

**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>                                 | FRANCIS SCOTT KEY ELEMENTARY   | 0617               |                           |
| <b>School Address</b>                              | 2301 SCOTT KEY DR, SUITLAND MD 20747   |                    |                           |
| <b>Local School System (LSS)</b>                   | Prince George's County Public Schools  |                    |                           |
| <b>Grades Served</b>                               | 00K - 05   |                    |                           |
| <b>Principal's Name</b>                            | Raeshauna Mboma  |                    |                           |
| <b>Principal's Email Address</b>                   | raeshauna.mboma@pgcps.org  |                    |                           |
| <b>School Phone Number</b>                         | 3018177970   |                    |                           |
| <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>                                      | The vision of Francis Scott Key ES is to create college and career ready students in an environment where differences are appreciated, excellence and achievement are expected, and effort is rewarded.  |                    |                           |
| <b>Mission</b>                                     | The mission of Francis Scott Key will be to use literacy driven and research based instructional practices to prepare students to persevere through challenges, think critically, and make positive contributions to their school and community.<br><br>Unlocking Scholar Potential as WE Soar to New Heights! |                    |                           |

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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 5 percentage points as measured by the 2023 MCAP Mathematics assessment.  | Implementation of Small Group   | iReady                  |
| 2   | RELA/ELA: During the 2022-2023 SY, the percent of students scoring at or above the benchmark goal based on the Fall 2022 Composite Score will increase by 5 percentage points as measured by the Spring 2023 administration of DIBELS assessment.   | Explicit Instruction of Phonics and Decoding Skills   | Lexia                   |
| 3   | ESOL: During the 2022-2023 SY, the percent of English Learner (EL) students on-track to attaining English language proficiency will increase by 5 percentage points as measured by the 2023 ACCESS assessment.<br><br>TSI Group: For this goal, the TSI designation does not meet the MSDE requirement (n=10) for accountability framework calculation. This goal does not apply to the TSI requirements. | Implement ESOL Strategies (collaborative conversations, sentence starters/sentence frames, and direct vocabulary instruction) |                         |

Title I Narrative

The school's plan to ensure external stakeholders (including parents, families, communities and other partners) have the **Red font indicates the MSDE State Requirement for Targeted Support and Improvement (TSI) Schools**

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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
    1. During SY 2022-2023 all stakeholders will be engaged in data analysis using data from
      - \* DIBELS (Reading K-3)
      - \* I-Ready (Reading K-5 and SPED Math/Reading)
      - \* Dreambox (K-5)
      - \* Math Benchmarks (K-5)
      - \* Reading Benchmark (3-5)
      - \* ESOL Speaking & Listening Tasks
      - \* MCAP (Grades 3-5)
      - \* ACCESS (ESOL)
    2. Throughout the school year, to ensure all stakeholders are actively engaged in determining next steps and barriers based on data results the following measures continue to be in place to collect feedback and share information:
      - \* Title 1 Parent Orientation (annually)
      - \* Eagle Parent Academy (quarterly)
      - \* Principal's Virtual Chat Box (monthly)
      - \* FSK Community Meetings (bi-weekly, and/or monthly)
      - \* PTA meetings with Administrative participation
      - \* Parent Volunteer sessions (quarterly)
    3. The Title 1 Plan is supported by data and evidence and drives the decisions for the school and its stakeholders. FSK acknowledges the importance of providing all stakeholders with the opportunity to give input/feedback on the schoolwide Title 1 Plan. The plan is shared during PTO meetings, Back to School Night, Parent Orientations, parent-teacher conferences and various quarterly workshops throughout the year. Stakeholders are encouraged to review the plan and to ask questions. Comments are welcomed via surveys and evaluations that offer feedback on ways to improve the services provided at FSKES.
    4. \_Evidence of this process will come from rolling agendas, emails, planning documents, flyers, and/or teacher and parent evaluation survey forms.\_

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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

During academic workshops and parent-teacher conferences, stakeholders are given an opportunity to examine relevant academic achievement data to understand students' needs and root causes of areas of difficulty. As with the Title I Plan, stakeholders also have the opportunity to review relevant academic data during Back to School Night, and parent orientations throughout the year. Stakeholders are encouraged to review the data and to ask questions. Comments are welcomed via discussions, surveys and evaluations that offer feedback on ways to improve the service we provide.

Opportunities for stakeholders to provide input on the SY 2023 School Performance Plan through

- \* A survey was shared with parents and families Class DOJO, Principal's Virtual Chat Box.
- \* Parent Orientation Night - The Title 1 Budget will be shared and explained. The SPP will also be posted on the FSK website and hard copies will be available for review in the main office of the school building as well in the office of the PEA.
- \* SPP areas of focus for FSK were provided and explained to staff during August PreService week and reviewed with staff again during a FSK staff meeting. The Parent Information Survey will be provided to parents as an opportunity to share their ideas and desired resources for FSK during the 2021-2022 school year.
- \* This survey will be available to parents through Class DOJO, FSK website and Linked into Chat during Parent Meeting.
- \* Two parents have also been invited to participate in school-wide staff meetings that revolve around school improvement efforts. Administrators participate in all PTA meetings and allot time for parent reflections around data stories.

As our School Plan evolves, we will share information to our stakeholders at Parent Meetings, PTA sessions, and other Events that our stakeholders will gather. As input, comments and suggestions are provided by parents and other stakeholders, the SPP Team which includes members of our community, will review comments and implement and make adjustments as needed.

