

**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>                       |   |                    |
|---|---|--------------------|
| [School Name Level] School Performance Plan | School Code   | School Designation |
| <b>School Name</b>                          | DOSWELL E BROOKS ELEMENTARY   | 1808               |
| <b>School Address</b>                       | 1301 BROOKE ROAD, CAPITOL HEIGHTS<br>MD 20743   |                    |
| <b>Local School System (LSS)</b>            | Prince George's County Public Schools   |                    |
| <b>Grades Served</b>                        | 00K - 06  |                    |
| <b>Principal's Name</b>                     | Anita Stoddard  |                    |
| <b>Principal's Email Address</b>            | anita.stoddard@pgcps.org  |                    |
| <b>School Phone Number</b>                  | 3018170480  |                    |
| <b>Principal Supervisor's Name</b>          | Shields, Ebony Love Cross   |                    |
| <b>Principal Supervisor's Email</b>         | Ebony.Cross@pgcps.org   |                    |
| <b>School Vision &amp; Mission</b>          |   |                    |
| <b>Vision</b>                               | Doswell E Brooks Elementary School will be a GREAT school recognized for providing educational services which ensure that all of our students who attend our diverse school graduate ready for college and careers in a global society. |                    |
| <b>Mission</b>                              | Doswell E Brooks Elementary School will provide a great education that empowers all students to contribute to thriving communities.   |                    |

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| <b>SMART Goals</b><br>(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><br>(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 <u>4</u> percentage points as measured by the 2023 MCAP Mathematics assessment.<br>Baseline 2019: 23.1%<br>Target 2023: 27.1% | Adequate use of small group instruction<br>Adequate use of independent work                                 | Dreambox, iready math, classroom push in and pull out services, and IXL |
| 2   | RELA/ELA: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by <u>4</u> percentage points as measured by the 2023 MCAP ELA assessment.<br>Baseline 2019: 30.25%<br>Target 2023: 34.25           | Regular use of small group instruction  | Iready, Fairview, Lexia for at risk learners                            |
| 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.

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- Stakeholder Engagement in Data Analysis

A broad range of stakeholders are a part of developing the Doswell Brooks ES Title I plan. There are representatives from the Deaf and Hard Of Hearing (DHOH) program, a parent representative, the reading specialist, ILT, Community Schools Coordinator, Math EC, a community partner and the principal. We have reviewed all data sources to address the challenges, prioritized, and set our SY 23 smart goals. The primary data sets that were discussed were Pearson Math Diagnostic, iRead, iReady, and math, science, and reading Benchmarks. The meeting took place on June 2022. Data gathered from parents and stakeholders was used to determine needs, allocate funding, plan parent training and make instructional modifications. The meeting is intended to continue quarterly; however, the school fully recognizes that there are multiple monthly meetings therefore sometimes having to combine meeting agendas for instance, data meeting and collaborative planning may act as the same meeting. These meetings are held at minimum once a month. Teachers were to review their data prior to the meeting so that they would be prepared to discuss student growth and needs. Afterward the team collaborated with the ESOL teacher, special education teacher, reading specialist, and DHOH reading resource, to tailor their instruction in meeting the needs of students. In addition, the team reviewed attendance data. Teachers were to submit the names of students who were chronically absent. The guidance counselor followed up with the parents to find out how the school could support them. Parents are afforded an opportunity to become familiar with student data during the Parent Data Night on January 19, 2023; parents will be divided by grade level and will analyze iReady, iredady math, IXL, iRead, scholastic, benchmarks, unit tests and MCAP tests. Parents are given strategies to support their children before, during, and after tests administration. Attendance meetings are held each month with parents, counselor, social worker, and principal, PPW, ILT and Community Coordinator. The team will follow 5113, the county's attendance policy. Parents are contacted by flyers, class dojo, phone system, and Google Classroom.

