

**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>	WILLIAM WIRT MIDDLE	1908	
<b>School Address</b>	6200 TUCKERMAN ST, RIVERDALE MD 20737		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	06 - 08		
<b>Principal's Name</b>	Rhonda Simley		
<b>Principal's Email Address</b>	rhonda.simley@pgcps.org		
<b>School Phone Number</b>	3019851720		
<b>Principal Supervisor's Name</b>	Moore, Danielle		
<b>Principal Supervisor's Email</b>	Danielle.Moore@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	William Wirt Middle School is where diversity is embraced, innovative ideas are developed, and critical thinking fosters students who are college, career, and life ready.		
<b>Mission</b>	The mission of William Wirt Middle School is to collaborate with all stakeholders to provide a well rounded education that is innovative, inclusive, diverse, and committed to supporting students and staff as we engage in developing strong literacy & technological skills, critical thinkers and lifelong learners.		

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<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: By 2023, we will increase the percentage of students scoring proficient or higher on Mathematics MCAP by 5 percentage points.		IXL
2	:		
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  
 A broad range of stakeholders were involved in the examination of the data including but not limited to the leadership staff, teachers, parents, and community members. Staff members were given the data on posters at a staff meeting and were given the opportunity to analyze the data, provide strengths and weaknesses, and provide a prioritized challenge for all testing data. At follow up staff meetings teachers were able to give feedback and suggestions on current causes/needs by analyzing current school policies in order to evaluate their effects on this academic and behavioral data. This data analysis is ongoing and it has driven our decisions

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and teaching practices over the past 2 years. Teachers also used this data to complete a fishbone activity to identify the Problem of Practice and were surveyed throughout the year on the effectiveness of strategies used to identify the POP.

Parents and community members were also involved in providing feedback on data and budget during a monthly Tea and Talk in which they took part in activities and provided feedback. This Tea and Talk included PTO members and other parents, community members from Peacecity Church including but not limited to Pastor Smith, and WWMS staff/teachers/administrators. Parents and Community Members have also been involved in giving feedback to the schools as part of the PTO and Steering Committee. Both the PTO and the Steering Committee are made up of parents, teachers, administration, community members, and students so that we have a wide variety of stakeholders.

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

Early fall teachers and staff will be part of a PD to explain the SPP and its process. Teachers will be given an opportunity in re-evaluating the strategies that will be used in the upcoming year and its support of the Problem of Practice. Throughout the year other PDs will be given as we "study" the data and "act" upon it on the SPP. We will continue to share in the building of this document through its steps. The staff members were also given an opportunity to learn about the SMART Goals created and provide input on programs and support needed to accomplish these goals.

Ideas provided by the teachers and staff were used to create a Google Form survey to further breakdown the process and choose strategies that best support the problem of practice. Similar processes will be used throughout the year to further elicit ideas and make revisions to the SPP based on the information captured. Teachers were invited to join committees that provide opportunities to contribute feedback and to support in the implementation of the SPP.

Throughout the year during monthly PTO meetings and parent meetings, tea and talks, and parent workshops parents and community members will be informed of the SPP and Title I program and budget. Parents, PTO Members, and Community Members were asked to provide input on the Title I budget on what they thought were important needs within the school/community. Opportunities such as these will be provided during

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monthly Tea and Talks, PTO meetings, Steering Committee, and Parent Workshops.

Parents are able to provide input on the SPP, Title I, and WWMS policies and practices in a number of ways.

- \* Polls and Surveys
- \* Activities in which they participate orally or in writing.
- \* Meet and greet with staff in which they can voice their ideas and concerns.

Students' voices are important to the culture at WWMS. Students involved in the Student Government and Steering Committee are able to look at school data, hear about budgets, and are provided information about the SPP. They will be provided an overview of the SPP during a SGA meeting in early fall and will be able to provide input on the plan and its implementation. Many of these students are also members of the PTO and help at Parent Workshop nights as helpers to the facilitators. These student leaders also provide feedback to teachers and administration on how to improve culture and academic programs from a student's perspective through their involvement in these organizations.

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.

