

**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	OAKLANDS ELEMENTARY	1009
School Address	13710 LAUREL-BOWIE RD, LAUREL MD 20708	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 05	
Principal's Name	Jewel Parks	
Principal's Email Address	jewel.preston@pgcps.org	
School Phone Number	3014973110	
Principal Supervisor's Name	Tasker-Mitchell, Ava Shree	
Principal Supervisor's Email	Ava.Taskermitchell@pgcps.org	
School Vision & Mission		
Vision	<p>Our vision statement paints a future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip them to graduate college and career ready</p> <p>Oaklands Elementary School is a culturally inclusive community where we engage, empower and elevate all students, parents, staff, and community stakeholders through access to a rigorous, well rounded curriculum, enhanced through integrated arts and the</p>	

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**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

	use of modern technology, with a continuous focus on collaborative decision making to ensure that every student in our diverse school is ready for college and careers in a global society.
Mission	The Oaklands Elementary School's mission is to provide a great education that engages, empowers and elevates all students and contributes to thriving communities.

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**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

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 5 percentage points as measured by the 2023 Spring MCAP Math assessment.</p> <p>Baseline 2019: 16.9% Met or Exceed Target 2023: 21.9% Met or Exceed</p>	<p>Strategy 1 ~ Implement Math Talks daily at all grades (K-5) Strategy 2 ~ Utilize student journal entries as evidence of reasoning and sense making (2-3 times weekly)</p>	
2	<p>Science: During the 2022-2023 school year the percent of students scoring proficient or higher will increase by 5 percentage points as measured by the 2023 MISA Science 5 Assessment.</p> <p>Baseline 2022: 10% Met or Exceeded Target 2023: 15%</p>	<p>Strategy 1 ~ Utilize the evaluation resource for all science lessons Strategy 2 ~ Analyze student responses (evaluation) to determine the need for reteaching</p>	
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

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Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23

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

Teachers used data to drive instruction and to implement lessons that have been developed during our Collaborative Planning, Data Utilization and Team Planning Session. Special education, Resource Teachers and ESOL specialists joined the team during collaborative planning sessions to provide additional instructional strategies.

Additionally, during Collaborative Planning and Data Utilization sessions grade level teams analyzed data from, MAP, Unit Assessments, Benchmarks, iReady Diagnostics, Document Based Questions and other various classroom based assessments. Teachers will also analyze data from DIBELS once it is available. All student progress is charted and discussed during these meetings. Specialists, administrators and classroom teachers worked to identify the needs of our students and staff. During the Collaborative Planning and Data Utilization sessions we analyzed the data for pattern trends, discussed contributing factors and root causes and identified strategies that would address the root causes.

In October 2021 and February 2022, we held budget input meetings to gain information about parent thoughts on our budget allocations. During the meeting, we shared MAP, Math Benchmark, discipline and attendance data. We also shared spending data from the previous school year to inform parents about our budget allocations for SY23. A staff member took notes to gather thoughts from parents regarding our budget for SY23 and we took into consideration their opinions while planning the budget during our planning meetings. We also used stakeholders' answers to identify strategies for reaching our smart goals identified in the SPP. Discussions were held in English and Spanish with the help of our Parent Engagement Assistant. We will follow the Title 1 procedures and collect evidence using SANE documentation for the Title 1 Binder.

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

Grade level chairs, resource teachers, leadership team, parents and administration served on our School Based Management Team (SBMT, meeting monthly), Literacy Team and Community Steering Committee (meetings held the third Tuesday of each month). The purpose of our team was to discuss the needs of the

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**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

school and explore strategies that will increase student academic performance and school climate, both of which were pieces of information used to form the Title 1 Plan as well as the SPP. With each grade level being represented, the team was able to hear the suggestions and needs from all areas of the school and then take the information discussed back to all staff members for execution.

We have monthly parent discussions with the principal, community schools liaison and parent liaison to gather input on our academic decisions, spending allocations and workshop suggestions using SANE documentation. This information is used to plan accordingly for upcoming workshops and staffing decisions aimed at meeting our SPP goals. Discussions are held in English and Spanish with the help of our Parent Engagement Assistant.

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

In October 2021 and February 2022, we held budget meetings to gain information from parents about our budget allocations. We shared MAP, Math Benchmark, discipline and attendance data, as well as, spending data from the previous school year. Notes were taken of parents' comments regarding the budget and considered this while finalizing the budget. We also used stakeholders' answers to identify strategies for reaching our smart goals in the SPP. Discussions were held in English and Spanish with the help of our Parent Engagement Assistant.

The remainder of the response can be found at the link below.

[Oaklands ES Title 1 Narrative](https://docs.google.com/document/d/1-xIEPN8m7KNxOz-FCADMZh-N6BLri_WhBxYbpoYi_4I/edit?usp=sharing)

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

In October 2020 and February 2021, we conducted budget input meetings to gain information about parent thoughts on our budget allocations. During the meetings, we shared MAP data, Math Benchmark and attendance data in addition to spending data from the previous school year to inform parents about our budget allocations for SY23. A staff member took notes to gather thoughts from parents for SY23 and we took into consideration their thoughts while writing the Parent & Family Engagement Plan and School-Parent Compact.

Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools

**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

Parents were then invited to read the Family Engagement Plan and provide feedback, a second time in September 2022, on the events identified for SY23 by completing a Google Form shared via Class Dojo. The feedback is then analyzed by staff and the Title 1 Contact to align parent requests with school events and budget allocations.

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

In order to increase student learning and parental involvement we have teamed up with Bowie State University to provide a greater educational experience for all students. Bowie State will provide our school with interns, to be placed in various grade levels, who will work with teachers to promote a healthy, encouraging and academically challenging classroom. Interns will assist in all aspects of the classroom and provide extra support to students who have academic difficulty (reflected through diagnostic tests and teacher observations). BSU interns and mentor teachers will work together to meet the goals of our SPP as well as the parent concerns identified on surveys collected at parent events. Additionally, the PTA will participate in our PBIS program by providing prizes for students. Members of our PTA will plan fundraiser nights to fund various programs but also plan and participate in school events held virtually and in-person throughout the year. Outside of the school building, several teachers participate in a program called First Generation College Bound in a neighboring apartment complex, Kimberly Gardens. The teachers are able to provide virtual assistance with homework and provide a positive connection with school. Oaklands currently has two full day Prekindergarten programs that are funded by the state of Maryland. The program provides students with exposure to school experiences and academics. In an effort to raise KRA scores, the teachers meet regularly with the Kindergarten teachers to identify areas of concern and develop a plan to prepare students for their Kindergarten experience. This was also a request by parents on the parent surveys administered throughout the year, to better prepare students for Kindergarten. Oaklands is working with families to complete the FARMS Lunch application, at in person events held throughout the year, so that every student who is eligible for free or reduced lunch can receive it. In addition to resources provided through partnerships, we have combined our Title 1 resources, SBB resources and community schools resources to maximize the impact on student achievement. Title 1 resources have been earmarked specifically for human resources, and included two classroom teachers and one bilingual paraprofessional to support our teachers and students academically in reading and math. The request of more bilingual staff was made by parents via surveys which was the rationale of hiring specifically a bilingual paraprofessional.

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**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

Along with materials for learning and human capital, we are using fiscal resources from community schools to provide quality, enriching workshops, educational assemblies, field trips, after-school programming, opportunities to access health and mental services and support for students and families.

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