

Park Hall Elementary School 2026-2027

Four Components of the Schoolwide Program Plan

1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

2. Schoolwide Reform Strategies that address school needs, including a description of how strategies will: a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; (1114(b)(7)(A)(ii) c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)

3A. Parent, Family, and Stakeholder engagement developed with the engagement 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, paraprofessionals, the LSS, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

3B. Strategies to Increase Parent and Family Engagement- Based on the results of the needs assessment, schools must implement evidence-based parent and family engagement strategies. (Section 1116)

4. Coordination and Integration of Federal, State, and local services and programs- If appropriate and applicable, 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). 1114(b) (5)

Glossary of Terms Referenced

PLC	Professional Learning Community
PBIS	Positive Behavioral Interventions and Supports
LiPs	Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech
PST	Pupil Services Team
SANE	Sign-in, Agenda, Notes, Evaluation
IRT	Instructional Resource Teacher
IGDIs	Individual Growth & Development Indicators
MCAP	Maryland Comprehensive Assessment
CTE	Career and Technical Education
IXL	Math Learning Program
LETRS	Language Essentials for Teachers of Reading and Spelling
IEP	Individualized Education Plan
FSNE	Food Supplemental Nutrition Education
CCEIS	Comprehensive Coordinated Early Intervening Services

DIBELS	Dynamic Indicators of Basic Early Literacy Skills
CEP	Community Eligibility Provisions
MTSS	Multi-Tier Systems and Supports
USNS	Universal Screener for Number Sense
FASSTT	Families and Students Spending Time Together

Introduction to Park Hall Elementary School

Park Hall Elementary School is located in rural southern Maryland, four miles from Patuxent Naval Air Station. We proudly serve 535 students in grades Pre-K-5. We are a Title I School that celebrates our diverse student population. Our school consists of 41.2% African American, 29.4% Caucasian, 13.1% Hispanic, 1.7% Asian, 0.2% Hawaiian, 0.4% American Indian/Alaskan Native, and 14.0% Multi-Racial. Our student population has a high rate of mobility due to our proximity to the military base and the effects of poverty. Park Hall's CEP percentage is 72%. The historic rate ranged from 52% to 75%. We also have 14.59% of our students who receive special education services. Park Hall is a Community Eligibility Provision (CEP) school. CEP is a USDA program that enables low-income schools to provide meals to all students at no cost, without requiring families to submit applications. Park Hall Elementary is in its third year as a Community School under MSDE's Concentration of Poverty Grant and conducted a Needs Assessment during the 2024-2025 school year. Park Hall did not meet the state attendance goal of 94% last year, with a rate of 91.78%, despite a comprehensive system of meetings addressing attendance, home visits, daily phone calls, student incentives, and partnerships with the Department of Transportation to ensure our homeless families were able to get to and from school each day.

Park Hall has four teachers in grades 2, 3, and 4. There are five teachers in grades kindergarten and 1st grade. There are three Pre-K and 5th-grade teachers. There are four special education teachers, three instructional resource teachers, a counselor, a school social worker, twenty paraprofessionals, a community schools coordinator, a social-emotional learning coach, an assistant principal, an academic dean, and a principal. Park Hall Elementary had six certified positions roll over due to school transfers and retirements. To support the staff and minimize turnover, Park Hall Elementary has a strong teacher mentoring program, six countywide Demonstration Teachers, and bi-weekly grade-level

team meetings with the administration, Instructional Resource Teachers (IRTs), at least two anchor/veteran teachers at each grade level, as well as Special Education teachers. All grade-level teams participate in detailed, well-supported bi-weekly data meetings where student data is monitored and used to drive instructional decisions. Our teams also hold an additional weekly grade-level meeting to plan and collaborate with interventionists and special education support staff. Throughout the year, the grade-level teams, with support from Instructional Resource Teachers and the Academic Dean, conduct Universal Screening Teams to review student growth and make necessary adjustments to reading groupings, ensuring students receive targeted instruction. Daily administrative non-evaluative walkthroughs are conducted, and feedback is provided. Teachers also conduct peer observations and coaching (grade-level teams will monitor formative and summative assessments to identify areas of need or improvement) for reading and math, in collaboration with the administrative team/IRTs. The team then follows up with a coaching meeting to discuss observations, next steps, and future professional development. Staff-led professional development is offered. Examples include Conscious Discipline, Tier I, II, and III interventions, Number Corner, LETRs, Morning Meetings and Closing Circles, PBIS, and navigating the Maryland online Individualized Education Plan (IEP) system. In addition to the school-based professional development, teachers were provided with county professional development opportunities, including Language Essentials for Teachers of Reading and Spelling (LETRS), Districtwide Bridges Collaborative Planning Groups, Universal Design for Learning, Benchmark Advance, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Forefront. All Park Hall Elementary staff are certified or credentialed and meet all state and federal certification requirements.