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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

In order to meet the requirements of Title I Plan, FSK develops strategies and programmatic structures to increase parent and family engagement. Parent data in the form of surveys and feedback forms are gathered at the conclusion of each workshop. The goal is to involve parents and families in decision making, as well as, to provide suggestions for the Title I Plan, Parent & Family Engagement Plan and the Title I Budget. The FSK PTO, with the support of the PEA and staff, will convene each quarter to evaluate the Parent and Family Engagement Plan.

A survey will be shared with parents and families through Class DOJO, FSK Community Meetings, and Principal's Virtual Chat Box.

The Initial School-Parent Compact Plan and the Family Engagement Plan will be shared with families during the Parent Orientation. Parents will be able to gain an understanding of what each Plan represents and the role that they play in developing those plans.

Links for both School-Parent Compact Plan and Family Engagement Plan shared via Class DOJO and the School Website in PDF format for Hard copy print.

Parents were provided an opportunity to express their initial ideas and areas of concerns during the Parent Orientation Meeting. Parents and stakeholders were also provided a link to complete a needs assessment/survey to express their ideas, areas of focus and concern.

As the SPP Team, including stakeholders come together to make adjustments to the Parent & Family Engagement Plan and the School-Parent Compact, this information will be disseminated through:

1. Class Dojo (Class Story) which will ensure that it reaches each parent in every classroom
2. School Website
3. During each Parent Workshop session, the Parent & Family Engagement Plan and the School-Parent Compact will be linked and displayed in the Presentation.
4. Backpack Mail (Wednesday's Folder)

4. In preparation for SY23, provide a detailed description of how parents and families provide input on how the

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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

FSK understands the importance of parent and family engagement. We encourage family partnerships to assist us in strengthening our academic goals and family engagement programs. FSK has committed to have programs, activities, and procedures for the engagement of parents and families that are consistent with Every Student Succeeds Act (ESSA). We have aligned our Parent & Family Engagement Plan with the PGCP Board Policy. The plan is distributed to families and the community in the Fall. Parents may share suggestions, comments, and concerns with the Principal and Administrative team via email. Class DOJO or in-person during school office hours. Opportunities for parents with limited English proficiency, disabilities and migratory children will be provided. The following events are planned to solicit parent feedback:

- \* The Title 1 Allocations have been shared with parents along with the current focus; Title I Parent Orientation (Fall)

- \* Parents/families are able to provide input during any and all information sessions and are asked to complete school-wide surveys following any and all information sessions.

- \* Parents and families can provide input both verbally and in writing.

1. Eagle Parent Academy (quarterly)

2. Quarterly School-Wide Survey

3. ELL Support Meeting (Fall)

4. PTO Meeting (Monthly)

5. Parent Volunteer Orientation (Monthly)

6. Parents and families were invited to participate in a planning session with the Principal and staff. The SY'23 budget was reviewed and shared. Participants were allowed to provide input regarding spending goals.

7. Evaluations were presented and collected at the conclusion of each session.

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

During the 2022-2023 School Year, "Teacher Leader Academy" will continue the practices and procedures

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learned throughout the entire 2022-2023 school year. The work of the teacher leaders will continue to facilitate and provide support for every new teacher within the school building as we work to build the capacity of all teachers we encounter.

We are working to continue these partnerships for the next school year. Our current partnerships include:

- \* American Legion Post (#169) (i.e. backpacks filled with school supplies, holiday gifts, Holiday Food Boxes);
- \* AmeriGroup (Food, School Supplies, Holiday Gifts)
- \* Breathe of Life Church (i.e. school supplies);
- \* Calverton Church (i.e. backpacks filled with school supplies, holiday gifts);
- \* Capital Area Food Bank (Free and Reduced Food)
- \* Census Bureau (i.e. Coats)
- \* District Height Police Department (i.e Men Make a Difference Day Volunteer work);
- \* DXT Mental Health Services (i.e. Mental Health and Stress Strategies Parent workshop);
- \* Elocen Group (i.e. Food baskets)
- \* Experience Faith Ministry Church (i.e. backpacks filled with school supplies, coats);
- \* Hemingway Memorial;
- \* Lighthouse Church (Food, School Supplies, Holiday Gifts)
- \* Suitland High School (i.e. Holiday gifts);
- \* Top Ladies of Distinction (i.e. Gift Cards, Beautification of School Grounds);
- \* Trinity Baptist Church (toys, school supplies, Thanksgiving Baskets, Christmas Gifts, Coats)
- \* Woodstream Church (i.e. School supplies);
- \* Zeta Phi Beta Sorority Incorporated.

In addition we established and maintained relationships with several PGCPD departments:

- \* The Title I Office provides technical support for implementing a program based on a needs assessment. The office also assists FSK with fiscal management and resources to increase parent and community engagement.
- \* The office of Community Schools is a new partnership for Francis Scott Key ES as we have recently joined cohort 2. Coordination of all services aligned to parent impact will be supportive to overall student achievement as we meet all social/emotional and academic needs of scholars.
- \* FSK has partnered with the English for Speakers of Other Languages (ESOL) program to support English Language Learners (ELLs) with language instruction from certified teachers. FSK is staffed with two full time ESOL teacher.

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- \* Under the direction of the Comprehensive Special Education Program (CSEP) Coordinator and the Office of K-12 Special Education Programs, FSK provides specialized instruction for students with disabilities in the least restrictive environment.
- \* All FSK students are provided a free breakfast and lunch through the Office of Food & Nutrition.
- \* The Department of Transportation provides daily am and pm bus service for students with special needs.

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