

**School Year 2024-2025**

**FY25 Title I Schoolwide Charter Plan**

**School Number: 327**

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

**Principal: Miguel Cervantes del Toro**

**Operator: Jane Lindenfelser**

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

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

**School Website with FY25 Title I Plan posting: 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:**  **(Attendance, Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)** |
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| MCAP | MCAP | Attendance Data (Tableau) |
| ESSA rating from mdreportcard.org | ESSA rating from mdreportcard.org | Suspension Data (Tableau) |
| STAR Reading | STAR Math | Office Referrals Data (Deanslist) |
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**b. Identified Prioritized Needs for SY24-25:** 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)*

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|  | **What is the *Area of Need* and why was i**t **selected?** | **Data to Support** | **What is the root cause of the identified need?** |
| **Literacy:** | Reading comprehension - students should be reading on grade level. | In SY 22-23, only 38% of students earned a 4 or 5 on ELA MCAP. | Students are having difficulties with unpacking complex text and answering comprehension questions. |
| **Math:** | Problem Solving - Students continue to struggle with application and problem-solving skills | In SY22-23, only 11% of students earned a 4 or 5 on the Math MCAP. | Students are having difficulties with solving word problems. |
| **Other:** | School culture and climate – students need should be met before we tackle academics. This means having students in school and engaged in a safe environment. | In SY 23-24, there were 28 out of school suspensions. There was a total of 210 office referrals. | Students continue to struggle with social and emotional issues which continue to escalate. This prevents students from engaging and connecting with the instructional program. |
| **Other:** | Attendance – in order to address academics, students need to be in school consistently | In SY 23-24, 198 students were chronically absent. | Students continue to be plagued with physical and mental health issues. |

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# **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**.

*(ESEA section 1114(b)(7)(A)(ii)).*

* 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](https://www.baltimorecityschools.org/procurement-federal-funds) for more information]. Please ensure all Title I allocations for FY25 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:**

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| Literacy: | The percentage of 3rd to 8th grade students who earn a 4 or 5 on the MCAP Reading assessment will increase by 10% in SY 24-25. |
| Math: | The percentage of 3rd to 8th grade students who earn a 4 or 5 on the MCAP Math assessment will increase by 10% in SY 24-25. |
| Other: | The percentage of office referrals will decrease by 5% in SY 24-25. The number of students who are chronically absent will be equal to or less than 100 students in SY 24-25. |

# **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.*

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| **Evidence-Based Strategy 1: Fund high- quality educators, small group instruction**  **Person(s) Responsible: Yolanda Manning**  **Timeframe: August 2024 – June 2025** | |
| 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 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. |
| 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? | 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 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. |
| What benchmarks will be used for program evaluation? | The benchmarks that will be used are MCAP and STAR assessments. |
| **What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?** | Title 1 funds will fund four classroom teachers and one intervention teacher. |
| **Evidence-Based Strategy 2: Using curriculum to address phonemic deficits**  **Person(s) Responsible: Yolanda Manning**  **Timeframe: September 2024 – June 2025** | |
| 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. | Wilson’s Fundations and Ufli programs 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. |
| 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? | 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. |
| What benchmarks will be used for program evaluation? | To evaluate the program, we will use MCAP and STAR assessments as well as a school survey. |
| **What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?** | The following curricula will be used; Wilson Fundations, Ufli, and Brainspring which the latter is an Orton Gillingham aligned curriculum. |
| **Evidence-Based Strategy 3: Identifying and addressing social emotional needs**  **Person(s) Responsible: Yolanda Manning**  **Timeframe: September 2024 – June 2025** | |
| 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. Teachers will incorporate lessons from the second step to address conflict resolution, how to self-regulate emotions, and peer relations. |
| 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? | 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.    Students will use these strategies as preventive measures which will help cut down on suspensions and increase attendance. |
| What benchmarks will be used for program evaluation? | The benchmarks being using will be attendance data pulled from Infinite Campus and our Suspension data pulled from an inhouse program named. |
| **What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?** | The following curriculum will be used; Second Step curriculum. |

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# **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, and/or others determined by the school. *[Section 114(b)(2)]*

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| **Type(s) of Engagement** | **Stakeholders** | **Date(s) of engagement** |
| Budget Presentation | Administration, academic and non-academic staff, and parents | January 2024 |
| Budget Committee Orientation | Parents, staff, and school-level leadership | February 6, 2024 |
| Budget Survey | Staff and parents | February 7, 2024 |
| Budget Committee | Administration, academic and non-academic staff | February 22, 2024 |
| Budget Priority Meeting | Administration, academic and non-academic staff, and parents | February 29, 2024 |
| Budget Committee (Final Meeting) | Administration, academic and non-academic staff, and parents | March 19, 2024 |
| Budget Presentation to Staff | Staff, and school-level leadership | April 2024 |
| Budget Presentation to Board | Administration, staff, parents, and school-level leadership | April 2024 |

**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).*[Sec. 1114(b)(5)]:*

**The budget development process satisfies this requirement. Please attach the school’s FY25 School Composite Report.**