

**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	JUDGE SYLVANIA W WOODS, SR. ELEM	1333
School Address	3000 CHURCH ST, GLENARDEN MD 20706	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	00K - 06	
Principal's Name	Stephanie Barber-Wehrman	
Principal's Email Address	DNU_stephanie.barber@pgcps.org	
School Phone Number	3019252840	
Principal Supervisor's Name	Shields, Ebony Love Cross	
Principal Supervisor's Email	Ebony.Cross@pgcps.org	
School Vision & Mission		
Vision	Judge S. Woods Elementary will be recognized for being a safe and secure environment where uniqueness is celebrated. Student data and growth are shared with all stakeholders who work together for continuous improvement. Students are inspired and empowered to achieve greatness.	
Mission	To care for students social-emotionally; challenge students through rigorous instruction, active learning, and integrated arts; and prepare our scholars for a successful journey to be productive citizens in a global society.	

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

**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

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: 35% of our 3 through 6 grade students will meet or exceed expectations on the MCAP Math 2023 School year.	Use of modeling and reasoning strategies through discourse and writing	
2	RELA/ELA: We will have a 20% increase of students in grades 1 through 5 of students meeting expectations in the phonics section of the Spring IReady assessment, increasing from the present 28% to 48%.	Analyze data, plan to address learning gaps	
3	Attendance: 95% of our student population will meet the expectation of attending school regularly.	Classroom teachers will continue to contact parents/guardians of students who have missed 3 days of school.	

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.
 - Stakeholder Engagement in Data Analysis
Stakeholders at Judge Sylvania Woods Elementary include parents, families, staff and community partners.

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

**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

Stakeholders have the opportunity to participate and analyze data that has been gathered throughout the school year to help identify and meet academic needs. We provide these opportunities during Staff Meetings, Collaborative Planning meetings, Community School Steering Committee Meetings, and 2nd Cup of Coffee Meetings with Parents. We will continue to collect evidence of the data analysis process with our stakeholders by having an online data folder that houses all of our initiatives, agendas, and presentations.

Frequency: 2nd Cup of Coffee Meetings were held monthly on Zoom the 1st Friday of each month at 8:am. Staff meetings were held the 1st and 4th Monday of each Month at 2:15-3:15. Collaborative planning with teachers was held semesterly. The Community School Steering Committee Meeting is held the 3rd Monday of each month from 2:45 pm-3:45 virtually through Zoom.

Community School Steering Committee Meetings discussed school data from Enrichment Programs being implemented that align with SPP goals. Data Analysis of Reading and Math Benchmarks, Attendance, Access, IReady, Dreambox, and MISA was conducted at Steering Committee Meetings as well. As a team we discuss the data, utilizing breakout rooms to identify possible barriers while brainstorming possible solutions and next steps.

The Community School Coordinator gathered data from parents/families and Community partner surveys to discover needs. Focus groups were used to further identify our school needs, in order to align our funding to those needs, and determining support needed from the community.

Parent Meetings were held to share data with families and for families to provide feedback of their personal experiences with our school community. Discussions helped to flush out attendance barriers such as transportation, and before and aftercare.

Collaborative planning was utilized as a grade level data analysis to identify strengths and weaknesses of students. Each teacher presented their identified data trends to the team of grade level teachers, SPED resource and ESOL teachers. Teachers were able to collaborate on the next instructional steps to best address the needs identified.

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.

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

**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

- Stakeholder Engagement on SPP Team

Stakeholders (including parents, school staff and community members) were provided the opportunity to review data for each goal of the performance plan. We met with parents and Community Partners during our monthly March and May Steering Committee Meetings. The data and recommendations that were gathered informed our decision making for the SPP Plan. The Community Schools needs assessment that was shared to the entire JSW school community to help guide the budget to best meet the school academic needs. Parents and community partners met during the Title one meeting in order to review the SPP plan.

