

## Patuxent Appeal Elementary Campus Title I Schoolwide Plan

### 1. Comprehensive Needs Assessment

Our needs assessment shows that we are lacking in both reading and math achievement. Our focus should be in improving in both areas. The reading scores were slightly lower and an increase in reading would benefit the math results. We reviewed data from MAP tests, MCAP, and ESSA targets for each subgroup. Only one subgroup met their target for either math or reading, two or more races for math. Hispanic/Latino subgroup was the farthest from reaching their target. We also analyzed our climate and culture data and have found that by creating positive relationships among staff and students, more students are available for instruction. Our parent survey shows a great concern for the discipline in the school. Information is shared in a weekly newsletter to the families. Discipline data is shared through our PBIS committee monthly at school staff meetings. Academic and discipline data is shared at our monthly PLC meeting. We study, plan, implement, and revise as necessary based on what the data shows.

Below is a list of root causes and data supporting our needs assessment.

#### Root Causes (Not meeting ESSA Targets):

- Students lack general phonics and literacy concepts and struggle to complete grade level work.
- Expectations for student's behavior and academic rigor are not consistent.
- Data that is available not being used effectively to create targeted instruction.
- Student motivation is diminished in homes where there is no value of school.
- Teachers lack training and/or understanding of evidence-based strategies to address reading deficiencies in the classroom prior to referring to special education.
- There is a need to examine and discuss what data teachers collect and how they use the data to plan for and modify instruction.

Root Causes (Low ELA and Math results for MAP test): This chart ranks the grade levels with the largest need based on the Spring MAP Test.

Grade and Subject	Percentage
Rising 4th Math	55%
Rising 5th Math	54%
Rising 5th ELA	47%
Rising 3rd Math	45%
Rising 4th ELA	45%
Rising 2nd Math	43%
Rising 3rd ELA	41%
Rising 2nd ELA	36%
Rising 1st Math	34%
Rising 1st ELA	33%

- Lack of informal assessment
- Teachers having to fill gaps in knowledge from the previous grade levels.
- Plans not being implemented from the “Learning Focused” framework..
- Need for more collaboration and team planning from teachers.
- Better use of the daily flexible learning time.
- Teachers need models for how to implement UDL practices and differentiation strategies in their planning and instruction.

Root Cause (Decrease in MCAP Scores):

- Need to address social emotional needs of trauma students prior to instructing.
- Students properly placed based on their needs.
- Lack of consequences increased behavior issues
- Constant turnover of staff
- Lack of testing expectations
- Teachers need to integrate social-emotional and behavioral learning into daily instruction.
- Teachers need to provide students with the skills and understanding to support positive behavioral choices in school as well as beyond the classroom walls.

Root Cause (High number of Discipline Incidents):

- Need for increase in behavior health.
- Teachers’ persistency to figure out the root issues of the discipline then collaborating with the student to find a solution.
- More training on research-based discipline strategies for staff
- Behavior plans need to be implemented in the classroom.
- When managing their classrooms, teachers need to use positive, affective statements (Restorative Practices) consistently across all school settings.

2. Schoolwide Reform Strategies

- We have included multiple schoolwide reform strategies addressing both the academic and social-emotional needs of our students as a whole. We also looked at economically disadvantaged, special education and minority students that are in our underperforming subgroups. The strategies included focus on strengthening the academic programs by creating a safe school where students are more available for instruction, receive intervention and scaffolding as needed to be successful at achieving the standards, and have the opportunity to attend school. We provide differentiated instruction through targeted small groups that focus on students who are struggling with self-regulation and need academic intervention. Professional development is provided on these strategies throughout the year through presentations, online trainings, book studies, conferences, and monthly meetings. We believe these schoolwide reform strategies meet the needs of our students who are coming to us with ACEs and having been exposed to trauma situations. The plan is to address the mental well-being of the students first, then the physical, along

with the academic needs. The achievement data is being measured quarterly and the discipline data is being monitored monthly to determine the effectiveness of these strategies. The strategies include: Climate and Culture Strategies: Restorative Practices, Collaborative and Proactive Solutions, PBIS monthly meetings, Second Step, Great Body Shop, Monthly behavioral team meeting, Individual or group targeted counseling from the behavioral health team.

- Teacher Support Strategies: Bi-weekly PLC meetings w/ Instructional Coach, Learning Focused Trainings, Kathy Bumgardner Training through Strategies Unlimited, Sue O’Connell Math in Practice Training, New Teacher Mentors
- Transition Support Groups: Judy Center, Head Start, Future Panthers (connecting 5<sup>th</sup> graders with high school athletes), PAC Men

We have created tiers of instructional supports that are shown below.

