

**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	CHARLES CARROLL MIDDLE	2011
School Address	6130 LAMONT DR, NEW CARROLLTON MD 20784	
Local School System (LSS)	Prince George's County Public Schools	
Grades Served	06 - 08C1	
Principal's Name	Emmett Hendershot	
Principal's Email Address	emm.hendershot@pgcps.org	
School Phone Number	3019188640	
Principal Supervisor's Name	Moore, Danielle	
Principal Supervisor's Email	Danielle.Moore@pgcps.org	
School Vision & Mission		
Vision	Provide a well-rounded 21st century education where stakeholders focus on the development of students by instilling the values of Cougar P.R.I.D.E: Prepared, Respectful, Inquisitive, Disciplined, Empowered in order to excel today, tomorrow and beyond.	
Mission	CCMS will provide a safe and rigorous learning environment where stakeholders (staff, parents, and community) work together to provide opportunities for student success.	

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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: During the 2022-2023 SY, the percent of students scoring proficient or higher will increase by 5% percentage points as measured by the 2022 MCAP Mathematics assessment.	Teachers will continue to increase mathematical discourse in the classroom through the use of the specified Teacher Discourse Moves: 1) Help a student clarify his/her thinking, 2) Help students deepen their reasoning, and 3) Help students apply their thinking to others' ideas.	
2	ESOL: By 2023, we will increase the percent of English Learner (EL) students on-track to attaining English language proficiency as measured by the 2022 ACCESS by 5 percentage points.	Teachers will use sentence/paragraph frames (one of the PGCPs Key ESOL Strategies) in daily instruction to strengthen expressive speaking and writing skills.	
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

Following each administration (fall, winter, and spring), data from the Reading Inventory will be shared with families. Benchmark and common assessment data will also be shared with families after they are administered and scored. At least once a quarter during each department's collaborative planning, teachers will analyze data with the ILT, assistant principal, and data coach. Math data to be analyzed includes readiness assessments, common assessments, and benchmarks. ESOL data to be analyzed includes: ESOL speaking and writing tasks and 2021 WIDA ACCESS. RELA data to be analyzed includes Reading Inventory, benchmarks, and writing tasks embedded within the curriculum. Science data to be analyzed includes Unit pre and post-assessments. Evidence of this process will be collected via each department's rolling agenda.

There will be content-specific information nights for families throughout the year for Math, SPED/ESOL, Science, and RELA/Social Studies. During these sessions, an overview of the curriculum and data relevant to the content will be shared with families. The goal of sharing the data with families is to help them better understand where students are now, and how families can best support students at home using strategies shared by the teachers. Evidence of these nights will be collected through SANE documentation.

[https://docs.google.com/presentation/d/1EdUS_R15-N6d-4O-nYbGTjs7BFi2qK7J/edit#slide=id.p1](https://docs.google.com/presentation/d/1EdUS_R15-N6d-4O-nYbGTjs7BFi2qK7J/edit#slide=id.p1)

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 SPP goals were shared with staff during a staff meeting on September 13, 2022. Staff members were able to share any comments or input via a Google Form after the SPP draft is shared during the meeting. The SPP goals were also shared with families during the School Information sessions/Title I Orientation held on September 20 and September 22, 2022. Families were able to share any comments or input via a Google Form survey. Feedback from both surveys will be reviewed by the SPP, admin, and leadership teams.

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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

Title I Orientation/School Information Session - CCMS held two Title I information sessions in conjunction with the CSC on September 20 and September 22, 2022. The School-Parent Compact was shared, and families were able to provide feedback via a survey. Feedback from the survey was used to update the Compact, as well as finalize the Parent and Family Engagement Plan for SY 23.

Once completed, the School-Parent Compact and Parent & Family Engagement Plan will be put on the school website. A robocall will also be sent via SchoolMessenger to notify families of the information so they are able to review it. Hard copies of these documents will be made available in the parent resource center, guidance suite, and main office so that families can review them throughout the year. They will be asked to sign and date the bottom part of the School-Parent Compact; a copy of all signed School-Parent Compacts will be retained as evidence for the Title I compliance binder

Throughout SY 23 several Title I parent/family sessions will be held revolving around Math, Science, Reading, Social Studies, Special Education, and ESOL, all of which will align with the school's SPP SMART Goals. Parents/families will be asked to complete surveys that align with the school's SPP SMART Goals and the Title I components embedded within the Parent & Family Engagement Plan.

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

Parents were given an opportunity to provide input on the Parent and Family Engagement Title I allocation during the School Information/Title I Orientation sessions held on September 20 and September 22, 2022. Parents and families had the opportunity to provide feedback and input via a Google Form survey. Critical feedback on the Parent and Family Engagement Plan is discussed below.

Of the 26 families who provided feedback on the Parent and Family Engagement Plan, 46% indicated they would prefer a combination of in-person and virtual workshops or activities, 42% would prefer in-person, and 12% would prefer virtual. Families were also asked how frequently they felt families should be invited to the

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school to ensure they are informed on topics and we are working together. 50% would prefer monthly activities, 38% would prefer quarterly activities, 8% would prefer weekly activities, and 4% do not feel the need for invitations. Families were also asked what time works best for them to join, either virtually or in-person. Families could select multiple times; responses were as follows:

- * 13 responses - weekday morning
- * 7 responses - weekday afternoons
- * 7 responses - weekday evenings
- * 7 responses - Saturdays
- * 4 responses - prefer all recorded and/or written messages
- * 1 response - invitation not needed; usually reach out on their own

Families were also asked what types of sessions they would like Charles Carroll to offer this year so they are able to best support their student(s). Families were able to select multiple workshops; the results were as follows:

- * 21 responses - workshops based on content (reading, math, science, etc.)
- * 14 responses - workshops based on grade level expectations
- * 14 responses - workshops based on student mental health and wellness
- * 7 responses - support what's currently in place
- * 1 response - don't see a need for or benefit of parent workshops
- * 1 response - Spanish classes or any other language

The above feedback was shared with the admin and ILT team. This information will also be shared with the Community Schools Coordinator and Parent Engagement Assistant to assist in co-planning parent and family engagement sessions.

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.
- o Blending Resources to Impact Achievement

Charles Carroll has partnerships with several community organizations. These include the Greater Riverdale Community Coalition, which provides food pantry distribution on the 4th Saturday of the month. Charles Carroll

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is also partnered with the Boys and Girls Club of Greater Washington, Leaders of Tomorrow Youth Center, and BCAUSEICAN. The three organizations will provide on-site after-school programs for students throughout the 2022-2023 school year. As part of a \$700,000 grant received through Community Schools, we are able to add new resources for students and families this year. Throughout the year, Charles Carroll will be able to provide 640 food boxes (about 80 per month) through Bowie Produce. Using this grant, Community Schools will pay for ELO for students and family university classes with a focus on computer technology and ESOL. Community Schools will also provide transportation for ELO and the community partnership after-school programs. Community Schools and Title I will also work together to plan monthly parent and family engagement sessions for families to disseminate information they can use in best supporting their students.

Title III funds were used to purchase ESOL teachers to best support the needs of the ESOL students within the building. Professional development on supporting the needs of ESOL students will be provided to all staff during staff meetings or on PD days. Evidence of this will be collected through staff meeting rolling agendas.

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