Park Hall Elementary School has worked to establish a strong Multi-Tiered System of Supports (MTSS) grounded in the principles of Conscious Discipline, with a targeted focus on students' social-emotional needs. All classrooms have a designated Safe Space for students, and teachers are incorporating the school pledge and proactive coping strategies to support student regulation and success in the classroom. Our historical data on suspensions show a 77% decrease over the last 4 academic years.

School Year	Total number of suspensions
2022-2023	35
2023-2024	24
2024-2025	11
2025-2026	8

Our school has been a PBIS school for 19 years. We offer a Tier 2 behavior improvement program, a CCEIS

Mentoring program, after-school enrichment and tutoring through Community Schools, a Green Team, and a strong Character Education program with monthly celebrations. We also have a school social worker at Park Hall for 2 days a week. Our behavioral data support the need for additional Conscious Discipline training, as well as PBIS Tier 1, Tier 2, and Tier 3 supports, and partnerships with mental health service providers. To provide necessary mental health services to our students during this time, our school counselor and school psychologist are also available and meet with identified students individually. In addition, we provide outside referrals and resources to our families who are struggling with mental health and/or needs that cannot be met in the school setting. When students are physically present in the building, we offer individualized and group counseling opportunities to help our students meet their social/emotional and mental health needs. For students struggling with self-regulation, we have a Social-Emotional Coach who works with individuals and groups to develop their emotional regulation strategies. We utilize Second Step, The Zones of Regulation, and Conscious Discipline techniques to meet these needs. Starting the 2026-2027 school year, Park Hall will have 1 TIDES regional program classroom. The TIDES program is designed to support students in Kindergarten through grade 2 in developing foundational academic skills. The TIDES program supports the meaningful inclusion of students in the general education classrooms. Collaboration between the general education teacher and the special education teacher is set up to ensure co-planning and lesson implementation while providing access to the grade-level curriculum.

Decisions at Park Hall Elementary are made through collaboration with the administration, staff, and families. Park Hall uses the School Improvement Team meetings, Team Lead meetings, SANE documentation, student/family data, and parent input to make decisions.

Park Hall offers a rich educational experience that focuses on preparing well-rounded students who are ready to succeed in their future college and career endeavors. Park Hall educates and inspires our diverse population in a safe and respectful environment. Students are engaged in authentic learning experiences that foster the work habits and skills necessary to become collaborative, dedicated, and productive members of society.

**Some Title I and other collaborative meetings will be held virtually to accommodate telework status and parental, caregiver, and stakeholder preferences. Electronic signatures on sign-in sheets will be accepted.*

1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards, particularly the needs of children who are failing, or at risk of failing, to meet challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

English Language Arts Data Overview

English Language Arts (ELA) assessment data includes the Individual Growth & Development Indicators of Early Literacy (IGDIS), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the Maryland Comprehensive Assessment Program (MCAP) data from the 2025-2026 school year for grades 3-5. These assessments are scientifically based and comply with the Federal Reading First initiative and the College and Career Readiness Standards.

The IGDIS (PreK) assessment was administered in Spring 2026. The data show that students were proficient in the following areas: 50.4% in picture naming, 51.3% in rhyming, 53.8% in sound identification, 57% in which one doesn't belong, and 51.9% in alliteration. This assessment data will help the kindergarten team identify students' needs to determine the best support for this school year.

According to the DIBELS assessment data for kindergarten, 52% of students were meeting the benchmark for nonsense word fluency-correct letter sounds. From the DIBELS assessment of oral reading fluency accuracy for grades 1-5, 55% of first graders, 54% of second graders, 77% of third graders, 81% of fourth graders, and 91% of fifth graders met the benchmark in April 2026.