Tier	Instructional Resources	Person Responsible
<p><b><u>Tier 1 – Classroom</u></b></p> <p>Core instruction for all students. Designed to provide access to grade level standards.</p>	<ul style="list-style-type: none"> <li>• 95% Group: Phonological Awareness (K)               <ul style="list-style-type: none"> <li>• <a href="#">Road to the Code?</a></li> </ul> </li> <li>• Bridge the Gap: Phonemic Awareness Lessons</li> <li>• 95% Phonics Booster Bundle</li> <li>• Heggerty Phonemic Awareness Book</li> <li>• Lexia/Skill Builders Lessons</li> <li>• Six Minute Solution</li> <li>• Minimal Phonics</li> <li>• Flyleaf Reading Series 1 (Decoding Literature Library)</li> <li>• Flyleaf Reading Series 2</li> <li>• i-Ready/Re-teach prerequisite lessons</li> <li>• DreamBox/Assigned Focus</li> <li>• CCPS Number Sense Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Instructional Assistants</li> </ul>
<p><b><u>Tier 2 *</u></b></p> <p>Designed for students who have identified weaknesses on district/state assessments and need additional support to bridge learning gaps. These students often perform in the 21% - 40% range on MAP. Targeted small group instruction is needed in addition to core instruction.</p>	<ul style="list-style-type: none"> <li>• Targeted Skills Instruction using any of the Tier 1 resources</li> <li>• 95% Group: Phonological Awareness</li> <li>• 95% Group: Phonics</li> <li>• 95% Group: Comprehension</li> <li>• Phonics Plug-In One</li> <li>• Phonics Plug-In Two</li> <li>• Phonics Boost</li> <li>• Phonics Blitz</li> <li>• Minimal Phonics</li> <li>• Lexia Skill Builder Lessons</li> <li>• i-Ready Re-teach prerequisite lessons</li> <li>• Do the Math</li> <li>• DreamBox Assigned Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Interventionists</li> <li>• Instructional Coach</li> <li>• Instructional Assistants</li> </ul>

<p><b>Tier 3 *</b>          Designed for students who demonstrate significant weaknesses on district/state assessments. These students often perform in the bottom quintile (&lt; 20%) on MAP. Intensive targeted small group or individual instruction is needed in addition to core instruction. These students may already have an IEP or may be considered for Special Education services.</p>	<ul style="list-style-type: none"> <li>• Do the Math</li> <li>• Phonics Plug-In One</li> <li>• Phonics Plug-In Two</li> <li>• Phonics Boost</li> <li>• Phonics Blitz</li> <li>• LIPs</li> <li>• Corrective Reading</li> <li>• Foundations</li> <li>• Great Leaps</li> <li>• Visualizing and Verbalizing</li> <li>• Language for Writing</li> <li>• Self-Regulated Strategy Development for Writing</li> <li>• Wilson Reading System</li> <li>• Rewards</li> <li>• Reading Mastery</li> <li>• SRA Specific Skills Series</li> <li>• Best Practices in Reading (Levels A-D)</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Teachers</li> <li>• Interventionists</li> <li>• Instructional Assistants</li> </ul>
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With Title I funds PAC was able to hire a Behavior Technician and two additional Instructional Assistants. These new staff members will need training in a variety of interventions as well as Collaborative and Proactive Solutions/Restorative Practices. Another IA will be hired to help in this endeavor. We will also use funds to improve the facilities at PAC as it is now the oldest school in Calvert County.

### 3. Parent and Community Involvement

Communication and development of parent policies:

- PAC Night Out- A meet and greet with staff and families at the community center before school begins. A positive environment for students and parents to win prizes, enjoy complimentary snacks, and pickup donated school supplies. This gives parents a non-threatening situation where they can ask questions and raise concerns.
- Back to School Night- An evening for parents to come in and see their student's classroom. They will receive their parent handbook and be able to ask questions after hearing the administrative video message and the classroom teacher's message.
- PAC PTO Monthly Meeting- Administrators and parents come together to discuss upcoming events and address any concerns.
- Parent Conference Days- Two days are set aside for parents to schedule parent conferences with the teacher.
- Title I Monthly Meeting- Parent representation in the Title I meetings in order to give the parent perspective.
- Communication Methods- Parents will receive a weekly update from the principal via school messenger. They can also stay informed through the school website, viewing the

student daily announcements show on the internet, and by viewing the broadcasted board of education meetings.

- PTO Harvest Day at the Farm- Spend the day at a local farm with our families. Students received a pumpkin, candy and learning activities to take home.
- Gingerbread House Build- Parents came with their students to pick up a gingerbread house to complete at home with family.
- Reading is Snow Much Fun- A virtual night where students got to select a staff member to read them a story. Each participant received a bag of popcorn and a book to read.
- Virtual Dance Party- A virtual get together with families where they could request songs throughout the evening. The two-person band would play their request live through a YouTube Channel.
- End of Year Parent Survey- All parents are given the opportunity to complete the parent survey online. The results of this are used by administration to adjust to concerns and improve the school for the future.

Parenting supports for families that prepare children for school and promote on-going achievement.

