

**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>	PORT TOWNS ELEMENTARY	0217	
<b>School Address</b>	4351 58TH AVE, BLADENSBURG MD 20710		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	00K - 06		
<b>Principal's Name</b>	Michelle Marek		
<b>Principal's Email Address</b>	michelle.marek@pgcps.org		
<b>School Phone Number</b>	3019851480		
<b>Principal Supervisor's Name</b>	Tasker-Mitchell, Ava Shree		
<b>Principal Supervisor's Email</b>	Ava.Taskermitchell@pgcps.org		
<b>School Vision &amp; Mission</b>			
<b>Vision</b>	Port Towns ES will provide a stellar education to all scholars via rigorous, differentiated instruction, inclusive of all cultures which inspire children to achieve their academic potential as lifelong learners.		
<b>Mission</b>	Panther Scholars will exceed academic, social, and behavioral expectations to be College and Career Ready.		

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

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<b>SMART Goals</b> (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> (A technique/area of focus that school teams will use to address the <b>SMART</b> Goal.)	<b>TSI Intervention</b>
1	<p>Mathematics: SMART Goal 1: During the 2021-2022 SY, the percentage of students scoring proficient or higher will increase by <u>10</u> percentage points as measured by the 2021 MCAP Mathematics assessment. Baseline 2019: 12% Target 2021: 22%</p>	<p>During collaborative planning admin, math leaders, testing leaders and/or grade-level chairs will conduct mini PD's with a focus on analyzing data in order to plan and deliver targeted and differentiated math instruction.</p>	
2	<p>ESOL: During the 2022-2023 SY, the number of English Language Learners (ELL) students on-track to meet their AMO will increase 3 to 5 percentage points as measured by the spring ACCESS assessment from 44% to 47-49%.</p>	<p>Daily use of visuals and sentence frames.</p>	<p>Staff will receive ongoing PD in the areas of data analysis, visuals, and sentence starters.</p>
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

Throughout SY22-23, the Port Towns Administrative Team & Leadership Team members will guide parents through our schoolwide data. The data will include our MSDE Report Cards from the past 2 years, DRA, KRA, MAP, Benchmark, MSA, MISA, math milestone tasks & any quarterly assessments that are given.

The initial meeting with parents and community stakeholders occurred at the 2 Back to School Night events which took place on September 13th for our primary students and September 15th for our immediate grade students. We will continue these data discussions monthly during our Port Towns Virtual Panther P.R.I.D.E. Parent Meetings, as well as, during our Community School Steering Committee meetings. We will also host quarterly planning nights in the areas of Math, Reading, ESOL & STEM.

Data analysis will be ongoing throughout the school year with all members of the Port Towns Staff. Each grade level has a weekly collaborative planning session where we focus on the instructional core. As part of their planning, teachers use content standards to plan for instruction by using pertinent data sets.

Additionally, during our weekly Leadership Team meetings, Admin guides the Leadership Team members in the Fishbowl Protocol while examining the Priority Challenges in both of our SMART GOAL areas...Math and ESOL

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 stakeholders listed above have been and will continue to be partnered with the school in order to collaborate on the data analysis, next steps, and monitoring of our School Performance Plan. Through monthly School Performance Monitoring Team Meetings (held as part of our Leadership Team Meetings), stakeholders will be invited to join in the continuous school improvement conversations around our most current data. In addition, stakeholders will be invited to join the instructional team on Learning Walks as appropriate to provide feedback on instructional practices, student engagement, and school climate and culture. Sign-in sheets, agendas, notes, and evaluations will be kept on file to document stakeholder participation and input.

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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

We will solicit parent input during our Annual Title I Parent Orientation (held on September 23, 2022) and via a google form to collect their responses. These efforts will be shared with all parents via Google Classroom, School Messenger, and Class Dojo. This will be a follow-up to our conversation and meeting which was held in the Spring of 2022 & Fall 2022.

Once the plan and compact are finalized they will be made available to our families via the School's Website, Class Dojo, Google Classroom and through messages via School Messenger.

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 April 4, 2022, we held a Title I Parent Budget & Feedback Meeting in which we discussed how funds are allocated. Additionally, parents completed a survey in which they were asked to choose their top five priorities (smaller class sizes, after school programs, etc) which the monies would be allocated. The Admin Team reviewed the trends from the previous year and identified the Top 5 priorities which were trending consistently. We used this data to inform our budget priorities for SY22-23. Title I Parent Nights will continue to be offered next school year as a means to gather parent input around programs and budget.

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

In order to blend services to ensure that the school is using all of its available resources to support instruction, the school will coordinate with various office and local services including....

**\*\*Collaboration with District Offices\*\***

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**\_\*\*Description\*\*\_**: Central office support services will continue from various offices in PGCPs, who work on enhancing the learning process at respective schools. These members include representatives from: Instructional Director, Title I, ESOL Office, Human Resources, Technology, Curriculum and Instruction, Community School Department, Executive Leadership Offices, and the school based team. The team will meet quarterly to discuss how the services of the Title 1 Leadership Support Team can assist the school-based instructional program through professional development, funding, model lessons, coaching, and/or implementation and monitoring of our SPP action steps.

**\*\*Community School Designation\*\* \_\*\*Description\*\*\_**: As a Community School, we have support services that will assist students' social-emotional & environmental needs, supporting our school's goal to improve culture and behaviors through the teaching of expectations and support.

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