

**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	TEMPLETON ELEMENTARY	0214	
School Address	6001 CARTERS LA, RIVERDALE MD 20737		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	00K - 05		
Principal's Name	Amy Robinson		
Principal's Email Address	amy.dougherty@pgcps.org		
School Phone Number	3019851880		
Principal Supervisor's Name	Brown, Niki Tiara		
Principal Supervisor's Email	Niki.Brown@pgcps.org		
School Vision & Mission			
Vision			
Mission			

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

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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	<p>Mathematics: During the 2022-2023 SY, the percent of students scoring at levels 4 or 5 will increase by 5 percentage points as measured by the 2021 MCAP Math assessment</p> <p>Baseline 2021: 9%</p> <p>Target 2023: 14%</p>	<p>Continue with flexible small groups. Teacher should plan lessons that include manipulatives, questioning and math strategies. These lessons should be based on formative data collected throughout the instructional time.</p>	
2	<p>RELA/ELA: During the 2022-2023 SY, the percent of students scoring at levels 4 or 5 will increase by 5 percentage points as measured by the 2023 MCAP ELA assessment</p> <p>Baseline 2021: 9%</p> <p>Target 2022: 14%</p> <p>Target 2023:</p>	<p>Explicit phonics instruction</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 analysis in order to identify the school's academic needs and root causes. Include how evidence of this process

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has/will be collected at the school level.

- Stakeholder Engagement in Data Analysis

Parents will be invited to monthly SPMT meetings where school-level data is analyzed to identify the school's academic needs and root causes. In addition, PAWS, Templeton parent group, meetings, and Monthly Meet the Principal meetings will incorporate opportunities for parents to view and analyze student data to identify school academic needs.

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 will be invited to monthly SPMT meetings to provide input on the School Performance Plan. In addition, PAWS (Templeton parent group) meetings and Monthly Meet the Principal meetings will incorporate opportunities for parents to provide input on the School Performance Plan.

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

* Spring Parent input night was held on March 31, 2022, and June 9, 2022. The parent input survey was shared with all parents via Class Dojo.

* Parent input survey was also shared during Back to School Nights (September 20, 2022, and September 22, 2022)

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

* Parent input night was held on March 31, 2022, and June 9, 2022. The parent input survey was shared with all parents via Class Dojo.

* Parent input survey was shared during Back to School Nights (September 20, 2022, and September 22, 2022)

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* PAWS (Templeton parent group) meetings and Monthly Meet the Principal meetings will incorporate opportunities for parents to provide input on how the Parent & Family Engagement allocation will be used.

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

* Parent night Title I funds will be used in combination with Community Schools funds to pay staff to plan and implement the events. Title I funds will be used for copy paper/materials at the event. Community Schools funds will be used to pay for catering/funds.

* Title I funds are being used to pay for Imagine Learning licenses. This will support our Newcomer program, which is taught by our ESOL teachers and paraprofessionals and funded by Title III.

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