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Chair, Baltimore City Board  
of School Commissioners

**Dr. Sonja Brookins Santelises**  
Chief Executive Officer

**School Year 2023-2024**

# **Charter School Comprehensive Title I Schoolwide Plan for the use of Title I Funds**

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**School Number: 327**

**School Name: Patterson Park Public Charter School**

**Principal: Miguel del Toro**

**Operator: Patterson Park Public Charter School, Inc.**

**School Title I Point of Contact: Yolanda Manning**

**Assigned DMC Title I Specialist: Trayvon Harris**

**School Website with FY24 Title I Plan posting: [www.pppcs.org](http://www.pppcs.org)**

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**I. Component 1: Comprehensive Needs Assessment (CNA):** *To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment of the entire school that considers information on the academic achievement of children in relation to the challenging State academic standards. (ESEA section 1114(b)(6)).*

**a. Data Sources**

(1) **Identify** at least 3 sources to ensure triangulation of the data

(2) **Attach** actual data reports at aggregate level

Literacy	Math	Other: (Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
MCAP	MCAP	Attendance Data
ESSA rating from mdreportcard.org	ESSA rating from mdreportcard.org	Suspension Data
STAR Reading	STAR Math	Office Referrals data

**b. Identified Prioritized Needs for SY23-24:** *Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)).*

*Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program Non-Regulatory Guidance, September 2016)*

	<b>What is the Area of Need and why was it selected?</b>	<b>Data to Support</b>	<b>What is the root cause of the identified need?</b>
<b>Literacy:</b>	Reading comprehension; reading on level by 3 <sup>rd</sup> grade	In SY 21-22, only 28% of students earned a 4 or 5 on ELA MCAP.	Students are not combining their prior knowledge when reading content.
<b>Math:</b>	Problem solving	In SY 21-22, only 13% of students earned a 4 or 5 on the Math MCAP.	Students do not understand the problem-solving process
<b>Other:</b>	School Climate	In SY 22-23, there were 25 out of school suspensions.	Students are showing up with many social and emotional issues that have escalated. Many of these students are not able to engage and connect in the instructional program.
<b>Other:</b>	Attendance	In SY 22-23, 170 students were chronically absent.	Health/mental and the emergence of new viruses and family needs.

## II. Component 2: Schoolwide Reform Strategies:

- *The Plan describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by **addressing the needs identified in the comprehensive needs’ assessment.***
- *The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to **provide a well-rounded education.** (ESEA section 1114(b)(7)(A)(ii)).*
- *Note that all Title I funded purchases [including positions] must be an ESSA evidenced-based strategy intervention or goal or in support of an ESEA evidence-based strategy, intervention or goal. [See [Guidelines for Federal Spending](#) for more information]. Please ensure all Title I allocations for FY24 are included in some capacity in the goals/strategies below – example: Literacy Goal – Improve literacy outcomes on DIBELS assessment through the use of Wilson Language Program. Title I funds will support Teacher Elementary implementing Wilson program as well as supplemental supplies associated with implementation.*

### a. Statement of Goals:

Literacy:	The percentage of 3 <sup>rd</sup> -8 <sup>th</sup> grade students who earn a 4 or 5 on the MCAP Reading assessment will increase by 10% in SY 23-24.
Math:	The percentage of 3 <sup>rd</sup> – 8 <sup>th</sup> grade students who earn a 4 or 5 on the MCAP Math assessment will increase by 10% in SY 23-24
Other:	The percentage of office referrals will decrease by 5% in SY 23-24. The number of students who are chronically absent will be equal to or less than 80 students in SY 23-24.

### b. Identification of Strategies:

- *The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)).*
- *The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an*

*enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).*

- *To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results.*

<b>Evidence-Based Strategy 1: fund high-quality educators, small group instruction</b> <b>Person(s) Responsible: Yolanda Manning</b> <b>Timeframe: August 2023 – June 2024</b>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Continuing to fund high-quality educators at all grade levels and content areas will support the goal of MCAP achievement. We are also adding a middle school teacher and reading interventionist to support the growing population of middle school students. The screening process allows for a diverse group of educators to be hired. It is a school priority to support social emotional learning and the goal of inclusive culture and community through an increase in our School Performance Measure by supporting the whole child through engaging specials curriculum art, music, physical education, health, and Spanish as well as providing increased capacity on the clinical team.</p>
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education?  <b>What ESSA Evidence-based strategy will it support?</b></p>	<p>The additional teachers will strengthen the academic program in the school, increases the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education by supplementing high quality educators within our classrooms. These teachers will enhance the school efforts by supplementing the core instructional program in order to increase student achievement. This effort will support our goal to increase the percentage of students who are level 4 or 5 on math and Reading MCAP assessment. This grant will support the school’s intervention plan put in place to address reading needs. The reading interventionist will devise an intervention plan teachers can use with their students along with creating intervention groups that need to be pulled for intense intervention.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>MCAP and STAR Assessment</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>Four classroom teachers and one intervention teacher</p>

