and parents to get updates on their child's progress.

Stakeholder input and comments from the surveys will be analyzed by the SPMT to review the comments and make revisions as necessary.

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

We will survey our community and parents to get them invested in the school academically. Parents will be surveyed to give input and feedback for the Parent Plan and Student Compact Policy during Student Orientation and at our Back to School Night. At these events parents will learn the academic culture and by hearing a message from our principal to learn our data story, hearing from the Title I resource Teacher to explain Title I and get parent feedback on the Compact Policy. Parents will also meet with the teacher to understand and learn grade level expectations while engaging in virtual activities and discussion via the chat.

Using a template provided by Title I we shared the purpose, designed and a sample of the parent and family policy and the compact. In addition, other stakeholders via the SPP team and staff meetings will be given the opportunity to give input on the product before it is finalized and given to parents. Through the form of a parent survey parents have been given the opportunity to ask questions and given input. This allows our new parents to also engage in the decision making at Oxon Hill ES.

We will hire a community school coordinator to implement, integrate and coordinate the community, the parents and the school around communication and support to the needs of the whole child and inservice to families and communities. We will use PBIS to ensure parent participation, create excitement, and maintain behavior excellence. We post on class dojo via the principal, the title I resource teacher and teachers also post it to their individual classrooms. The final Parent Engagement Plan and school Parent Compact will be posted via class dojo, linked to the school website and hard copies will be made available for parents in the community resource room.

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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

During our Back to School Night Title I meeting we reviewed the allocated funds for Title I parents and discussed the need for parent workshops around Reading and Math and assistance with the use of technology. From the survey parents demonstrated an entrance in parent workshops around Reading and Math skills and strategies and how to use technology in a virtual world. The Title I team will review the surveys in order to make decisions on parent budget allocations

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

Oxon Hill Elementary school has the following resources, SBB, Kirwan grant funds and a community partnership with the local church.

SBB funds are used to cover the majority of the work being done. Title I funds are used to supplement the program by purchasing an additional Resource teacher to provide teachers with wrap-around support for Reading and small group instruction for students that need additional support.

Kirwan Grant provides computer interventions by way of Iready(reading) and Dreambox (math).

Local Church Southminster Presbyterian Church, and Staples community partnership that provides school supplies to our families.

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

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