

**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	CARROLLTON ELEMENTARY	2005
School Address	8300 QUINTANA ST, NEW CARROLLTON MD 20784	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05C	
Principal's Name	Teresa Bey	
Principal's Email Address	teresa.bey@pgcps.org	
School Phone Number	3019188708	
Principal Supervisor's Name	Brown, Niki Tiara	
Principal Supervisor's Email	Niki.Brown@pgcps.org	
School Vision & Mission		
Vision	Carrollton Elementary School is a respectful, diverse learning community that prepares students for the challenges of the 21st century. Our values are characterized by developing innovative and critical thinking skills; to help students become problem solvers; encouraging students to become effective communicators, and increasing accountability for self-learning; all with a lense on literacy. Carrollton Elementary School promotes high expectations for all students to be prepared for college and the workplace.	
Mission	Carrollton Elementary School provides a caring, rigorous, and engaging learning	

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environment where students feel valued and encouraged to develop into global learners, which prepares students to become college and career-focused.

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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, 15% of 3rd-5th Grade Students will score a Level 4 or 5 (MET or EXCEEDED) on the MCAP Math Assessment	Small Group and Whole Group Instruction (focus on reasoning and sensemaking)	
2	RELA/ELA: During SY 22-23, 15% of 3rd-5th Grade Students will score a Level 4 or 5 (MET or EXCEEDED) on the MCAP Reading Assessment	Small Group and Whole Group Instruction with a focus on reasoning, sense making and citing text evidence to justify their responses.	
3	ESOL: During the 2022-2023 SY, the percent of English Language Learner (ELL) meeting their Growth-to-Target goal will increase by 1 percentage point as measured by the 2022 WIDA/ACCESS assessment for their individual Growth-to-Target intervals. BASELINE: 71 % TARGET: 72 %	Provide language structure by using sentence frames and word banks to guide students on reasoning and sensemaking during Small Group and Whole Group Instruction	

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

A broad range of stakeholders is involved in learning and identifying academic needs and root causes based on data. During weekly collaborative planning meetings, grade level teams examined test data to understand the needs and root causes of our students. The teams discussed glows and grows, then created plans of action, next steps, and any needed adjustments to our academic programs. Data sets that are examined include Math Benchmarks, K-2 Data, MAP, MCAP, Pearson, district assessments, climate data, attendance data, etc. In addition to collaborative planning meetings, monthly leadership team meetings are in place to review trended data sets and Learning Walks, and formal/informal observations are used to review data. Parents have the opportunity to engage in data discussions during our monthly PTA meetings as well as during our Coffee with the Principal, Reading, Math, and Science Nights during which times select data sets are reviewed and discussed with parents.

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

During monthly Leadership Team meetings, the School Performance Plan is shared and school staff is provided opportunities for input. In addition, notes from collaborative planning discussions as well as feedback from Learning Walks and observations are all opportunities for school staff and district support teams to provide input on the next steps for our SPP SMART goals and action steps. Parents and community members are able to learn about our School Performance Plan during our monthly Coffee with Principal discussions. During these meetings with parents sections of the SPP will be shared and parents will have the opportunity to provide feedback via a survey or evaluation form. Any suggestions for improvements will be discussed during Leadership Team meetings and adjustments will be made as applicable.

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

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During monthly Coffee With the Principal meetings, parents will be invited to meet and not only examine school data and discuss student needs and root causes, but also to learn about the school's Parent Plan and Compact. At that time, parent input is sought for ways to improve. Parents and community members will also have the opportunity to meet with the Parent Engagement Assistant throughout the year to give input pertaining to parent workshop offerings as documented in the school's Title 1 Parent Plan, and the Home Compact as aligned with the SPP. Monthly PTA meetings also provide space for parents to provide feedback on our parent documents and offerings. Flyers will be posted on our website ahead of time to notify parents, as well as Remind and Blackboard phone messages for all parent sessions. All parent feedback will be captured via surveys and/or evaluations and all suggestions for improvement will be shared during Leadership Team meetings and updates to any of our parent documents or offerings will be made as applicable.

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 monthly Coffee with the Principal, the Title I parent allocation will be shared as well as periodic spend down reports and parent workshop attendance data to keep parents informed of how the funds are being spent and its impact on families. Parents will meet with school staff and administrators to continue to discuss priorities and how to improve student achievement. The parents will be able to give suggestions via evaluation forms, given at the end of each meeting. Any feedback will be taken into consideration for upcoming event offerings. In addition, a Spring budget meeting was held with parents to work collaboratively to plan the Title I parent allocation for the following school year based on their needs

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 have various business partnerships and supplemental resources that are used to support the instructional program at Carrollton Elementary School. Being a Community School allows us the opportunity to support students and families through Enrichment Clubs, parent trainings, virtual field trips, and homework support. In addition, our Councilwoman provides food distributions and voter education for parents. And finally, Volunteers for America offers school supplies for our students throughout the year. These resources help to eliminate barriers for student learning and helps to build parent capacity. Our school also has support provided to us

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from district offices including SPED, ESOL, Title I, and C&I. District office supports include but are not limited to, coaching, Learning Walk partners, funding and materials, teacher and parent training, and technical support. Some of the Title I funds were allocated for parent workshops, supplies for teachers and students and 3 staffing positions to address academic needs.

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