

**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>	ROSA L PARKS ELEMENTARY	1731
<b>School Address</b>	6111 AGER RD, HYATTSVILLE MD 20783	
<b>Local School System (LSS)</b>	Prince George's County Public Schools	
<b>Grades Served</b>	00K - 06	
<b>Principal's Name</b>	Rhonda Summey	
<b>Principal's Email Address</b>	rhonda.summey@pgcps.org	
<b>School Phone Number</b>	3014458090	
<b>Principal Supervisor's Name</b>	Brown, Niki Tiara	
<b>Principal Supervisor's Email</b>	Niki.Brown@pgcps.org	
<b>School Vision &amp; Mission</b>		
<b>Vision</b>	Our vision for Rosa Parks is to develop scholars who will go on to succeed in their careers and social life. They will become productive citizens who display independent thinking and a commitment to lifelong learning. They will become technically competent, culturally aware, compassionate, and resourceful. Each student will be given the skills to fulfill their individual potential throughout life.	
<b>Mission</b>	Our mission at Rosa Parks is to foster a safe and nurturing learning environment that meets the educational needs of our diverse learners. To this end, the staff will actively engage parents, and all community stake-holders, in the educational process. We vow to	

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**Executive Summary**  
**SY22-23**

ensure that students are exposed to rigorous instruction, foundational skills, and character development. Embracing the Maryland State Core Curriculum Standards, the teachers will provide challenging opportunities that promote creativity, application of scholarship to real-world problems, and overall intellectual and emotional development.

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SY22-23**

<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	Mathematics: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 4 percentage points as measured by the 2022 MCAP Mathematics assessment.	Small groups are used to provide differentiation of instruction using the CFPG. Differentiation (within small groups)	
2	RELA/ELA: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 4 percentage points as measured by the 2022 MCAP ELA assessment.	Differentiation (within small group instruction) Small group instruction in RELA will be conducted 3x weekly in all RELA classes in order to provide differentiated instruction to all students.	
3	ESOL: During the 2022-2023 SY, the percent of English Learner (EL) students on-track to attaining English language proficiency will increase by 3 percentage points as measured by the ESOL Writing Task.	Teachers will plan and use Direct Vocabulary Instruction from the Key 6 ESOL strategies.	

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

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

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

The staff looked at the RELA and Math Benchmark data for SY23. We did this in August in preparation for SY23. Two annual meetings will be held with parents. One to discuss the RELA and Math Benchmark.

During Parent University Meetings and Principal Chat and Chews, which are held monthly, parents will receive take-home activities to use with their child based on the data provided. Meetings with parents will also be held during Parent Teacher conferences in October. Data meetings will be held quarterly with teachers to discuss Attendance, Benchmarks, Progress Indicators, and Intermitten Prograss Indicators. In addition to the monthly, during collaborative planning meetings, classroom assessment data as well as county software data (i.e., Reading Inventory, IReady, and Dreambox) will be analyzed.

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

Parents will be invited to provide input on the School Performance Plan at the Principal Chat Chew and Parent University in October 2022. Input received from Stakeholders will be reviewed and discussed by the Leadership Team in order to provide a revised SPP for final Stakeholder approval in December 2022.

Community School Partners will be invited to provide input on the School Performance Plan at the October Community School Steering Committee meeting. The input received will be reviewed and discussed by the Leadership Team in order to provide a revised SPP for final stakeholder approval in December 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

Parents will be invited to provide input on the development of the Parent & Family Engagement Plan (PEP) and the School-Parent Compact (SPC) at the Parent University and Principal Chat and Chews scheduled for October. Input received from Stakeholders will be reviewed and discussed by the Leadership Team in order to provide a revised PEP and SPC for final Stakeholder approval in December 2022. Upon finalization of both the PEP and SPC, they will be posted on the Rosa L. Parks ES Website as well as the school's Class Dojo.

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

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

Stakeholders were given the opportunity to provide input on RLP's Title I allocation via a survey at both the April (4/8/22) as well as May (5/6/22) 2022 meetings. At both of these meetings, parents were asked to complete a needs assessment survey based on how to best allocate funding as well as provide topics for workshops based on the needs of the community. Parents decided to use the Title I allocation for workshops, speakers, and materials for the workshops. Specific workshops, which would now be called Parent University, suggested by parents include: Assessment Literacy, Math, Budget, Online safety and Summer Activities/Safety. Stakeholders also had the opportunity to view the upcoming school calendar in order to schedule events for SY23

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

Through SBB, we purchased student supplies (i.e., dry erase boards, glue sticks, scissors, construction paper, composition books, and pencils.) Parent University materials and instructional staff as well as bilingual literacy books, materials and staffing to support an Extended Learning Opportunity in addition to Imagine Learning Software and professional development will be purchased using Title I funds. Through Community Partners we received backpacks with various school supplies. The Community Schools Budget will be used to provide a comprehensive after school programming. Programming is to be provided to students so everyone could participate. In addition, the Community Schools Budget will be used for transportation at the Thanksgiving and Christmas distribution. The Community Schools Coordinator conducts Monthly Steering Committee meetings. At these meetings, we discuss what students and families need and who can do what to assist them.

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

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