

**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	COOL SPRING ELEMENTARY	1725
School Address	8910 RIGGS ROAD, ADELPHI MD 20783	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 06	
Principal's Name	Jamel Kimbro	
Principal's Email Address	jamel.kimbro@pgcps.org	
School Phone Number	3014316200	
Principal Supervisor's Name	Brown, Niki Tiara	
Principal Supervisor's Email	Niki.Brown@pgcps.org	
School Vision & Mission		
Vision	Cool Spring Elementary School will be a great school recognized for developing English Language Learners and providing educational services which ensures that every student in our school; regardless of native language, socio-economic status or abilities graduates ready for college and careers in a global society.	
Mission	Cool Spring ES will provide a great education that empowers all students, infuses technology and contributes to the thriving communities through the process of building adult capacity, parent and community engagement, a high-performing workforce, creativity and innovation.	

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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 2023 SY, the percent of students scoring proficient or higher will increase by 2 percentage points as measured by the 2022 MCAP Mathematics assessment.</p> <p>BASELINE: 13.875 % TARGET: 15.875 %</p>	Focus on collaborative conversations (accountable talk, vocabulary, student discourse, and effective questioning)	
2	<p>ESOL: During the 2022 SY, the percent of English Language Learner (ELL) students will increase by 5 percentage points as measured by the 2023 WIDA/ACCESS assessment for their individual Growth-to-Target intervals. BASELINE: 46 % TARGET: 51 % (Oct.4,2021)</p>	Grade level Collab planning focused on deep dive in creating & using modified graphic organizers in teaching pre-writing & writing processes.	
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

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has/will be collected at the school level.

- Stakeholder Engagement in Data Analysis

Stakeholders will have the opportunity to examine relevant academic data including the MCAP data for ELA and Math, The DRA data, MISA Data and ESOL WIDA / ACCESS Data in monthly meetings that include Collaborative Planning sessions, Steering Committee Meetings, SPMT Meetings and Annual Academic Nights to understand needs and root causes through workshop style meetings. The data file will be shared and discussed with the stakeholders who are both directly and indirectly involved with the data in order to broaden the scope of understanding among all members. The range of stakeholders will include those on various steering committees such as the Judy Hoyer Center Steering Committee, The Community School Steering Committee, the SPMT Team and the PTO. There will be a next step action planner to determine the active engagement of the stakeholders and to determine any barriers to the next steps. Rolling agendas will be kept as evidence of these meeting and discussions.

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

A school-based team of three which included the principal, assistant principal and data coach attended the district's Spring Principal's meeting and the county sponsored SPP workshop to learn update requirements for SY23. They also met over the summer to review the new information based on Distance Learning and how this information will be shared with the broader range of stakeholders. The information will be brought back to the team and shared in preparation for completing their portion of the plan. Workshop style meetings to collaboratively work on the SPP were held in the Spring and Summer with summer planning funded through our Title I funds. Stakeholders directly involved with the data sets were given the data file and the section of the SPP that is directly related to their position within the school community. The stakeholder subgroups completed the sections and then shared them with the team during the prioritized challenge discussions that began in May. The continued work of this plan will be through the first semester of SY23. These opportunities will be during the collaborative planning sessions and other meetings inclusive of steering committee meetings, leadership team meetings and parent meetings such as the PTO meetings. Stakeholders will be able to provide input on the SPP by reviewing relevant sections of the plan during the course of the meeting and they will be informed of the plan through the agenda items and by having access to the plan via the website or hard copies that will be made available if in present meetings are held. A capture document will contain any input from the

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group during the meetings as consideration for revisions or changes to the SPP. Rolling agendas and/or SANE documentation will be collected as evidence.

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

Two PTO sponsored parent nights were held one in March and one in May. Parents had the opportunity to look at school data, discuss current programs in the school and express their priorities for the school community. In addition a Spring Parent Input meeting was hosted to gather parent feedback specific to our Parent Plan and Compact as we looked to update those documents for SY23 with stakeholder suggestions. These priorities were recorded and shared with the Leadership Team. In addition, the PTO president has been part of the school-based SPP workshops in order to give input. The shared input from families for the Parent and Family engagement plan and the school-parent compact will be jointly developed through the PTO meetings at the beginning of the year, through feedback at Back-to-School Night and at steering committee meetings or any other parent input meetings as they collect materials for their children for Distance Learning opportunities. An electronic distribution of the FEP and SPC will be conducted through Google Classrooms and the school webpage. Distributions will also be conducted as parents come to meet at the school for any purpose as well as via backpacks. SANE documentation will be kept and stored as evidence of parent input opportunities.

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

Families were given an overview of the budget, student data and school programs during our Spring Parent Input Meeting. After a review of the data, parents participated in a discussion of priorities. Parents and families worked in small groups to identify what was most important and then identify their top three priorities. The identified priorities of each group were then tallied and sorted to identify the top three priorities of the entire parent group. In the summer, we had families provide input virtually when applicable, through phone calls and we plan to include families in a survey format as we move forward in a virtual setting for the majority of our parent meetings. The family engagement decisions included helping the families navigate virtual learning and technology support. We have chosen to purchase some materials and resources for the families to use to help their children at home and to provide support for how they can assist their children in distance learning from home. Additional input meetings to gather input for the Parent and Family Engagement Title 1 Allocation will be

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held in October 2022 and the completed surveys or input from discussions will be used to consider the use of budgetary funding for allocating for PFE purposes. SANE documentation will be collected and stored in our folder as evidence.

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

Federal, state, and local services and programs and Cool Spring ES collaborate with the Title I office, ESOL Department and the PGCPS Office of Family and Community Engagement and the Judy Hoyer Center. In addition, different funding sources (i.e. SBB, Title I and Title III and Community School Budget Funding) are coordinated and integrated to raise student achievement. Federal funds are used to supplement the teaching of reading and math and to provide additional instructional positions, technology opportunities, professional development and at least 1% of the total allocation is used for parent involvement activities and parents' supplies. In addition, a Parent Engagement Assistant is assigned to Cool Spring ES to assess the physical, social and academic needs of students and their families in order to make the appropriate referrals to local and community agencies.

Cool Spring has developed numerous local partnerships with businesses and agencies, for example, The University of Maryland provides general student support to the literacy component of our primary students reading program. The Judy Hoyer Center provides for unaccompanied youth and its bilingual office translates for CSES parents during Back to School Night and some grade level Academic Nights. The ESOL Office (Funded by Title III) offers supplemental reading instruction opportunities to students identified as ESOL and provides support to the ESOL teachers through professional development for new and non-tenured teachers ; as well as community opportunities for parents of English Language Learners..

The Early Childhood Office provides special projects for parents such as Raising a Reader, Parent Café, Lending Library and childcare or dinner snacks and volunteer support during school events.

The Office of Special Education Parent Place participates in the school community fair. Private donors donate clothes, food, and other items as requested for families in need.

The Mary Center donates hygiene products for parent distribution at monthly meetings.

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Rolling agendas, emails, and/or flyers will be kept to show evidence of our various partnerships.

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