

**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>	WOODRIDGE ELEMENTARY	2007	
<b>School Address</b>	5001 FLINTRIDGE DR, HYATTSVILLE MD 20785		
<b>Local School System (LSS)</b>	Prince George's County Public Schools		
<b>Grades Served</b>	00K - 06		
<b>Principal's Name</b>	Tamara Gilbert		
<b>Principal's Email Address</b>	tamara.graves@pgcps.org		
<b>School Phone Number</b>	3019188585		
<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>	At Woodridge Elementary, we will develop lifelong learners who will strive to do their best.		
<b>Mission</b>	We will set high expectations, build character, and promote diversity through inclusion.		

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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	Mathematics: During the 2022-2023 SY, the percent of students scoring proficient and higher will increase by 5% points as measured by the 2021 MCAP Math assessment.	Differentiation of Product	
2	RELA/ELA: During the 2022-2023 SY, the percent of students scoring proficient and higher will increase by 3% points as measured by the 2023 MCAP ELA assessment.	Small Group Instruction	
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.
  - Stakeholder Engagement in Data Analysis
    - \_\_\*\*1\*\*\_\_. \*\*Administrators, Instructional Staff and Support staff will share school level data analysis with the following Stakeholders: Parents, Guardians, Parent Engagement Assistant, Community Coordinator, and Title 1 Support Staff. This data will be shared in\*\*\_\_\*\*order to identify the school's academic needs and root

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causes.\*\* \_

\_\*\*The data sources analyzed will include but not be limited to: Quantitative data from the following data sources: MCAP Reading and Math Assessments, I-Ready Data, Dream Box data, Lexiacore, Bench Mark assessments, Kindergarten Readiness Assessments and Formative and Summative Assessments. We will also review data gathered from interventions implemented in the last year (i.e. online tutoring partners (Extended Learning Opportunity) to determine program effectiveness\*\* \_

\_\*\*2\ The Data Planning sessions with the various stakeholders will be held as follows: Weekly Collaborative Planning with School Instructional and Support Staff, Quarterly Parent/Community Data and Academic Nights, Parent-Teacher Individual Conferences based on student academic progress.\*\* \_

\_\*\*3\ Qualitative Data ( parent feedback forms, surveys and information from parent focus groups) will be collected from stakeholders after each data planning session to ensure that they are actively engaged in determining next steps and barriers based on data results.\*\* \_

\_\*\*4\ The evidence of this process (SANE, emails, Class Dojo Communications, Planning documents, Registration forms, Call outs, and Flyers are currently filed in the school's Title 1 Compliance Binder and is available for review.\*\* \_

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
    1. \_\*\*Stakeholders be given the opportunity to provide input on the SY23 School's Performance Plan on the following meeting dates: September 28, 2022 (Principal Family Meeting). October 26, 2022, November 16, 2022, January 18, 2023, March 22, 2023.\*\* \_
    2. \_\*\*Stakeholders will be informed about the School's Performance Plan via scheduled meetings at Woodridge Elementary. Administration will use social media, class dojo flyers and the school website to advertise the meeting.\*\* \_
    3. \_\*\*All stakeholders' input and comments for revisions or changes will be discussed at a community forum at the school prior to adding the revisions to the School's Performance Plan?\*\*\* \_
    4. \\_\*\*Evidence of this process for your school's Title I compliance binder (SANE, emails, planning documents,

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flyers) will be collected from s\*\*\\_\*\*takeholders at each scheduled meeting. In the absence of a scheduled meeting, electronic surveys will be sent to all registered stakeholders.\*\*

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

1. **Electronic surveys, Google forms, and paper surveys (for those without electronic access) will be distributed to families. parents and guardians to provide them with an opportunity to provide input in the joint development of the Parent and Family Engagement Plan (PFE Plan) and the School-Parent Compact. This input will be discussed and if aligned with SPP Smart Goals, input will be incorporated in the PFE Plan**
2. **Copies of the Final Parent and Family Engagement Plan and School-Parent Compact will be distributed to parents and families using class dojo, students bookbags and distributed during school dismissal until all families have received copies.**
3. **Evidence of this process , (SANE, emails, planning documents, flyers) will be collected and filed in the school's Title I compliance binder.**

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

1. **The parent input meeting(s) be held on the following dates to discuss the PFE Title I allocation. September 28, 2022 (Principal Family Meeting). October 26, 2022, November 16, 2022, January 18, 2023, March 22, 2023. (In conjunction with Data Analysis Night .**
2. **Parent and Family input and comments be collected via google surveys and incorporated in the budgetary allocation for PFE. parents and families will be notified of the revisions when approved for incorporation into the PFE Budget.**
3. **Evidence of this process (SANE, emails, planning documents, flyers) will be collected and filed in the school's Title 1 Compliance Binder.**

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.

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○ **Blending Resources to Impact Achievement**

1. **The school's funding sources and resources are: Community Schools, Title III, School Based Budgeting, and Community Partners. The school's funding sources and resources are: Community Schools, Title III, School Based Budgeting, and Community Partners. The resources that support Woodridge Elementary are: Forman Mills (provides uniforms at a discounted price), Refreshing Springs Church of God in Christ provides school supplies with backpacks for students. Woodlawn Community Organization advocates for the safety of students (crossing guards, pedestrian crosswalks) Brighter Bites provides fresh fruits and vegetables, Tutoring Partners provides academic support, Greater Riverdale Community Health provides workshops for mental health and Social Emotional Learning, and the American Heart Association ensures that students and educators have the tools needed to support both mental and physical well being of students. The coordination of these programs, services and/or resources are designed to maximize the impact on student achievement in the following ways:**
2. **The Community Schools Coordinator will schedule monthly family activity nights to assist parents in supporting their children with academic activities in the home.**
3. **In order to significantly improve parental and community involvement, administrative staff and teachers will inform stakeholders regarding the state academic content standards and student assessment as well as provide after school programs to monitor student academic progress.**
4. **Woodridge ES will continue to provide translators when needed for conferences, academic events and workshops to increase accessibility.**
5. **The SBB Account and Grants will provide funds for devices and resources to support students with their academic work in the classroom.**
6. **Evidence of this process (SANE, emails, planning documents, flyers) will be collected and filed in the school's Title 1 Compliance Binder.**

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

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