

BALTIMORE CITY
PUBLIC SCHOOLS

School Year 2026-2027

FY27 Title I Schoolwide Charter Plan

School Number: 327

School Name: Patterson Park Public Charter School

Principal: Miguel Cervantes del Toro

Operator: Bluebird Education Network

Additional Title I Points of Contact: Jane Lindenfelser

Grants Specialist: Tray Harris

School Website with FY27 Title I Plan posting: www.pppcs.org

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I. Component 1: Comprehensive Needs Assessment: 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

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: (Attendance, Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
STAR Reading	STAR Math	Attendance Data
MCAP Data	MCAP Data	Climate Snapshot Data
MD Report Card	MD Report Card	

b. Identified Prioritized Needs for SY26-27: 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. 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.

	What is the <i>Area of Need</i> and why was it selected?	Data to Support	What is the root cause of the identified need?
Literacy:	Reading Comprehension – students should meet or exceed grade-level reading expectations as measured by the MCAP Assessment	In SY25-26, only 37% of students achieved a score of 4 or 5 on the MCAP assessment.	Lack of proficiency in foundational literacy skills which leads to difficulty in analyzing complex texts and constructing responses to higher-order reading skills in later grades.
Math:	Foundational Math Skills and Problem Solving	In SY25-26, only 11% of students achieved a score of 4 or 5 on the MCAP assessment.	The root cause is students’ difficulty in foundational math fluency skills which then leads to difficulty translating word problems into mathematical operations in later grades.
Other:	Chronic Absenteeism	In SY25-26, 20% of students were chronically absent with 18+ absences.	Student illness, transportation, and the political climate.
Other:			

II. Component 2: Schoolwide Reform Strategies:

- The plan must describe **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**.
- **Note that all Title I funded purchases [including positions] must be an/in support of 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 FY27 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 proficient 3 rd – 8 th grade students on the MCAP Reading assessment will increase by 13% from SY24-25 to SY25-26.
Math:	The percentage of proficient 3 rd – 8 th grade students on the MCAP Math assessment will increase by 14% from SY24-25 to SY25-26.
Other:	The percentage of students with chronic absence (18+ days) will decrease to 18%.

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.

- 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.
- *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.*

Evidence-Based Strategy 1: High quality educators implementing the EL curriculum in literacy, and Eureka Squared curriculum in math. Person(s) Responsible: Miguel Cervantes del Toro, Principal Timeframe: August 2026-June 2027	
<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 goals of increased student achievement on the MCAP Reading and MCAP Math assessments. This strategy provides equity and opportunity to address the learning needs of all students in the school. Ensuring high-quality Tier I instruction and consistent data cycles will build students' foundational math and literacy skills and lead to greater outcomes on annual state testing in reading and mathematics.</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? What ESSA Evidence-based strategy will it support?</p>	<p>The EL curriculum is ESSA approved. The EL curriculum was chosen because it aligns to the school's mission, vision, values, and whole-child instructional approach to education. General educators use all components of this curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.</p> <p>The Eureka Squared curriculum is also ESSA approved. Similar to EL, the Eureka curriculum was chosen because it aligns to the school's mission, vision, values, and whole-child instructional approach to education. As stated above, general educators use all components of the curriculum, which strengthens the academic program and provides an enriched and well-rounded educational to all students.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>PPPCS uses STAR Literacy Assessments and STAR Math assessments to evaluate program effectiveness at key progress points throughout the school year. The MCAP Reading and MCAP Math assessments are used annually each April-May to evaluate attainment of goals.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>2.9 FTE Teacher – Elementary(\$368k)</p>
Evidence-Based Strategy 2: Math Tutoring Person(s) Responsible: LeRoy Smith Timeframe: August 2026-June 2027	

<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>Providing high-dosage tutoring, in partnership with the UMBC Reach Together Tutoring Program will support students in need of urgent intervention with mastering foundational math fluency skills.</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? What ESSA Evidence-based strategy will it support?</p>	<p>The UMBC Reach Together Tutoring program is ESSA approved. This program was chosen because it aligns to the school’s mission, vision, values, and whole-child instructional approach to education. RTP works with school-based educators to help all students access and master rigorous, grade-level concepts through high-dosage tutoring for identified students and continuous improvement professional development for classroom educators. Our comprehensive acceleration model combines current UMBC partnership math PD and tutoring programs to meet the need of unfinished student learning.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>PPPCS uses STAR CBMs for Math assessments to evaluate program effectiveness at key progress points throughout the school year.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>UMBC Reach Together Tutoring program (\$9k)</p>
<p>Evidence-Based Strategy 3: 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>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</p>	

programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?	
What benchmarks will be used for program evaluation?	
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	

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

- 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. 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.
- 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, and/or others determined by the school.

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Priority Engagement Session	Parents, Staff, Administration	January 7, 2026
Budget Survey	Parents and Staff	December 2025-January 2026
Budget Forum	Parents and Staff	March 4 and March 9
Budget Review	Parents and Staff	March 27
Presentation at public Bluebird Education Network Board of Directors Meeting	Staff, Board, Community	March 18

IV. Component 4: Coordination with other Federal, State, and Local Services, Resources, and Programs. 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 and approval process satisfies this requirement.