

BALTIMORE CITY PUBLIC SCHOOLS

Brandon M. Scott
Mayor, City of Baltimore

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Chair, Baltimore City Board
of School Commissioners

Dr. Sonja Brookins Santelises
Chief Executive Officer

School Year 2022-2023

Charter and Contract School: Comprehensive Title I Schoolwide Plan for the use of Title I Funds

School Number: 327

School Name: Patterson Park Public Charter School

Assistant Principal: Yolanda Manning

Operator: Patterson Park Public Charter School, Inc.

School Title I Point of Contact: Yolanda Manning

Assigned DMC Title I Specialist: Kindra Green

School Website: 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.)
PARCC	PARCC	Attendance Data
ESSA rating from mdreportcard.org	ESSA rating mdreportcard.org	Suspension Data
STAR Reading	STAR Math	Office Referrals data

b. Identified Prioritized Needs for SY22-23: *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)

	What is the Area of Need and why was it selected?	What data sources are provided to support findings?	What is the root cause of the identified need?
Literacy	Reading comprehension; reading on level by 3 rd grade	In SY 18-19, only 43.35% of students earned a 4 or 5 on Reading PARCC.	Students are not combining their prior knowledge when reading content.
Math	Problem solving	In SY 18-19, only 24.6 of students earned a 4 or 5 on the math PARCC.	Students do not understand the problem-solving process
Other:	School Climate	In SY 21-22, there were 6 out of school suspensions.	Students are not engaged and connected in the instructional program
Other:	Attendance	In SY 21-22, 114 students were chronically absent.	Health/mental health 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 evidenced-based strategy intervention or goal or in support of an evidence-based strategy, intervention or goal. [See [Guidelines for Federal Spending](#) for more information]*

a. Statement of Goals:

Literacy	The percentage of 3 rd -8 th grade students who earn a 4 or 5 on the MCAP Reading assessment will increase by 10% in SY 22-23.
Math	The percentage of 3 rd – 8 th grade students who earn a 4 or 5 on the MCAP Math assessment will increase by 10% in SY 22-23
Other:	The percentage of office referrals will decrease by 5% in SY 22-23. The number of students who are chronically absent will be equal to or less than 75 students in SY 22-23.

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.*

Which Strategy will be your Equity Focus? Strategy 1	
Evidence-Based Strategy 1: fund high-quality educators, small group instruction	
Person(s) Responsible: Yolanda Manning	
Timeframe: August 2022-June 2023	
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.	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 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.
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?	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.
What benchmarks will be used for program evaluation?	MCAP; School Survey

<p>What Title I funded resources [including positions] are needed for implementation?</p>	<p>3 Teachers – Elementary & Instructional Supplies</p>
<p>Evidence-Based Strategy 2: Person(s) Responsible: Timeframe:</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>The purchase of items such as Chromebooks and Hotspots will address the learning needs of all students in the school, particularly the needs of the students in homes where technology is a challenge. These devices increase student engagement and student connectedness, which are intended to increase attendance and student achievement, particularly with MCAP being fully computerized.</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?</p>	<p>The technology will supplement our strategy to strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and differentiated curriculum. The state standardized test is fully computerized. Students will need to know how to navigate the computer and the Chromebooks will allow students to do so. Many middle school students complete research projects at home. The hotspots allow students who do not have access to internet at home the opportunity to complete their work in and out of class. Lastly, the technology is also used by interventionists for certain reading programs to assess and provide practice on and offline.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>MCAP/PARCC; School Survey</p>
	<p>Chromebooks</p>

<p>What Title I funded resources [including positions] are needed for implementation?</p>	
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III. Component 3: Parent, Community, and Stakeholder Involvement

(Attach documentation [Sign-in Sheets, 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	January-April 2022
Budget Forum	Parents, staff, and school-level leadership	March 5, 2022
Budget Survey	Staff and parents	February - April 2022
Budget Presentation at Staff Meeting	Administration, academic and non-academic staff	March 3, 2022
Budget Presentation at Public Board Meeting	Administration, academic and non-academic staff, and parents	April 20, 2022

PPPCS has adopted a well-defined budgeting process:

- Convene the Finance Committee to set financial guidelines for budget creation.
- Create a Budget Committee consisting of administration, academic and non-academic staff, and parents.
- Develop a baseline budget to guide initial conversations and surveys. The baseline budget makes reasonable assumptions about predictable, contract driven factors such as personnel cost increases, known changes to other expenses, etc. The resulting baseline gives the various committees a starting point for what can reasonably be accomplished with respect to school programming, e.g. expansion, contraction, need to raise additional funds, etc.
- Develop and distribute a budget priorities survey to all families and staff. Present budget guidelines and seek parent input at a HOPPP meeting early in the process.
- The budget committee meets as needed from January to February to arrive at recommendations for the Finance Committee.
- Staff presents ongoing budget updates at parent, staff, and Board meetings.
- Staff presents the draft budget at a public Board meeting, with final approval at the March meeting.

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 FY23 School Composite Report.