MCAP scores from the spring 2026 ELA for grades 3-5 show that 40% of 3rd graders, 46% of 4th graders, and 43% of 5th graders scored proficient.

English Language Arts Goals

- All students will read and comprehend grade-level text with 96% accuracy or better.
- Students in Pre-K through grade 1 will master phonemic awareness (speaking and listening skills, focusing on phonemes and sounds, and learning that words are made up of individual sounds), phonics (focusing on graphemes and letters, and understanding how letters connect to sounds), and recognize sight words appropriate for their grade level.
- Students in kindergarten through third grade will score 80% or higher on Foundations Unit Assessments.
- Students in grades 2-5 will improve their oral reading fluency by 30 words per minute or achieve the grade-level expectations set by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- Teachers will use district-approved, vetted assessments aligned with the small-group reading guidance to help identify students who need research-based interventions and enrichment opportunities.
- All students, including those in special education and from economically disadvantaged backgrounds, will meet the state targets on MCAP assessments.

English Language Arts Priority Needs Summary

At the start of the 2026-2027 school year, Park Hall Elementary School staff will collect both formal and informal data, implement intensive interventions, and utilize support staff to improve reading levels and address the relative areas of deficit that students demonstrate. The staff at Park Hall knows and understands that success in English Language Arts significantly affects student performance across all content areas, as well as the importance of breaking down as many barriers as students present with to ensure academic growth and success.

The use of Title I supplemental staffing at Park Hall Elementary School provides enhanced opportunities for students and families. The additional staffing allows for further differentiation as well as support targeted small-group instruction through the implementation of:

- Ongoing teacher training in targeted, evidence-based interventions and data analysis (Foundations, Heggerty Phonemic Awareness, Phonics for Reading, Just Words, Rewards, LIPs, Visualizing and Verbalizing, Wilson, Language Essentials for Teachers of Reading, Fun in Focus, Phonics Chip Kit, and Spelling (LETRS) to address the needs of individual learners.
- Implementation of evidence-based interventions with fidelity (Foundations, Heggerty Phonemic Awareness, Just Words, Rewards, LIPs, PA Blueprint, Phonics for Reading Intervention, Visualizing and Verbalizing, Fun in Focus, Phonics Chip Kit, and Wilson).
- Teachers will conduct peer observations and coaching and utilize IRT and Academic Dean co-teaching to support teachers, implement best practices, and enhance small-group reading instruction.
- Our technology liaison will support Schoology and other tools, such as Lumio, Kami, and Ed Puzzle.
- Two certified paraeducators and an IRT provide research-based interventions or Gifted and Talented programs during the designated small-group reading time every day, in every grade. Each grade, from Kindergarten to 5th, will receive 30 minutes of daily small-group support in ELA.
- Collect and monitor intervention data using the SMCPs data warehouse, Performance Matters.
- Bi-Weekly data meetings include teachers, special education staff, administration, the academic dean, and IRTs. This time is used to review student data and assess progress. Instruction will be adjusted based on these discussions. Content area supervisors will be invited to help address ongoing needs identified through assessment data.
- Title I Reading Night to help families learn how to support their child's reading at home. Staff will provide learning opportunities to demonstrate reading activities and strategies to families, along with a modest meal.
- Supplementary programmatic supplies and materials are provided to give students individual resources that support both direct instruction and interdisciplinary units and strategies. These consumable supplies and materials are in addition to the standard resources, offering PHES students increased access to materials, expanded opportunities, and research-based resources for interventions.

- The Academic Dean at Park Hall reviews current and historical student data, identifies needs, and supports teachers and staff in addressing those needs.

Factors Contributing to Root Causes

Research by Dr. Ruby K. Payne in "Emotional Poverty in All Demographics" highlights that many children from lower socio-economic backgrounds have fewer opportunities to develop the essential skills and positive attitudes necessary for successful learning. Lack of stimulation, insufficient nutrition, and inadequate sleep, all consequences of poverty, can hinder students' language development. Students with speech or other physical impairments require dedicated time in school to receive instruction tailored to meet their specific needs.

