

**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	VALLEY VIEW ELEMENTARY	1218
School Address	5500 DANBY AVE, OXON HILL MD 20745	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05	
Principal's Name	Kimberly Lane-Pettway	
Principal's Email Address	kimberly.lane@pgcps.org	
School Phone Number	3017494350	
Principal Supervisor's Name	Hardy, Sheena	
Principal Supervisor's Email	Sheena.Hardy@pgcps.org	
School Vision & Mission		
Vision	The Vision of Valley View Elementary School is that of a "SCHOOL OF EXCELLENCE" where students soar academically, socially, and emotionally. We envision a school where the staff works collaboratively and enjoys the benefits of a collegial atmosphere that allows them to change, grow, and develop both professionally and personally.	
Mission	Meet the needs of all students Increase student achievement Sustain positive relationships Support parents as partners	

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Ignite a love of learning
Offer a safe and orderly environment
Nourish each other with encouragement

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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	<p>Mathematics: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by <u>4</u> percentage points as measured by the 2022 MCAP Mathematic Assessment.</p> <p>Baseline 2020: 16% Target 2021: 20%</p> <p>TSI students with disabilities will increase their performance by 1 percentage point on the MCAP Mathematic Assessment.</p>	Teachers will implement small group instruction.	iReady Mathematics
2	<p>RELA/ELA: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by <u>5</u> percentage points as measured by the 2021 MCAP ELA Assessment.</p> <p>Baseline 2021: 25% Target 2022: 30%</p> <p>TSI students with disabilities will increase their performance by 1 percentage point on the MCAP ELA Assessment.</p>	Teachers will implement small group.	Lexia
3	Attendance: During the 2022-2023 SY, the percent	1.Attendance Committee will continue with	This goal was not a

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<p>of students not chronically absent will increase by ___1___ percentage points as measured by the 2022 Apex Report.</p> <p>Baseline 2022: 93.2% Target 2023: 94.2%</p>	<p>incentives for monthly and bi-monthly attendance for students and classes.</p> <p>2.Attendance Committee will continue to review attendance data monthly (Letters, SIT, PPW)</p> <p>3. Teachers will continue utilizing the attendance protocol.</p>	<p>contributing factor to SWD being designated as a focus student group for TSI.</p>
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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

We utilize various methods to incorporate stakeholders in the examination of relevant academic data to understand the needs and root causes. The data sets include both State and County testing. The following provides a description of the various school-based meetings in which internal and external stakeholders will have the opportunity to analyze data and give feedback pertaining to the next steps:

* **Staff/SPMT Meetings (Monthly)** - Members collaborate as a team to analyze data, provide feedback, share ideas, ask questions and identify next steps. Including staff members in discussions and decisions of school issues, helps to increase morale and to keep staff members motivated. Parents and community members are also invited to attend SPMT meetings in order to provide input on school programs and next steps.

* **Collaborative Planning/The use of Plus/Delta evaluation tool (Weekly)** - Collaborative planning meetings are held at Valley View Elementary School. Sign in sheets, agendas, notes, and meeting evaluations will be used in order to maintain information. During the planning, Stakeholders evaluate student performance on the most current assessments, examine student strengths, weaknesses, and plan for the next steps in improving

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instruction. Adjustments are made based on decisions made during Collaborative Planning.

* **Data Utilization Meetings (Quarterly)** - Quarterly Data Utilization Meetings are held to analyze data and create next steps for student progress and instructional implications. Stakeholders meet quarterly to discuss student progress in the program. Data from the Prince George's County assessments, common assessments, unit assessments, and assessments are analyzed, monitored, and adjustments are made based upon the data and suggestions from the stakeholders. If a student is not progressing as expected he or she will be referred to the School Instructional Team (SIT).

* **Parent Meetings/Surveys (Quarterly)** - The school provides opportunities for Valley View stakeholders (parents, teachers, administrators and community partners and liaisons) to be engaged in decision making by engaging in discussions and data collection sessions during PTA Meetings, SPMT Meetings and other planning sessions. The budget process is shared with parents and families in order to have both input and buy-in from our stakeholders. Parents participate in workshops to increase their understanding of school curriculum, instruction, and data. Assessment data is shared during Parent Meetings with parents/guardians to inform them of the assessments' relevance and how various assessments are used to inform and plan instruction in order to meet the needs of the students and how this can be used at home.