Teachers and staff members reviewed data, met during staff meetings in the months of October and March 2022. Staff discussed the problem and gave recommendations on strategies for next steps. 2nd Cup of Coffee- Parents have the opportunity to meet with Administrators and Community partners to collaborate and provide support and updates to families of things that are occurring in the school, including the input on the School Performance Plan.

Principal Weekly Newsletter- Update teachers/ school staff with updates and announcements on things that are occurring during the week. Emails using different communication platforms like Class Dojo, Remind, and via emails, Parents and families will be informed of the School Performance Plan (SPP). Communication will be further extended and completed by the use of surveys or information regarding needs of the family and / or providing resources from community partners to share to families was discussed at our recent Back-To-School-Night in September 2022.

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 preparation for this school year, we are planning to have in person monthly Parent Workshops and Parent Information Nights, invite student families to events and have an open communication for input for upcoming events. Communication sharing with parents through ClassDojo as well as emails.

* Emails - Using different communication platforms like Class Dojo, Remind, and via emails, Parents and families will be informed of the Parent & Family Engagement Plan and School - Parent Compact. Communication will be further extended and completed by the use of surveys or information regarding needs of the family and / or providing resources from community partners to share to families. The Parent & Family Engagement Plan and

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

**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

School - Parent Compact were discussed at our recent Back-To-School-Night in September 2022 and provided opportunities for joint development of these documents.

* Principal Weekly Newsletter- Update teachers/ school staff with updates and announcements on things that are occurring during the week.

* 2nd Cup of Coffee- Parents have the opportunity to meet with Administrators and Community partners to collaborate and provide support and updates to families of things that are occurring in the school. The Parent & Family Engagement Plan and School - Parent Compact will be on-going to be distributed at these meetings as well as be placed on the school website and sent to our Class Dojo platform.

* Community Partners Presenting- Ensure teachers/ school staff, students, and families are aware of partners who are in the school to provide support around academics and social emotional support.

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

Title 1 Budget allocation for Parent and Family Engagement Activity was presented at the Back to School Night in September 2022. Parents were given an opportunity to participate in an initial discussion during that time. Additional follow-up opportunities and input will occur at the Principals 2nd Cup of Coffee, and the Title I Parent Information Night. There will be a Budget Priorities Parent Survey will be given to parents to complete for input on the needs for our school and the results of the survey will be presented at our Annual Title 1 Parent Night Mtg. The parent input will be considered in the development of activities for the Parent & Family Engagement budget allocation.

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

JSW receives funding from various sources. Our funding includes Student Based Budget, Title 1, Community School Funds, and donations from various community partners. Community School Funds and Personal and Per-pupil funding were used for wrap around services connecting with the six pillars of community schools. Student Based Budget pay teachers and support staff to facilitate afterschool programs and help with homework. We also receive in kind donations from Community partners. These donations are used to purchase classroom resources and supplies for teachers and students. We collect evidence of the use of the

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

**Title I School Performance Plan Addendum At-a-Glance
Executive Summary
SY22-23**

funding and donations through the use of flyers, emails, agendas, presentations, etc. The documentation is collected and stored in a google drive that is updated throughout the school year.

Additionally, the funds were also allocated to provide support for the ESOL population to ensure tools and strategies to impact learning and proficiency ESOL Levels. Students participated in virtual Extended Learning Opportunities to enhance proficiency in reading, math, and ESOL strategies.

Title I funds are used to provide students with school supplies. These supplies include the basics of paper, pencils, pens, post-its, crayons, construction paper, journals, and other items that are required to learn and access the curriculum. In addition, these funds provide professional development opportunities for parents and staff throughout the school year. Many of these opportunities focus on connecting parents to the classroom and standards-based learning activities. Funds are used towards field trips giving students real world opportunities and providing transportation.

Our after school program Newton Thinkers is grant-funded by The Community Youth Advance (CYA) Organization. It offers our students an academic component for extended-day, Saturday and summer learning opportunities with a focus on Science, Technology, Engineering, Art and Mathematics (STEAM). CYA is an educational non-profit organization. funds are used for transportation to support this extended learning opportunity.

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