<p><b>Evidence-Based Strategy 2: Using technology to assess and track data</b>  <b>Person(s) Responsible: Yolanda Manning</b>  <b>Timeframe: September – May 2024</b></p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Wilson’s Foundations program is a curriculum designed to build strong reading skills by focusing on phonemic skills. Teachers are trained in how to implement the curriculum. The curriculum is used for grades K to 5. For our middle school students, Brainspring curriculum will be used. Eureka math will be used when pulling students to address foundational skills that are keeping students from being proficient in math</p>
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education?  <b>What ESSA Evidence-based strategy will it support?</b></p>	<p>Wilson’s program focuses on phonemic skills needed to build a strong foundation for readers. The program can be used with students in grades K to 5. The strongest factor with this program is it has unique lessons that build the capacity of students in grades 3 to 5 where students turn from learning to read into reading to learn. Curriculum and pedagogy no longer focus on the skills needed to build strong readers, but Wilson has developed lessons that address the needs of students who need intense intervention. While using this curriculum, interventions will be using the STAR assessment to track student progress to identify which skills students are progressing in and where students still need more intervention.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>MCAP; School Survey; STAR Assessment</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>Curriculum - Wilson Foundations Curriculum and training, and Brainspring which is an Orton Gillingham aligned curriculum.</p>
<p><b>Evidence-Based Strategy 3: Identifying and addressing social emotional needs</b>  <b>Person(s) Responsible: Yolanda Manning</b>  <b>Timeframe: August 2023 – June 2024</b></p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the</p>	<p>Continuing to fund high-quality educators at all grade levels and content areas will support the goal of MCAP achievement. We are also adding a middle school teacher and reading teacher to support the growing population of middle school students. The screening process allows for a diverse group of educators to be hired. It is a school priority to support social emotional learning and the goal of</p>

<p>school, particularly the needs of the lowest-achieving students.</p>	<p>inclusive culture and community through an increase in our School Performance Measure by supporting the whole child through engaging specials curriculum art, music, physical education, health, and Spanish as well as providing increased capacity on the clinical team. Teachers will incorporate lessons from the second step to address conflict resolution, how to self-regulate emotions, and peer relations.</p>
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education?  <b>What ESSA Evidence-based strategy will it support?</b></p>	<p>Teachers will use Second Step to address students' social emotional issues that plague students nationwide. Teachers will use these lessons during morning meetings/circles and throughout the day. Students will be taught how to manage their emotions, resolve conflicts, and learn strategies to help with stressful situations.</p> <p>Students will use these strategies as preventive measures which will help cut down on suspensions and increase attendance.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Attendance and suspension Data</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>Second Step Curriculum</p>



### III. Component 3: Parent, Community, and Stakeholder Involvement

**(Attach documentation [Sign-ins, notes, flyers, agendas, handouts, etc. for each activity in support of the stakeholder engagement and input])**

- *Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.*
- *The plan must be made available to the local educational agency, parents, and the public and is in an understandable and uniform format and, to the extent practicable\*, provided in a language that the parents can understand. [Sec. 1114(b)(4)]*
- *A school operating a schoolwide program shall develop (or amend) a comprehensive plan that is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan including teachers, principals, other school leaders (including administrators of programs), paraprofessionals, the LEA, tribal organizations, if applicable, specialized instructional support personnel, technical assistance providers (secondary), school staff, others determined by the school [Section 114(b)(2)]*

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Budget Committee	Administration, academic and non-academic staff, and parents	November 21, 2022, and January 19, 2023
Budget Forum	Parents, staff, and school-level leadership	February 10, 2023, and March 4, 2023
Budget Priority Engagement Session		January 11, 2023
Budget Survey	Staff and parents	January 31 – February 13, 2023
Budget Presentation at Staff Meeting	Administration, academic and non-academic staff	February 23, 2023, and March 16, 2023
Budget Presentation at Public Board Meeting	Administration, academic and non-academic staff, and parents	March 15, 2023


**IV. Component 4: Coordination with other Federal, State, and Local Services, Resources, and Programs.** [Sec. 1114(b)(5)]: *If appropriate and applicable, the plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).*

**The budget development process satisfies this requirement. Please attach the school's FY24 School Composite Report.**