

**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	BLADENSBURG HIGH	0208	
School Address	4200 57TH AVENUE, BLADENSBURG MD 20710		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	09 - 12		
Principal's Name	Lisa Faulkner-Jones		
Principal's Email Address	lisa.fjones@pgcps.org		
School Phone Number	3018876700		
Principal Supervisor's Name	Ryans, Edward O Neal		
Principal Supervisor's Email	eryans@pgcps.org		
School Vision & Mission			
Vision	The vision of Bladensburg High School is to develop and inspire learners who are problem solvers and solution-oriented citizens in the globally challenging society.		
Mission	The Bladensburg High School community will deliberately reach high levels of academic proficiency, build positive character capacity, and prepare for college and career readiness. This will be accomplished through a Respectful, Academic Achieving, Collaborative Culture of Excellence Motto		

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'A Journey to Excellence: Stronger. Higher. Better. Together!'

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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 the 2022-2023 school year, the percentage of first-time test takers scoring at a level 3 or higher will increase by three percentage points on the MCAP Algebra 1.	Teachers will implement the scaffolding supports document for common assessments	Using sentence starters and frames helps students develop academic language by providing grammar and syntax structures for mathematical discourse that students can use and learn. Teachers need to make academic language expectations explicit.
2	9th Grade Promotion: By the end of SY2023, first time 9th grade promotion rate will increase by 5%.	Aligned staff members to properly serve and support 1st time 9th graders. Providing individual support to students (conferencing)	
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.

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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

In preparation for SY2023, a broad range of stakeholders have had the opportunity to be involved in data analysis sessions in efforts to best identify the school's academic needs and to address the root causes to challenges our students face. In order to ensure that stakeholders are involved in the composition of this plan, Bladensburg HS has hosted and will continue to host a minimum of one parent night each month during the 2022-23 school year. These informational sessions and parent workshops include an examination of relevant academic data in reading, math, social studies and science. In addition, on November 3, 2022, parents were given the opportunity to discuss the academic supports that would benefit their scholars. A survey will be distributed at all grade level parent meetings to elicit their input on needs for this school year. Surveys will continue to be used throughout the school year to ensure parents have a voice in determining next steps for students.

Additionally, the leadership team--which includes teachers and teacher leaders from all content areas, members of the administrative team, and our athletic director--all participated on Data Analysis Teams, which met at least weekly during collaborative planning or during the Bladensburg Instructional Alliance (BIA) team meeting, which occurred monthly on Thursday. These teams were responsible for in-depth discourse analysis of the school data. The data analyzed included but was not limited to the following: trending MCAP Data, Benchmark assessments and Interim Assessments, attendance data, and WIDA assessment data.

In addition, departments hosted Data Dives each quarter and compared Assessment data. Staff members were given the opportunity to conduct deep data analysis and to create a plan of action to address the deficiencies. During the scheduled Data Dives in Quarter 2 and 3, which were held after school hours, teachers followed a data analysis protocol to discover the challenges and strengths of students in their department. In addition, the ESOL Department hosted training sessions and data nights in Quarter 2 or 3 that offered possible strategies that could be used in all classrooms that addressed the deficiencies that some students may have. Also, Ms. Lopes, facilitated additional collaborative planning sessions with math teachers to support their efforts in data analysis and planning to provide the maximum support to all students after quarterly and benchmark assessments. Ms. Lopes will continue to support teachers in collaborative planning sessions to analyze data throughout SY 22-23.

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In support of creating our challenges and priorities for the SPP, the BIA team met bi-weekly. During weekly meetings, the team disaggregated data to best determine the needs for the school.

SANE documentation and sign-in sheets were collected for these meetings. In addition, feedback was collected and used to plan subsequent meetings.

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

School stakeholders including administration, instructional lead teachers, department chairpersons, office staff were involved in weekly conversations that included examining achievement data to determine needs. These meetings occurred in Quarters 1, 2 and 3 on Thursday mornings during BIA meetings. Data trends and results were shared with staff members during monthly professional development sessions and through collaborative planning.

During Quarter 3 of SY23, each department was given the opportunity to give input on what resources could be provided through Title I funds to best support students on local and state assessments. During weekly BIA meetings, administrators, department leaders, and teachers analyzed data and provided justifications for their requests. Upon justification of how needs were aligned with our SPP, those items were requested in the 2022-23 Title I budget.

