

**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	WILLIAM PACA ELEMENTARY	1309	
School Address	7801 SHERIFF RD, LANDOVER MD 20786		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	00K - 05		
Principal's Name	Dorothy Clowers		
Principal's Email Address	dorothy.clowers@pgcps.org		
School Phone Number	3019251330		
Principal Supervisor's Name	Shields, Ebony Love Cross		
Principal Supervisor's Email	Ebony.Cross@pgcps.org		
School Vision & Mission			
Vision	William Paca Elementary School is committed to creating lifelong learners who use their knowledge and skills to enrich their lives, their community, and their ever-changing world.		
Mission	William Paca Elementary School is committed to providing students with a world-class education in an innovative, inclusive, student-focused environment. Through engaging students in academic rigor, social/emotional development, and high expectations, students will be prepared for college and the workforce.		

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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>
1	<p>Mathematics: During the 2022-2023 SY, the percentage of students scoring proficient or higher will increase by <u>3</u> percentage points as measured by the 2023 MCAP Mathematics assessment.</p> <p>TSI Group: During the 2022-2023 SY, the percent of Students with Disabilities scoring proficient or higher will increase by <u>1</u> percentage points as measured by the 2023 MCAP Mathematics</p>	3-Read Protocol	Professional Learning Communities (PLC)
2	<p>Attendance: During the 2022-2023 SY, the percentage of students not chronically absent will increase by <u>0.4</u> percentage points as measured by the 2021 APEX Report.</p> <p>Baseline 2020: 94.6%</p> <p>Target 2023: 92%</p>	Professional Development on Attendance.	
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.

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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

In preparation for the 2023 school year, a series of data sources such as the reading and mathematics benchmarks, math milestones formative assessment, NWEA MAP assessment, the WIDA Access test, and teacher-made common assessments will be analyzed by school staff to identify academic needs, root causes and next steps. This data will be shared with parents, school staff, and community stakeholders during Literacy Night events as well as parent/teacher conferences, and ESOL parent night. In addition, each quarter, the data from the intervention software; iReady and Dreambox will be analyzed and shared with parents, community stakeholders, and staff members. All data sources are centered around Mathematics and Reading, which correlates to William Paca's SMART Goals.

Once a month, during weekly collaborative planning meetings biweekly, the focus will be on data analysis in order to ensure that teachers consistently analyze all data sources in order to plan appropriately and determine the next steps. These next steps will center around re-engagement strategies, along with formative assessments to determine academic growth. Included in this protocol will be the next steps (re-engagement strategies, clarifying questions/assessing questions and advancing questions, and the creation of formative assessments by grade level), individuals responsible for each task, and a timeline. The collaborative planning rolling agenda will be used to capture all data and academic conversations.

Data Utilization meetings will occur quarterly during vertical planning sessions to give teachers an opportunity to present student data and to receive feedback from colleagues. During data U meetings, classroom teachers will present data, and share their strengths, weaknesses, and challenges. The general education teachers and specialists, (ESOL, SWD, ILTs), as well as the administrative staff, will share strategies and exchange ideas as to best practices during instruction. Based on all data, the next steps will be formulated to address the target skills/standards

Evidence in reference to data dissemination to William Paca Families and the community will be collected from various sources. The instructional lead teachers will gather information from administrators, parents, and the Parent Engagement Assistant (PEA) to place in the Title I Compliance Binder. For each parent event, SANE (sign-in, agenda, notes, and an evaluation) will be collected. These items will be collected from a variety of

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events such as parent engagement activities, community activities, and district-wide activities.

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

The School Performance Plan (SPP) was shared with stakeholders during the Back to School Night program on Tuesday, September 13, 2022. During that time, parents were given an opportunity to share ideas and strategies to include in the SPP via a feedback google form. Parent PTO members are given an opportunity to share insight through Q and A sessions. The updated SPP will be shared via the William Paca Website. At the beginning of the school year, a staff meeting will be held to provide stakeholders with an opportunity to have input on the school's SPP plan. Additionally, they will also receive information during the teachers' professional duty day on October 21, 2021. At the end of that professional development, an evaluation will be given to the school staff. The School Performance Planning Team will review the evaluation forms and use the feedback to determine the next steps.

The School Planning and Management Team will provide a forum to engage stakeholders in the decision-making process and to give feedback to improve the SPP. Community advocates, parents, and staff will provide input through surveys and feedback through emails. Data from parents and community members will be communicated through William Paca's Class Dojo site. Translated flyers in multiple languages and other information will be placed on the William Paca School Site.

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 and Family Engagement Plan and School-Parent Compact were formulated for the 22-23 SY. Based on the end-of-the-school-year surveys collected from parent meetings such as Transition Night, the William Paca Team was able to formulate events and activities based on parent surveys and feedback. William Paca ES uses Parent and family feedback, input suggestions, and observations from parents to design and implement programs and allocate funding for materials and parent training. Information is also used to make curriculum modifications, differentiate instruction, and assess students' needs.

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The Parent and Family Engagement Plan and School-Parent Compact will be distributed via a Google Document sent via Class Dojo, students' backpacks, and the school's website. Any information distributed to parents and guardians will be collected and placed in the Title I compliance binder dependent upon the component in the binder.

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 were provided an opportunity, during the annual budget meeting and at Back to School Night, parents gave input on active family engagement, and how the budget will be used. Any and all comments on the evaluation form will be discussed during the initial leadership meeting. Additionally, parents were provided a survey in English and Spanish to collect input as to the allocation of the budget. Feedback from parents and families is used to determine families' needs, allocate funding for programs and services, and purchase materials to reinforce concepts at home and increase learning opportunities at home.

Any information given to parents will be placed in the Title I compliance binder in the corresponding component.

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

During the 22-23 SY, the following funding resources have been allocated to William Paca to impact student achievement: the school-based budget and the Title I budget. The Title I budget allowed for the purchase of 3 additional school teachers to minimize class sizes. The purchase of 1 additional para-professional was also purchased to pull intentional small groups to work on targeting reading and math challenging standards based on data analysis.

PG County Elementary Mathematics Department is providing ongoing professional development centered around the math curriculum. This will allow teachers to learn strategies that will be implemented in the classroom to teach mathematics standards. Office hours are also implemented through the math department to ask clarifying questions that benefit teaching and learning. Prince George's County Public Schools provided

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schools with i-Read, Literacy Pro, and Dreambox, as proven research-based interventions that will impact student achievement when monitored, analyzed and plans are created to enforce learning.

The Prince Georges County ESOL department has trained ESOL teachers to be equipped with a plethora of strategies that will maximize student achievement by providing training to parents on learning English and how they can support their child/children at home. In addition, ESOL teachers provide training to the staff that will help with UDL strategies to promote student achievement.

Local resources include a variety of community outreach programs such as Chicas with a Purpose, Colgate Bright Smiles Bright Future, Continental Women's Society, Corals, Drifters, First Baptist Church of Glenarden, First Baptist Church of Highland Park, Girl Scout Troop 1727, Kappa Wives, Kiwanis Club of Mitchellville, Maple Springs Baptist Church, Metropolitan Baptist Church, Prince George's Alumnae Chapter of Delta Sigma Theta and Silhouettes. Through these local community affiliates, our students have received bookbags, various school supplies, uniforms, food donations, Christmas gifts, mental health connections, tutoring, headphones, and most recently- PPE items. These local affiliates have provided so many generous resources that have impacted student academics and achievement in a positive way.

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