

**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	SPRINGHILL LAKE ELEMENTARY	2113
School Address	6060 SPRINGHILL DR, GREENBELT MD 20770	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05C	
Principal's Name	Trena Wilson	
Principal's Email Address	DNU_Trena0.Wilson@pgcps.org	
School Phone Number	3015135996	
Principal Supervisor's Name	Brown, Niki Tiara	
Principal Supervisor's Email	Niki.Brown@pgcps.org	
School Vision & Mission		
Vision	Springhill Lake is committed to ensuring that each and every student achieves his or her individual potential in a safe, positive, and nurturing environment. We will prepare students for college and career readiness by immersing them in rigorous instruction that is implemented through technology, effective and quality teaching and learning, field experiences, and ongoing partnerships with parent and community.	
Mission	We will prepare students for college and career readiness by immersing them in rigorous instruction that is implemented through technology, effective and quality teaching and	

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<p style="text-align: center;">SMART Goals</p> <p>(A targeted aspiration that serves as the focal point for collective improvement efforts. S - specific; M - measurable; A - achievable; R - realistic; T - timebound.)</p>	<p style="text-align: center;">Strategy</p> <p>(A technique/area of focus that school teams will use to address the SMART Goal.)</p>	<p style="text-align: center;">TSI Intervention</p>
<p>1 Mathematics: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 6% percentage points as measured by the 2022 MCAP Mathematics assessment.</p>	<p>The Three Signature Strategies of the PGCPs Mathematics Core Curriculum</p>	<p>Teachers will focus on 3 of the mathematical standards of practice during instruction: CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively. CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others. CCSS.MATH.PRACTICE.MP4 Model with mathematics.</p>
<p>2 RELA/ELA: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 5% percentage points as measured by the 2023 MCAP ELA assessment. Baseline 2022: Target 2023: TSI Connection TSI Group: During SY22/23, the percent of White Students scoring proficient or higher will increase</p>	<p>Backwards mapping</p>	

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	by 3% percentage points as measured by the SY22 MCAP RELA assessment.		
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.

- o Stakeholder Engagement in Data Analysis

Springhill Lake staff consists of numerous instructional and grade-level teams. Our grade-level team met at the end of the previous school year to analyze data that led to the strategic placement of students, resources, and programs. Grade-level and instructional teams engage in weekly collaborative planning meetings where data is analyzed through our collaborative planning protocols—Plan-Study-Do-Act, student work, assessment data, attendance, RTI, etc. We also conduct quarterly "Data Utilization" meetings to develop findings and wonderings that lead to understanding what our school needs are and some of the root causes for students that could be struggling.

Support programs and interventions are continually implemented to help promote student success. At the end and beginning of the school year, grade-level data was shared and discussed amongst the team for articulation purposes. A review of the discussion was held, along with new information, with each grade level team. When stakeholders are not able to attend these meetings, they communicate with the principal via email and in person to discuss school needs aligned with data and ways in which they can support those needs. During the 2021-2022 school year, Learning Walks were conducted quarterly and included participation from various district offices, including Title I, ESOL, C&I, and Special Education. During these walks, instructional practices are observed, data is discussed, and recommendations are made.

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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

Data discussions drive our school planning meetings. The Principal involves all staff members in the analysis of assessment data. Data analysis discussions are initiated at ****staff meetings****, ****collaborative planning****, ****data utilization**** ****meetings, SPMT, SPED, ESOL, Grade Level meetings, and content meetings.** *** One of the things that are expected of teachers in the process of data analysis is drilling down the process. Teachers are encouraged to drill down to get additional information that might give a clearer idea of where the problem is when concerns appear. Though the data is key to the dialogue, the process of collaborative inquiry drives the results in improved instruction and student performance. * Teachers in grades K-5 will meet weekly for 45 minutes for collaborative content planning** using student data, student work samples, and design lesson plans. The PSDA (Plan, Study, Do, Act) model will guide collaborative planning. Planning will include examining student work samples and teacher practice to analyze the root cause and the problem. The trends in the data are used to understand students' strengths and weaknesses and will allow teachers to decide on strategies for re-teaching or future lessons. Teachers will provide information on the successes and obstacles during this time. The School Planning and Management Team will convene on the ****second Tuesday of every month****. The SPMT at Springhill Lake E.S. comprises the Principal, Assistant Principal, Special Education Coordinator, Grade Level Chairpersons (7), Content Area and Department Chairs (7), Community School Coordinator, and PEA. Electronic Master Calendar placed on SHL Google Site**

- * Monthly Collaborative Data Inquiry Sessions (to include Analysis of Student Work, Creation of Common Assessments)

- * Weekly Grade Level Instructional Planning Meeting

- * Springhill Lake University: School-based Professional Development

- * Administration meets with school partners as needed via face-to-face and or electronic databases.