- o Stakeholder Input on PFE Plan & Compact

WWMS has many ways in which we work to increase parent involvement and create an environment where parents are a part of our school's decision making. Principal Simley, Mrs. Meakes (Community School Coordinator), and our PEA Ms. Asheba Hurdle hold at least one monthly meeting with our parents and community members during the school day/evenings. These meetings provide stakeholders with resources, allow them to meet with the principal and other members of leadership, allow the ability for them to provide feedback, function as a venue to provide short parent workshops, as well as other benefits. The Title I and the PEA also hold Parent PD Night Workshops on various subjects throughout the year. Once a month parents, students, and community members can also take part in monthly Steering Meetings organized by Mrs. Meakes. We had several other Parent Nights but not as many as usual due to the difficulty of virtual workshop participation during the Pandemic. Most parent help sessions were held during the day by non-classroom staff to help parents with helping their students to access their classes and their work. A PTO has also been established and is made up of parents, teachers, administration, community members, and students. This group provides input to school stakeholders on policies as well as providing support to incentivize these when applicable. An example of this is providing items to raffle in order to encourage good behavior as part of PBIS.

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The development of the Parent and Family Engagement Plan has been very influenced by input provided by our parents and families. This input is provided in the following ways:

- \* Communication by parents with the school is the biggest contributing factor to our ability to get feedback and input from our parents and families. Due to language barriers parents feel most comfortable providing feedback openly to staff members by contacting the school. Parents feel comfortable calling the staff and information sharing input and suggestions to teachers and staff on the needs of the families we serve.
- \* Surveys provided to parents during workshops, tea and talks, etc. These needs assessments given by the Community School's Coordinator and the PEA allow us to know the needs of our families.
- \* Parent membership on the Steering Committee and the PTO allows us to get input and suggestions through discussions and implementation of programs that meet the needs of our families such as but not limited to food distributions, providing access to services our families request, or workshops on how to access Zoom.

The Parent and Family Engagement Plan was first provided to the parent's during WWMS Back to School Night.

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.

- o Stakeholder Input on PFE Allocation

Parents were consulted via the allocations of funds at a Tea and Talk on budgetary allocation. Parents weighed in on how they would like to see money be spent and we found the concerns to be consistent with those on our 2020-2021 budget meeting the year before. The discussion and input provided to us by the parents determined how we would spend our Title I funds. For example during this meeting concerns over large class sizes, for example of great concern, which is why we allocated Title I funds to the hiring of teachers to allow for smaller class sizes. It also prompted us last year and this year to create a parent space within the school with access to resources, books, and computers in the newly created parent room. During our Parent Workshop to review and introduce the SPP we will also share the Title I budget and the allocation of funds based on their feedback. Throughout the year the Community School Coordinator and PEA will provide additional surveys to establish the needs of our families and will provide us with additional rationales in the spending of funds, the workshops we provide, and the creation of future budgets. The PTO also will provide input on the needs of parents and can provide that input at their monthly meetings. An example of this is that based on feedback offered by stakeholders we allocated monies in the budget to provide school materials to our students to use while virtual learning is occurring during the SY21-22. In determining the budget for the following year we will once again hold a meeting to determine concerns and input of parents in the Title I

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budget allocation. This will be done through an introduction presentation, activity, and needs assessment survey.

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

Title 1 funds will be used to purchase additional teaching and instructional positions based upon current assessment data from SY 2019-2020 being below average across all grade levels; literacy continues to be an area of weakness for WWMS. The hiring of additional ELA and Math teachers will support student achievement by decreasing class sizes. This will allow teachers to work more effectively in their classes to provide more support for their students. This along with monies allocated to teacher development through workshops are allocated to support our SPP SMART Goals 2 and 3 to improve student achievement in Math and ELA. Another area of concern is for our growing ESOL population and the discrepancies between them and students in which English is their first language.

Our two lowest domains for our FFT data depict lower averages for Domain 1-Planning & Preparation and Domain 3-Instruction- showing a need for growth in teacher capacity. Utilizing our instructional coaches to oversee collaborative planning, monitor instruction, analyze data, and give feedback. Data from formal and informal observations indicate that teacher preparation and planning is below proficient. Learning walk data indicates that teaching and learning is not evident every day in every classroom. To know the great need for the support of our new teacher development and technology within the school community. Though we no longer have a grant to support our new teacher program, it has been so successful in building teacher capacity through a teacher leader/mentoring program.

Title I funds will be used to hire an extra guidance counselor in order to help with students' social emotional health. This change will help to increase our attendance and decrease chronic absenteeism.

Title I Parent funds will be used to provide Parent Workshops to parents and families around providing academic support at home and providing health and wellness practices. We will also provide parents and families with a parent resource room that provides them with resources and access to help from the school and its partners. Both of these will help in providing these wrap around services. We are helping to create a more well rounded child and family that will allow the student to be more successful academically. SBB Workshops

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and Staff Development: Funds used to pay teachers to facilitate and attend after school Professional Development to build their capacity around best teaching practices, technology, differentiated instruction, etc. Community Schools Funds will be used to continue the work we do to provide wrap around services to our students and families led by our Community Coordinator, PEA, and student services team.

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