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 Leadership Team met on August 8-10, 2022 (½ day) -to discuss academic data and next steps for our school. According to the Pearson Math Diagnostic Test, Doswell's average test score was 28%. During the 2022-2023 school year, parents, students, teachers, and other stakeholders will collaborate to discuss math data at least twice a month. Although math data will primarily be analyzed; reading data will also be analyzed along with the ESOL data. Parents will be given math strategies that can be used at home in order to support

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their students. In addition, during this time, parents had the opportunity to provide input on the Title I plan as it is aligned to our SPP on June 2022. Parents and other stakeholders input will be gathered via surveys and evaluations and note taking during the meeting. The school gathered input to determine the needs of students and families. Using the input, the school made modifications to the PBIS program and offered academic support and planned for an ELO. When meeting with parents and students, the groups will be broken down by grade level to review data and give input that is grade specific. The math EC and other instructional team members will be invited to share strategies that can be used at home. Reading Night for primary grades will be held on October 2022 to share reading strategies for parents in helping their children enhance their fluency and comprehension skills as well as navigate and utilize Clever resources such as iRead, scholastic literacy pro and reading A-Z. available for them. The facilitator of the parent meeting will collect the SANE items, another member of the committee will take notes, and make a flyer.

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

Parents and staff met during the summer months in order to strategize the best school wide events in reference to Parent & Family Engagement. During the parent meeting the following was discussed: PBIS and its usefulness to the school climate. What will be needed to continue the PBIS program as the suspension/discipline rate is very low. Is this needed at this time with the students returning full time? Attendance and how we support and how we will support our virtual and school based students. Also during the same meeting we discussed our student population both hearing and DHOH and what interventions will be used during the 2022-2023 school year in order to increase math and reading skills. We discussed the Fairview reading program for our DHOH students. We also discussed iready, iredad, and Dreambox for our K-5 students. We also discuss iready math and the need for the software program. There was a concern that there are not enough interventions for our 6th grade students. We ordered IXL for all students but primarily grade 6. In addition, the new 6th grade team requested Generation Genius for math and science. All stakeholders will meet each quarter in order to analyze iready, iready math iredad, scholastic literacy pro, Dreambox, and Fairview. The school system is funding iready, iredad, and Dreambox and for our K-5; however, the special education department will be funding Fairview for our DHOH students and Lexia .

The School-Parent Compact and the Parent Engagement Plan were jointly created with parent input, suggestions and observations that were gathered from surveys, evaluations and notes from meetings. The Parent Engagement Plan and School -Parent Compact incorporated parent suggestions and it was tailored to address the unique

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needs of the school community. The Parent Engagement Plan and School -Parent Compact were distributed by Class Dojo, our parent hub for all news.

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

During Back to School Night we shared with the parents our Title I budget and how Title I funds have been spent. Because of the limited funds that are allocated to Doswell, Title I funds are only discussed during Back to School Night and at the end of the school year when planning for the next year. We are one of the smallest schools in the county. After purchasing one teacher position, there is 51, 000 dollars left in discretionary funds.

It is shared with parents how those funds are spent . Parents are given the opportunity to make changes to the parent compact and decide what student supplies will be purchased with Title I discretionary funds. It was concluded, from the input gathered, that we would purchase student supplies in order to ensure that all students remain classroom ready at all times. Title I funds in conjunction with other funding will be used for ELO transportation. Most of our work is completed in journals for all core subjects. With that being said, each student will be given a new math journal at the beginning of each quarter. All school supplies needed to be successful in school will be provided to students. Of course we will meet with parents in reference to science, math, reading and data.

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

Historically, Title I funds are spent to lower class size with a teacher who teaches mathematics to upper grade students. However, during the SY 23 we will utilize the funds in order to lower class size in grade 3. This will prevent no combination classes. Our projections show about 28 students in K. We will strategize in working with this number with 2 adults in the class. Title I will provides journals, multiplication cards, pencils, pens, highlighters, rulers, post-it-notes, graphing paper, glue, etc to all students

Students in grades K-2 are provided LLI support by the Reading Specialist, DHOH students will be provided

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reading support by a DHOH teacher. The resource teachers are available to meet with parents and give strategies to parents for supporting their children at home. They make themselves available at all times but especially during parent conferences, parent nights, and SIT meetings. In addition to Title I school-based resources, the school has the following partnerships: Top Ladies of Distinction which supports our school with activities such as Clean Up Green Up and Reading to Students during Read Across America. Capitol Heights Mayor participates in Donuts for Dads and other school wide activities. The Early Childhood provides iRead, and Raising a Reader. C&I Math Coach who all come in our school to provide additional support and resources such as demonstration lessons and lesson planning support. The SANE documents will be uploaded in the Title I electronic binder by the principal.

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