Discussions are held every quarter, and sending all SPMT Notes to the partners. Feedback from stakeholders is shared during SPMT meetings. If the feedback is aligned with the school's data and academic needs, then initiatives were created within our SPP plan as applicable. For example, in SY 20, we have increased support persons at the kindergarten level literacy block based on feedback and data from learning walk discussions.

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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

Our Parent Engagement Committee conducted monthly parent information sessions during the evening hours to accommodate the varied work schedules of our school community. We provide parents with information about school-wide assessment data, instructional programs within our school, and various topics to help educate parents and support student growth. Monthly Parent Meetings offered parents the opportunity to provide feedback and input on our Title I Parent Policy and Home School Compact. Parents provided that information via surveys, and the results of those surveys were taken into consideration for future Power Hour sessions and shared with staff during SPMT meetings as well as Weekly Announcements.

We hosted math night to teach parents concepts and how to incorporate math in authentic, real-world situations. Staff, parents, and students participated in games and activities reinforcing common core state standards across various grade levels. The Schoolwide plan will be shared during parent meetings throughout the year; facilitated by the Parent Engagement Assistant. In addition, the program will be available through the school's website and Class Dojo offering opportunities to provide input. During these opportunities, parents and families will review the plan and be provided updates on the progress of the initiatives and activities that were outlined in the program.

Springhill Lake will implement the following activities to engage Parents, families, and the community: Parent Engagement Assistant (PEA) Ms. Mendoza; Math Night, STEM Night, **ESOL Night,** Testing Information Night & Literacy Night, Back to School Night, and monthly Parent Night. Quarterly Awards Ceremonies; School Website announcements; SchoolMessage phone calls and text/Class Dojo; Weekly School Newsletters (bilingual); PPW Home visits; School Marquee

We maintain a Parent Resource room for resources, news, and upcoming events. Letters, phone calls, and digital messages will be translated to assist in communication between all facets of the school and community. Funding has been allocated to sustain these parental initiatives. SPMT Meeting dates will be the third Tuesday of each month. Community and business partners (Silver Diner UMCP, Greenbelt City Council, Greenbelt ACE, and Greenbelt Rotary Club) provide support to the school by offering donations/grants and tutoring for students.

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.

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- Stakeholder Input on PFE Allocation

In preparation for the upcoming school year, we collected feedback from each parent meeting held during the 2021-22 school year to gauge the needs of families. We also asked parents for input at the end of the school year for the current school year budget.

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 developed relationships with the University of Maryland's School of Education. Two programs were put in place during school to promote student achievement: Elementary Education tutors and America Reads. We also have after school programs to support student reading ability: "America Counts" and "ACE Reading." Our "America Reads" will culminate with an end of year field trip to the University of Maryland. In SY 2018-2019, the school principal worked closely with MSDE in order to support a plan of improvement which indicated smart goals for the school. Likewise, the school worked with MSDE in support of Family and Community engagement through a video/taping process. Through SPMT, federal, state, and local programs are coordinated to provide support academic programs at Springhill Lake. Federal Title I provide funds for salaries, stipends, and materials. Title III funds provides ESOL Reading Together, Field Trips, Web-based programs. SPED, through, state allocated funds provides support for special needs students by sponsoring of IPADS initiative, teachers, and web-based programs. Local resources are provided through the University of Maryland who supply the school with tutors (University of Maryland Reading Program, University of Maryland Math Program, and Partners in Print-Family Literacy Program). Psi Epsilon, Lowe's, Silver Diner, Rivers of Life AME, Ace (Greenbelt community organization) provide materials, incentives, donations and stipends to Springhill Lake Elementary. Currently Springhill Lake E.S. maintains a partnership with the University of Maryland, Greenbelt City Police Department, Silver Diner, Greenbelt Rotary Club, Rivers of Life, AME in Greenbelt, Greenbelt ACE, Healthy Alliance, Prince George's Art Council, Councilwoman Ingrid Turner, Greenbelt Community Foundation, and Psi Epsilon chapter. Students in the School of Education at University of Maryland complete their semester or annual internship with veteran teachers on the SHL staff. Technology needs have been satisfied through federal government agency contributions received after applications are completed on a regular basis. Student access to books is limited and we partner on a continuous basis with RIF. UM Partnerships: America Reads, Partners in Print, America Counts, Track Clinic; Professional Volunteer; Rivers of Life AME; Reid Temple AME; Greenbelt CARES; Greenbelt Art and Humanity Council; Greenbelt ACE. Achieve Tutoring (21st

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Century Grant funded)- Through this collaborative partnership, students are developing their social-emotional skills in order to be successful at school, home, and for the rest of their lives. These life skills learned will help students build confidence, understand their own strengths and weaknesses, collaborate with others, navigate social situations, develop strong relationships, and make better decisions which are critical skills for all learners.

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