

**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.

<b>School Profile</b>			
<b>[School Name Level] School Performance Plan</b>		<b>School Code</b>	<b>School Designation</b>
<b>School Name</b>	<a href="#">RIDGECREST ELEMENTARY</a>	1710	
<b>School Address</b>	<a href="#">6120 RIGGS RD, HYATTSVILLE MD 20783</a>		
<b>Local School System (LSS)</b>	<a href="#">Prince George's County Public Schools</a>		
<b>Grades Served</b>	00K - 06		
<b>Principal's Name</b>	<a href="#">Telene Shipley</a>		
<b>Principal's Email Address</b>	<a href="mailto:telene.shipley@pgcps.org">telene.shipley@pgcps.org</a>		
<b>School Phone Number</b>	3018530820		
<b>Principal Supervisor's Name</b>	<a href="#">Brown, Niki Tiara</a>		
<b>Principal Supervisor's Email</b>	<a href="mailto:Niki.Brown@pgcps.org">Niki.Brown@pgcps.org</a>		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>			
<b>Mission</b>			

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

<b>SMART Goals</b> (A targeted aspiration that serves as the focal point for collective improvement efforts. <b>S</b> - specific; <b>M</b> - measurable; <b>A</b> - achievable; <b>R</b> - realistic; <b>T</b> - timebound.)		<b>Strategy</b> (A technique/area of focus that school teams will use to address the <b>SMART</b> Goal.)	<b>TSI Intervention</b>
1	Mathematics: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 3% percentage points as measured by the 2023 MCAP Math assessment.	Targeted Small Group Instruction	
2	RELA/ELA: Students in grades K-6 will improve by 18% in the area of phonics.	Small Group Phonics Instruction	
3	ESOL: During the 2022-2023 SY, the percent of English Learner (EL) students on-track to attaining English language proficiency will increase by 4% percentage points as measured by the 2023 ACCESS assessment.		

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  
The SPP team was created to include a broad range of stakeholders by ensuring the team consisted of

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

administration, representatives from each teacher group (e.g. primary, intermediate, content level) as well as non-classroom based staff members who had the opportunity to be involved in school-level data analysis. Together, the team identified the school's academic needs and root causes for challenges. The first official meeting for SY23 will be held on October 4th. The team will review the baseline data given to us by the county. The School Profile data will include Do the Math, i-Ready Reading, Benchmarks, WIDA and FAST Grade 5 Science. The PEA and Community Schools Coordinator is in the process of identifying a parent representative and/or community member to join the SPP team that will continue monitoring the school data and provide input on addressing academic needs. Throughout the school year, the SPP team has scheduled monthly meetings to follow up on progress monitoring, ensuring all stakeholder feedback is heard. An agenda will be shared beforehand and notes will be taken during the meeting. Next steps will be recorded at the end of each meeting to ensure all parties are aware of what action must take place before the next meeting. To ensure stakeholders are actively engaged in determining next steps and barriers based on data results, we will break out into smaller groups within the SPP to provide opportunities for all voices to be heard and then report out the input when the entire team regroups.

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 first official SPP and steering committee meeting for the school year will be held October where school staff members meet to review baseline data and the SMART goals. The leadership team met to determine who would make up the SY23 SPP team. Monthly SPP meetings have been scheduled into our school calendar. Members of the team will be asked to take the information back to their respective teams and brainstorm ideas of how to take ownership of the SMART goals within their grade levels/content levels. As mentioned above, we are in the process of acquiring a parent representative for this team. The SPP plan will be shared with parents and staff. There will be an input form for parents and staff to complete after review. The SPP team will meet to review the input forms and make adjustments to the SPP as needed based on the agreement of the team.

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

During SY22-23, Ridgecrest Elementary School will hold monthly Title One Nights to engage students and families in activities around specific content areas (Math Night, Reading Night, STEM Night etc.). In addition, various parent workshops will be held to support their needs. So far, we have provide a lunch application workshop for our parents. The School-Parent Compact was shared at the Title 1 Orientation night and feedback was requested via a google form. Any feedback received was considered in the final draft. The final draft was shared with families via Class Dojo on September 23rd. The Parent & Family Engagement Plan was shared on September 29th and feedback was received via a google form. All final copies of plans are shared via Class Dojo.

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 were able to provide input during the Back to School night feedback form. The presentation by the principal consisted of information regarding where funds were planning to be allocated this year. Parents had the opportunity to provide any comments as necessary in the Back to School night feedback form. All comments were reviewed afterwards by the administration. A community townhall meeting on ZOOM was held on March 17, 2022 to discuss the budget for SY22. Parents are given a survey to complete letting us know of their priorities in areas where funds can be allocated. The survey is reviewed and considered along with staff input before a decision is made on the final plans for allocation.

[RES Parent Budget Input SY22-23  
(linked)](<https://docs.google.com/spreadsheets/d/1DWTfLITu9xWJp9nbNLc-utCiPoKk4ZZ57kJpiLZsMb8/edit?usp=sharing>)

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

- \* UMCP Partnerships (Maryland Math & Read programs): UMCP students teach students using researched based program. Students selected from the Maryland Reads program are in need of additional support in reading. Mentors will conduct small groups with students in-person. Maryland Math program is the math version of this however it is done after school.

- \* Community Schools: Provides funding for student and teacher supports (field trips, PBIS incentives, First Aid

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

course, Active Shooter course, produce boxes for the holidays, health services for students and families, after school clubs, English classes for parents)

\* UMCP donations: ice cream for Summer Ice Cream Social

\* Metropolitan Seventh Day Adventist Church: The church donates supplies each year for our students and families

\* Evidence will be collected in the Title 1 evidence folder.

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