Additionally, parent and family assessment nights (1-2 sessions per month from December 2021 to April 2022) included analysis of the identified learner-centered problems, as the data revealed, as well as the problems of practice and parents provided feedback to assist the staff at BHS in planning events and providing appropriate resources.

In addition, students were also involved in examining data and developing goals based on an analysis of data from student conferencing. This conferencing occurred quarterly, and it happened during the school year between students and teachers on an as-needed basis.

At the conclusion of each meeting and event, input was gathered from participants. The input for each of these meetings was used to update corresponding focus areas on the SPP in preparation for SY23.

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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 Schoolwide plan has been shared during parent meetings--facilitated by the Parent Engagement Assistant and Title I coordinator-- throughout the year. During these opportunities, parents and families reviewed the school plan and were provided with updates on the progress of the initiatives and activities that were outlined in the plan and were given the opportunity to give input on the Parent and Family Engagement Plan. This feedback has been used to course correct throughout the year and/or to help with the ongoing planning for next school year as input for the SY 23 Title I plan.

Parents have also been informed that we are a Title I School with allotted funds available to ensure we are able to provide supplementary support to all students. Their input will be used to develop and revise the [Bladensburg High School SY23 Parent Engagement Plan](<https://docs.google.com/document/d/1tcewy30G-4S9j9g03Y1C2wj3yM9rAmjR/edit?usp=sharing&oid=104835523589677417664&rtpof=true&sd=true>). In addition, parents have the opportunity to give input on the type of training sessions they would like to attend.

Information will be shared with families via our school website, email, the Parent Engagement Assistant Google Site, and during our monthly scheduled parenting workshops.

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

On March 23, 2021, parents and families provided input on how Title I funds should be spent through the use of surveys attached to the workshop evaluations; in addition, at the end of each month town-hall style discussions took place during parent workshop nights. Parents' input was also elicited on June 9, 2021, during our SY21 End of Year Parent Celebration Event, as well as during School Supply Drive on August 31, 2021. In addition, parents are given the opportunity to complete a Needs Assessment Survey each year. The survey link has been added to the Bladensburg High School website and parents are still encouraged to complete their surveys. In efforts to best support our students and parents in the future, the survey will remain open for submissions as those needs will always be considered and referenced in all budgeting decisions.

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In addition, on September 8, 2022, during Back to School Night, families were invited to provide feedback and give input on desired training, resources, and needs in order to best support their students' academic success. As a result, our Family Engagement Activities for the school year will include but not be limited to, those suggested by parents on September 26, 2022, such as: Technical Assistance: Lunch Forms School Max, Zoom Assistance, Google Meet, FAFSA and other online platforms; in addition, an information session on graduation requirements.

In addition, during BTSN on September 23, 2021, we will review the PFE with families once more and ask them to provide additional feedback as we understand their needs may have changed. Families will be encouraged to share their input on desired training, resources, and needs in order to best support their students' academic success.

Parents will have the opportunity to complete surveys and polls throughout the year and their input will be used to plan appropriate parent workshops.

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

Bladensburg HS used federal funds allotted to us from Title I to create and fund Extended Learning Opportunity programs for all students. After school sessions provided by BHS teachers intend to create an atmosphere where Algebra I students successfully pass the course and state assessment the first time, there is an increase in the number of first time ninth grade promotions, ensure that more students graduate within four years, and better prepare BHS students to be College and Career Ready.

In addition, five of our local community partnerships, along with the AVID program have been and will continue to support our school in multiple ways. For instance, the AVID program at BHS exposed students to colleges through college/institution tours. During SY23 students will continue to attend virtual/in-person college tours. Also, our community partner End Time Harvest Ministries provided students with individualized academic support and paid work experiences. In addition, Hillside provided individual and small group mentoring focused on academic awareness and behavioral improvement strategies for BHS students in order to increase the number of students who graduate within four years. In addition, the following organizations provided student programs: University of Maryland Talent search, Liberty Promise and Minority Access Inc.

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School based funds will continue to be used to support and encourage student achievement. For instance, we will continue to provide celebratory events, such as Honor Roll Receptions, for students to show improvement in their individual data at the end of each quarter.

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