* **Conferences/Goal Setting (Quarterly)** - Students engage in conferences and goal setting meetings with teachers and/or parents to articulate long and short term goals, and measure progress in meeting those goals***

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

Valley View Elementary School provides opportunities for stakeholders (parents, teachers, administrators and community partners and liaisons) to give input on the school's Title I Plan and components of the School Performance Plan during parent training nights, Back to School Night, Title I Orientation Night, PTA Meetings, Leadership Meetings and SPMT Meetings. During these meetings, internal and external stakeholders will be provided with current data in order to provide input on school-based programs and initiatives. Stakeholders will utilize tools such as questionnaires and surveys to capture their responses.

Members of the Leadership Team will review responses and input from stakeholders throughout the school in order to make decisions, improve upon program initiatives and or make revisions as necessary.

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Stakeholders will be informed of the progress of the Title I Plan and School Performance plan throughout the school year during the aforementioned school-based meetings. Stakeholders will also have access to the Title I Narrative and SPP via the school's website.

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 School Content Specialists will meet with the parents to engage parents and families in the joint development of the school's Parent & Family Engagement Plan and School-Parent Compact during Back to School Night and subsequent parent trainings. Parents will complete questionnaires and surveys in order to provide their input on the types of trainings, programs and resources they would like to have during the school year. This data will be reviewed from the Leadership Team in order to make informed decisions on upcoming school programs and initiatives.

The final Parent and Family Engagement Plan and School-Parent Compact will be distributed via backpack, through class dojo, displayed on the website, and near the front office.

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 will be given various opportunities to provide input on the Title I allocation in various ways. They will be given the opportunity to share their input on Title I budget allocations during monthly PTA meetings. During the Spring PTA Meeting, parents will participate in a budgeting scenario in order to understand how school and student needs have to be balanced with the funds allocated and to share their priority areas. Budgeting input is also additionally derived from the parent surveys completed throughout the year and other Parent Budget Meetings. The budget process is shared with parents and families in order to have both input and buy-in. Additional parent Budget Meetings will occur in the Spring(March/April 2022) of the school year.

Members of the Leadership Team will review responses and input from surveys from stakeholders regarding the budget in order to make decisions, improve upon program initiatives and or make revisions to the upcoming school year as necessary.

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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

The School Team works together to coordinate resources from state, federal and local services. Parents and students participate in the benefits of these resources. Federal monies are also allocated to improve achievement of at-risk students through the purchase of additional personnel, programs, and materials for students through Title I. We are also a PBIS school that focuses on the following Core Values: Focused, Attentive, Leaders, Caring, Courteous, Considerate, On Task, Neat, Studious. We also coordinate and integrate with the following offices/entities: the Title I Office, which assists with the planning, implementation and monitoring of our Title I Program; SPED and ELL Offices assist with addressing the needs of our SPED and ELL population; the office of Curriculum and Instruction provides training and support to our Reading and Math programs; the Office of Community Schools, which provides resources for families in and out of school.

We have also established partnerships with: the Parent and Teacher Association (PTA), who have sponsored and coordinated such programs as Book Fairs and Falcon Fun Day Activities; Kaiser Permanente's Health and Wellness Mini Grant Program . This program assists schools with changing the school environment, and adopting practices or policies to make the healthy choice the easiest choice for teachers and staff.

We also partnered with the Washington Redskins' Charitable Foundation, "Loads of Love Program", an initiative sponsored by the Redskins' long snapper, Nick Sunberg. The goal of the program is to remove a barrier for student attendance and increase self-esteem by providing families a discreet solution to the challenge of having clean clothes to wear to school. The Loads of Love Program has given Valley View the resources to create a new laundry center. We now have a washer, dryer, laundry baskets, detergent and bags available for families to use. The Southern Management Corporation is another partnership we have. In the past, they have allowed us to utilize their facility for the Almost Home Program, an After-school Program that provided tutoring for the students of Valley View ES. The team at Southern Management also volunteers and supports our annual Falcon Fun Day Activities and provides services and supplies to help maintain a safe and beautiful campus.

We have also partnered with the Parent and Family Engagement Office to host parent sessions. During the sessions, they informed parents of community resources, web-based programs, and educational resources for

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home use with students. Parents learn about issues that affect their children, including Bullying, Attendance, and Health related topics. All stakeholders are invited to these events.

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