

**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	EDWARD M FELEGY ELEMENTARY	1604	
School Address	6110 EDITORS PARK DR, HYATTSVILLE MD 20782		
Local School System (LSS)	Prince George's County Public Schools		
Grades Served	00K - 05		
Principal's Name	Trevor Liburd		
Principal's Email Address	trevor.liburd@pgcps.org		
School Phone Number	3013861610		
Principal Supervisor's Name	Brown, Niki Tiara		
Principal Supervisor's Email	Niki.Brown@pgcps.org		
School Vision & Mission			
Vision	Edward M, Felegy Elementary School, in partnership with all stakeholders, develops lifelong learners through a rigorous arts-integrated curriculum with a focus on literacy.		
Mission	Edward M. Felegy Elementary School strives to specialize in rigorous arts-integrated instruction that creates a pathway to ensure that all students are college and career ready, and contributing well-rounded members of society.		

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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, students will increase their performance (Score of 4 or 5) by 5 or more percentage points on the Spring administration of the Math MCAP Assessment. TSI Group: Students with Disabilities (3% increase)	Cycle 2 Strategy: Professional Development: On math small group instruction- "Making Sense of Mathematics For Teaching the Small Group" Juli Dixson	Professional Learning Communities (PLCs)
2	RELA/ELA: During the 2022-2023 School Year, students will increase their performance (Score of 4 or 5) by 5 or more percentage points on the Spring administration of the E/LA MCAP Assessment. TSI Group: Students with Disabilities (3% increase)	Teacher Differentiation of Small-Group Instruction (CIM Guide focused and the Science of Reading)	Professional Learning Communities (PLCs)
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

The Leadership Team will meet weekly to review and analyze academic data (DIBELS, KRA, Benchmarks, iReady software data, etc.) to support teachers and students. In addition, in-person and/or Learning Walks including formal and informal observations will include next steps for teaching and learning. Learning Walks as well as Leadership Team attendance will include school staff as well as district support)

Reading Lead Meetings and collaborative planning meetings will occur monthly and will include district content specialists along with school- level instructional lead team to support teachers to focus on teacher practices in guided reading, students with lower reading levels as well as analyzing SPED student data and academic needs within all groups with a focus on ESOL and SPED populations.

Data is shared with parents engagement workshops and parents are able to ask questions and learn the academic needs of the school. Data is also shared during Back-to-School Nights and parents are able to provide input around how the school can support them at home based on the school's focus areas. Input is gathered via evaluations, rolling agendas, and/or surveys from stakeholders. Any applicable feedback from stakeholders will be addressed during Leadership Team meetings and implemented accordingly. SANE documentation will be collected for various events and kept in our Title I evidence folder.

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

Stakeholders are provided a variety of opportunities to learn about and provide input on the school's SPP (Title I Plan).

Monthly meetings will be held with parents and community members whereby the school's administrative team discuss needs of the school in regards to staffing and academic progress and the school's interventions and strategies to address school needs. During this time, parents will be provided with an overview of the SPP (Title I Plan) and will be able to ask questions and provide input via evaluations and surveys.

The Leadership Team will meet to continuously review data and Title I needs to ensure that there is alignment between budgetary needs and the strengths and weaknesses that the most recent attendance, math, reading,

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ESOL, and SPED data shows. The Leadership Team will consist of not only school based staff but district supports will periodically be invited to attend as well in order to share insights and best practices.

Information will be presented to stakeholders via PowerPoint and Google Slide presentations to a virtual or in-person platform and SANE documentation will be collected for various events and kept in our Title I evidence folder.

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

For the School Year 2022-2023, Edward M. Felegy ES will host monthly parent involvement workshops to increase parent engagement and accountability for their children's learning. Parents would receive materials to take home and support instruction. During the Fall and/or Spring parent meetings, parents will have the opportunity to review the previous year's Parent Plan and Compact, provide input, make revisions, and discuss ways in which the documents can be distributed and used in a meaningful way with parents. The Parent Plan and Compact will be distributed via in-person pick up in September as well as sent out via class DoJo, personal emails if applicable, as well as posting on the school's website. In addition, parents will be updated and informed of the Parent Plan and Compact during monthly parent engagement workshops and SANE documentation will be collected for various events and kept in our Title I evidence folder.

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

Edward M. Felegy Elementary values the involvement and feedback of all parents and families for the overall success of all students. During Fall and Spring parent meetings the principal will meet with parents and community members to review the current schoolwide plan to discuss overall progress, areas of strengths, and opportunities for growth. These discussions will include a discussion around the Title I allocation and the support that Title I funding provides to increase academic achievement. Parents have the opportunity to ask questions and provide feedback on the Title I allocation via evaluations and surveys and their input will be considered during Leadership team meetings. Any ideas that will be incorporated within the school's plan will be communicated to parents during parent engagement workshops.

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During the Spring parent meeting specifically, the principal will meet with parents and staff stakeholder groups to review the current Title I plan to highlight academic successes and ongoing challenges. Based on the data, stakeholders will identify and rank order their interests as this will be used to prioritize Title I funds for the following year's budget. SANE documentation will be collected for various events and kept in our Title I evidence folder.

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

Edward M. Felegy ES has partnered with various organizations that support our students. The community partnerships include:

****Brighter Bites****\- Brighter Bites is a nonprofit that creates communities of health through fresh food. The goal is to change behavior among children and their families to prevent obesity and achieve long-term health. Brighter Bites is an evidence-based, comprehensive, multi-component elementary school, preschool, and summer camp program that utilizes reliable access to fruits and vegetables, nutrition education, and consistent exposure to recipes and messages that feature fresh food. Over the course of the program, 16 weeks during the school year and 8 weeks during the summer, they will measure the outcomes of the program to determine impact. Research shows the Brighter Bites model provides consistent opportunities for children and their families to practice healthier behaviors in school and at home. This program will help to ensure meals for our students allowing students to be more engaged and prepared for learning.

****The City of Hyattsville****\- The City of Hyattsville will continue to collaborate with our Parent Engagement Assistant. The City of Hyattsville will offer virtual monthly meetings for parents as well as members of the community about various topics including: COVID -19 safety, support for families in need, and Immigration. Our parents and students benefit from these resources provided as the city collaborates with our school in coordinating referral services for families in need as 92% of our families are living at or below the poverty line and a number of our students are homes where parents/guardians are undocumented immigrants. The City supports these families by connecting them to agencies providing much-needed support that would not require citizenship or permanent residency access to the needed services. These supports will provide parents with resources so that students can focus more on learning. In addition, the City of Hyattsville City Council and the Educational Advisory Committee (EAC) provide grant funds to purchase needed supplies for the school.

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****District Offices****\- Our school is also supported by several district offices that work together to provide resources for our teachers and families. The SPED and ESOL offices provide instructional supports to teachers, the Title I office provides technical assistance and resources for the whole school and our Community Schools office provides resources for wraparound services for our families

Rolling agendas, emails and/or flyers will be collected as evidence of our partnerships.

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