- Preschool Family Night- Parent's of preschoolers are invited in for dinner and a parent strategies presentation. During the parent presentation children enjoy an activity in the gym.
- Judy Center Resource Day- In collaboration with the Judy Center we bring in outside agencies along with family activities for the everyone to participate in. This event brings awareness to the many resources available to parents.
- A Parent's Guide to Gifted Children- A virtual meeting for parents who want to know more about how they can help guide their highly able student.
- Southern Resource Fair- PAC teams up with the middle school and high school that we feed into to put on a resource fair for families. Multiple community agencies are involved and over 500 families attend.
- Head Start Home Visits- The Head Start program works with our Preschool families. They conduct home visits for those students that maybe considered at risk. They assist parents to get the resources they need at home.
- School Social Worker Parent Outreach- School social worker coordinates with staff and parents to support student learning and address family needs. Our social worker also works to increase parent engagement. Parenting Wisely is used by the social worker to target groups and build parent capacity.

3b. There are many ways for parents to increase student learning at PAC.

- Online Platforms- There are online platforms that parents can access with the students to work on home. Dreambox is used to increase math skills. Lexia is an adaptive ELA program that is used identify student strengths and weaknesses and build upon them. Schoology is a learning system where students can upload and share work through their student laptops.
- Summer Extended Learning Opportunities- The Judy Center runs a six week program to prepare students that will be coming into Kindergarten. Title I summer program is

used to prevent summer regression of skills. There is a focus on STEM and community involvement activities. There is a four week for students who fell behind during the period of online learning. Camp Invention is a one week summer program for students interested in STEM.

- Extended Day Programs- Once students were able to be in the building an after school program was created twice a week in order to make up missed assignments and improve skills where needed. There was also an academic mentoring program for virtual students where they were teamed with a high school National Honor Society student to help close gaps in instruction.
- Virtual Math Information Night- Two nights where parents could select which sessions, they wanted to attend about math strategies their student is learning. The first night was for grades one and two. The second night covered grades three through five.

Shared decision making helps our staff cater to the needs of the families. It also makes the plans more welcoming to parents.

- Title I District/School Parent Advisory Committee- Parents are invited to meet quarterly to give feedback on parent engagement plan. The plan and budget needs to be approved by the parents.
- Parent Evaluations- After each family event a parent evaluation is given to see how we can improve for next time.
- Special Education Parent Survey- This survey provided by MSDE gives the school data to help guide the child's special education program.
- Title I Bi-annual Parent Survey- Parents provide feedback on the Title I program. There is an opportunity to share ideas for future Title I decisions.
- Parent Survey- Parents are surveyed to get input before decisions are made on things like technology and spending of student activity funds.

Community collaboration is a focus for PAC because of our limited resources we count on them to assist us.

- School Supply Drive- A collection of local churches and businesses donate supplies at the beginning of the year so each student can receive a package.
- Fundraiser Nights- Papa John's and Roy Rogers team with us to have a school spirit night where a portion of the proceeds are donated to the school.
- Backpack Club- Weekly a group of local churches drop off bags of groceries for students to take home over the weekend. Parents are offered this service if they are economically disadvantaged.
- School Lunch Debt Relief- Community Bank donates money to the families with outstanding cafeteria balances. This clears their accounts off around the winter break.
- Parent Involvement Committee- Planned or supported multiple evening events for families. These ranged from Family Game Night to Gingerbread House making in collaboration with the Judy Center. They also teamed up with the PTO to put on the Harvest Fest in the fall.

#### 4. Coordination and Integration of Federal, State, and local services and programs

We are fortunate that Calvert County Public Schools owns the Head Start grant. PAC 3 and 4 year old's benefit from this Head Start federal grant program which has been on site the last 9 years. We have 68 slots each year for Head Start students which will benefit those that are economically disadvantaged. This program places students in a half day Pre-K program and a half day Head Start program thus giving students a full day experience. Head Start has also designed a STEM experiment classroom with the help of local engineers which they explore math and science concepts each week. The Head Start program provides each family with a Family Resource Worker who guides them through the school year assessing their needs and attaching them to needed services. Head Start also provides an on site mental health counselor who can work directly with students.

This school has also been the home to the Judith Hoyer Center for the last 21 years. This state program benefits our birth to 4 year old population in our catchment area. The Judy Center assists families in many ways directly and indirectly by connecting them with needed services in the community. Their purpose is to increase student readiness for school. They offer parenting classes, toddler play groups, child care training, infant massage therapy as well providing a food and clothing pantry for those in need. The Judy Center also coordinates with the HIPPY state grant program to provide a HIPPY Home Visitor to work directly with families teaching them how to work and teach their own children with the HIPPY homebased curriculum. The Judy Center partners with many agencies to assist families. One such agency is the College of Southern Maryland Adult Education Center. This program meets in our Judy Center training room and provides assistance to parents seeking their GED. The Judy Center also provides assistance with career development in helping families connect with the Southern Maryland JobSource Program or the Career Development Center.

All three programs (Head Start, HIPPY, and Judy Center) have MOU's with county and tri county agencies such as Department of Social Services, Infant and Toddler Program, Calvert Health Hospital, Public Library, Carenet, Food Banks etc. All work together to positively impact each families lives.