

**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>	THOMAS S STONE ELEMENTARY	1706
<b>School Address</b>	4500 34TH ST, MT RAINIER MD 20712	
<b>Local School System (LSS)</b>	Prince George's County Public Schools	
<b>Grades Served</b>	00K - 05	
<b>Principal's Name</b>	Shawn Hintz	
<b>Principal's Email Address</b>	shawn.hintz@pgcps.org	
<b>School Phone Number</b>	3019851890	
<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>	Thomas Stone Elementary prepares students from diverse backgrounds to succeed in college and career by empowering them to build a strong character, achieve excellence, think critically and creatively, and interact sensibly and responsibly with the world around them.	
<b>Mission</b>	We fulfill our vision through the implementation of a rigorous instructional and character development program based on high expectations, academic achievement, collaboration, and integrity. We are committed and accountable for providing opportunities to our faculty, staff, students, and community that result in increased student achievement.	

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

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Executive Summary  
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 percentage of students scoring proficient or higher will increase by 7% percentage points as measured by the 2023 MCAP Math assessment.	Teachers will submit weekly lesson plan snapshots,	
2	RELA/ELA: During the 2022-2023 SY, the percentage of students scoring proficient or higher will increase by 2% percentage points as measured by the 2023 MCAP ELA assessment.	Teachers will submit weekly lesson plan snapshots,	Not Applicable
3	: During the 2022-2023 SY, our goal is to reduce overall chronic absences by 5% measured by the 2023 APEX Report.	Weekly check of daily attendance submitted in SchoolMax.	

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  
During the monthly Leadership meetings as well as during quarterly Learning Walks, school and district

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

stakeholders have the opportunity to engage in current data analysis (Math Benchmarks, unit and teacher-made assessments, attendance data, software data reports, etc.) in all content areas to discuss concerns and next steps. During our monthly Community School Team meetings periodic data will be reported to keep parents and community informed of school needs and academic progress. Additionally, stakeholders will have the opportunity to provide support in the areas that are of concern. As feedback and/or suggestions are made, next steps are discussed and implemented as applicable during collaborative planning meetings and leadership team meetings. Rolling agendas and/or SANE documentation will be collected as evidence.

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, school staff, and community members are provided opportunities to give input on the school's Performance Plan (Title I Plan). The following opportunities will be offered to stakeholders this year..

Fall Back-to-School Night- During this event parents will be provided an overview of Title I and our school's SPP (Title I Plan). A parent survey will be included to capture any ideas or suggestions that parents may have. Following this event leadership will discuss any feedback that may be implemented.

During Pre-Service Training Week staff will receive an overview of the school's SPP and Title I Plans and learn resources available to them. Staff will have the opportunity to provide input on the plan via open discussion documented in rolling agenda

Monthly PTO Meetings- Parents and community stakeholders will learn of our school's SPP and Title I Program and will have an opportunity for input

Rolling agendas and/or SANE documentation will be collected as evidence.

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

During select Fall and Spring parent meetings, the school's Parent Engagement Assistant and Community School

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

Coordinator will facilitate discussions with parents to provide input on the Title I Parent Plan and Compact via surveys and dialogue. During our Spring Parent Input Meeting, parents had the opportunity to review our SY22 Parent Plan and Compact and provide input on any revisions they would like to see for SY23. Parent suggestions were documented and shared during our Leadership meeting to be considered as part of our \*\*SY23\*\* plans. Title I Parent Plans and Compacts will be distributed \*\*both virtually and during\*\* Back to School Night.

Rolling agendas and/or SANE documentation will be collected as evidence.

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

During Back-to-School Night parents will be provided an overview of the school's Title parent allocation and will learn opportunities and resources that will be available to them during the school year.

During select Fall and Spring parent meetings, the school's Parent Engagement Assistant and Community School Coordinator will facilitate discussions with parents to inform and allow them to provide input on the Title I parent engagement allocation. Parent suggestions were shared during our Leadership meeting to be considered as part of our \*\*SY23\*\* plans.

During all parent events evaluations will be provided and collected to allow parents input and feedback for necessary adjustments and Rolling agendas and/or SANE documentation will be collected as evidence.

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

Our school is grateful for partnerships to enhance our academic programs. Those supports include...

**\*\*Community Schools\*\*** grant- this resource includes a partnership with Joe's Movement Emporium for Arts integration and health and fitness opportunities for our students and parents. It will also include English classes for parents, Spanish classes for teachers and school supplies for distribution for students.

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

**\*\*University of Maryland\*\***\- We hope to continue our partnership with UMCP to include Partners in Print and America Reads in our new virtual environment. Partners in Print focuses on parent literacy skills and supporting children and American Reads supports below-grade level students with tutoring services.

**\*\*District Supports\*\***\- The Office of Curriculum and Instruction will provide our school with reading and math software- Dreambox and iRead.

**\*\*Mayors of Mount Rainier, North Brentwood and Brentwood\*\*** - Both offices are partnering with us to share communication via newsletters and social media to increase parent and community awareness and engagement of activities at the school and in their community.

**\*\*First Baptist Church of Brentwood & First Baptist Mount Rainier\*\***\- Providing students with supplies and food throughout the school year.

**\*\*Mount Rainier Police Department\*\***\- The police department will continue to provide the DARE program for select students

A sample of rolling agendas, emails, and/or flyers will be collected to show a variety of partnerships.

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