

**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	GAYWOOD ELEMENTARY	1411
School Address	6701 97TH AVE, LANHAM MD 20706	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05C	
Principal's Name	Damien Goins	
Principal's Email Address	damien.goins@pgcps.org	
School Phone Number	3019188730	
Principal Supervisor's Name	Williams, Latonya Claudette	
Principal Supervisor's Email	Latonya.Williams@pgcps.org	
School Vision & Mission		
Vision	Gaywood Elementary School is a 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. Our motto is for students to be positive, peaceful and productive. Gaywood Elementary School promotes high expectations for all students to be prepared for college and career readiness.	
Mission	Gaywood Elementary prepares talented boys and girls for productive lives as	

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accomplished, responsible, and caring citizens, whose actions are guided by the principles of Peaceful, Positive, and Productive.

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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 2022-2023, SY students in grades 3-5 will score proficient or exceed expectations with a 5 percent point increase as measured by the 2023 MCAP assessments from the 2022 MCAP Math Administration	Conduct a learning walk focusing on reasoning and sensemaking	
2	RELA/ELA: On the May 2023 DIBELS assessment for ELA, the percentage of students on grade level will increase by 5 percent from the October 2022 DIBELS assessment.	Implement phonemic awareness and phonics lessons use during small group differentiated instruction in the classroom (focus K-3)	
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.
 - Stakeholder Engagement in Data Analysis
Our stakeholders (parents, students, community members and partners) were engaged with school data throughout the school year and this practice will continue into SY23. Gaywood convenes groups of diverse

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stakeholders from across the school community to discuss, get trained on data disaggregation and instructional strategies as well as to support academics at home and in the community. Stakeholders will learn root causes and help to determine next steps to address any barriers at the following meetings:

1. **School level meetings/collaborative planning meetings**- We work collaboratively to bring parents, teachers, community partners, students, and district offices together to discuss reading and mathematics issues impacting student performance. These meetings will occur on a monthly basis. Data will be reviewed and analyzed to include WIDA scores, software data (i.e iReady diagnostic assessments), math benchmarks, attendance data, etc.
2. **Parent Workshops**- As a school we will continue to equip parents with the skills necessary in a positive way to impact home and school. Data will be sent home throughout the school year via Canvas and workshops. During monthly parent workshops administrators and teachers will discuss the progress monitoring reports of benchmarks to keep parents informed about student progress throughout the school year. Parents also receive their child's individual data report (iReady, Benchmarks, etc.) to determine root causes and strategies needed to assist students meet academic goals.
3. **Virtual/Hybrid Learning Parties** - Parents will participate in kindergarten learning parties that provide strategies for parents to learn hands-on and differentiated activities to support students. Kindergarten data will be shared during Learning Parties. These Learning Parties will occur quarterly??
4. **Parent Weekly Updates** - We will educate parents on how to unpack the lessons that are being delivered by teachers on a weekly basis via videos and correspondence that will be uploaded on the parent resource site. They will provide parents literacy and numeracy tips, how to understand standards, and how to effectively utilize the virtual learning platforms.

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

Parents, staff, and community stakeholders will be provided opportunities to give input on the school's Title I Plan during Fall and Spring literacy team meetings, monthly collaborative planning, and monthly parent workshops via evaluations. We will also share information during parent workshops and send out a survey to parents regarding programs and activities they would like implemented at the school to enhance student performance and development of social/communication skills. The parent survey will be distributed via Google form by October 30, 2022 and will be offered again during our Back to School Nights to gather

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feedback. Evaluations and surveys will be discussed with the literacy team and the team will work to try to find ways to implement suggestions from parents based on resources and SPP alignment.

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 strategies/events to engage parents and families in the joint development of the school's Title I Plan and Compact are as follows:

* **Parent workshops**- Once per month parent workshops will be offered on a wide range of topics as determined by our SPP goals and parent feedback and needs. A Spring Parent Input meeting was hosted in May 2022 to review our Parent Plan and Compact and parent feedback was considered in our SY23 parent documents. We will continue this practice for SY 23 with at least two of these meetings (Fall and Spring) where parents will again have the opportunity to learn about our school's academic goals and review the Title I parent plan and compact as those documents relate to our goals. Parents will then have the opportunity to provide feedback via survey, chat box, and evaluations to those documents and make suggestions for updates to those documents based on their understanding of our goals and their needs as parents supporting their children's learning.

* **Back-to- School Night** will include discuss with parents around the following:

- * Parent Plan
- * Home School Compact
- * Title I Orientation

Parents will have an opportunity to provide feedback to the above documents during back to school night via chat box and /or evaluations

* **Kindergarten Orientation**- Parents are given Title I information and provide opportunities for joint development of the plan and compact. Parent feedback will be captured via chat box and/or evaluations.

Feedback from any evaluations, surveys and questionnaires are discussed with the literacy team and the team will work to find ways to implement suggestions for parents based on resources and needs. The final parent plan and compact will be distributed to families via posting on our school website as well as via virtual parent workshops.

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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 receive an annual Parent Electronic Newsletter in the Fall and again in the Spring to inform parents of the Title I allocation and how the funds will be distributed during the school year to support students, parents and families. Parents and families will be provided the opportunity to attend a meeting to provide input into how funding is currently being spent (Fall) and again in the Spring to discuss how funds will be spent and utilized for **SY 23-24**. Parents will have access to school academic goals, overall school data and trends in math, reading, and attendance as well as their needs supporting their children at home. These resources will help guide them in providing suggestions and feedback for the use of Title I funds.

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 resources are blended in order to maximize the impact of student learning at Gaywood. The following partnerships are in place to support achievement at our school:

- * **Capital Christian Fellowship** - English classes for parents and kids club for students
- * **St. George's Church** - food boxes, toiletries and gift cards distributed families monthly
- * **Sweet Frog** - quarterly donate gift cards for PBIS incentives
- * **Grace's Bible Church Bladensburg Seventh Day Adventist**\ - Provide school supplies
- * **PBIS**\ - Promotes positive behavior and character development for students. Supports low level of suspensions funded by SBB and donations from local businesses.
- * **Jersey Mike's** - twice a year are STEM fair judges and donate food and career day
- * **Giant Food** - Presentation for health and nutrition workshops donate food throughout the year.
- * **Science Systems and Applications Inc (SSAI)** \ - school supplies, teacher incentive donations, clothing/food donated for families
- * **Title I**\ - Title I will support the school with an Integrated Support Team that will provide instructional support, technology support, parent engagement support, and budget support to ensure that our Title I program runs smoothly and that we have all of the resources needed to implement our Title I funded initiatives. In

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addition, Title I will offer professional development to teachers and parents throughout the year.

* **Division of Accountability**\- Accountability partners will provide support with creating and monitoring our School Performance Plan and how it impacts school's capacity

* **Special Education** -Special Education Instructional Specialist will provide support for teachers and students, sit in on IEP meetings, Annual Reviews etc.

* **Office of Talent Development**-** The Office of Talent Development will provide a Mentor Teacher to build the capacity of our new teacher, support with lesson plans and model lessons as needed.

All of the additional supports help to build parent capacity, provide students with enrichment opportunities, and provide resources to help to eliminate barriers to student success. Documentation and progress monitoring will be collected via SANE documents, photos, and Collaborative planning rolling agendas etc.

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