Insufficient stimuli, poor nutrition, and inadequate sleep due to poverty can hinder students' progress in developing language skills. In 2023-2024, 28% of students entering kindergarten did not attend an SMCPs public Pre-K program, followed by 28.6% in 2024-2025 and 29% in 2025-2026, necessitating intensive or strategic phonemic awareness interventions. This has led to difficulties in early literacy skills. The IGDl data reveal disparities in access to learning materials and literary experiences at home from birth to school age.

English Language Arts Root Causes

- Economic hardships affect many of our families, with a historic FARMS rate of 64% in the 2023-2024 school year and 83% in the 2024-2025 school year. Research shows that poverty influences student mobility, attendance, and parental support for literacy skills and concepts.
- According to the IGDlS data from Spring 2025, students lack foundational concepts in phonemic awareness, print awareness, phonics, and literacy skills, with 37.3% of students at risk for picture naming, 27.1% of students at risk for rhyming, 28.8% at risk for sound identification, 15.3% of students at risk for which one doesn't belong, and 47.5% at risk for alliteration. This assessment data will help the kindergarten team identify students' needs to determine the best support for this school year.
- Lack of access to decodable, high-interest, and leveled text/print in students' homes.

Park Hall Elementary's ELA Data:

Pre-K Spring IGDls 2025-2026															
Domain	Picture Naming			Rhyming			Sound Identification			Which One Doesn't Belong			Alliteration		
Benchmarks	Tier I	Cut	Tier	Tier I	Cut	Tier	Tier I	Cut	Tier	Tier I	Cut	Tier	Tier I	Cut	Tier

		Range	II/III		Range	II/III		Range	II/III		Range	II/III		Range	II/III
% of 59 students	62.7	25.4	11.9	72.9	16.9	10.2	71.2	15.3	13.6	84.7	3.4	11.9	52.5	37.3	10.2

DIBELS Kindergarten Nonsense Word Fluency-Correct Letter Sounds 2025-2026	
Blue -Core Support	14
Green -Core Support	38
Yellow -Strategic Support	19
Red -Intensive Support	29

DIBELS Oral Reading Fluency Accuracy Grades 1-5 2025-2026					
Grade Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Green -Core Support	55	54	77	81	91
Yellow -Strategic Support	12	16	3	10	6
Red -Intensive Support	33	30	20	10	3

Benchmark Pre and Post Assessment 2025-2026		
Grade Level	Pre-Assessment Average	Post-Assessment Average
Kindergarten	74	84
Grade 1	57	77
Grade 2	55	64
Grade 3	34	52
Grade 4	40	46

Grade 5	51	55
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Park Hall MCAP ELA Spring				
	Beginning Learner Percentage	Developing Learner Percentage	Proficient Learner Percentage	Distinguished Learner Percentage
2026	13.3	43.7	36.7	6.3
2025	10.4	46	36.8	6.8
2024	12	46	39	3

Mathematics Data Overview

Math assessment data includes the Bridges Number Corner Check Up 2 diagnostic assessment for students in first through fifth grade, as well as Spring 2025 MCAP data for grades 3, 4, and 5. These assessments meet the standards for school mathematics and the College and Career Readiness Standards.

The Bridges Number Corner Check-Up 2 was administered from January to February. The proficiency rates were as follows: first grade, 71.80%; second grade, 35.82%; third grade, 31.71%; fourth grade, 9.43%; and fifth grade, 27.55%.

MCAP scores from the spring 2026 Math for grades 3-5 show that 36% of 3rd graders, 35% of 4th graders, and 22% of 5th graders scored proficient.

Mathematics Goals

- By the end of the 2026-2027 school year, at least 70% of students in grades 2-5 will score proficient on the designated fact-fluency indicator tasks, as measured by the Universal Screener for Number Sense (USNS). Progress will be monitored three times per year (Fall/BOY, Midyear/MOY, Spring/EOY) using the USNS fact fluency indicator questions designated for each grade level.
- By the end of the 2026-2027 school year, at least 75% of students in Grades K–5 will demonstrate proficiency on count-sequence tasks as measured by the Universal Screener for Number Sense (USNS). Progress will be monitored three times per year (BOY / MOY / EOY) using the designated USNS count-sequence items for each grade level.
- Students will meet or exceed the county average on county benchmark assessments, the required math assessments, and the MCAP assessment.
- Special education and economically disadvantaged students will achieve the state targets on MCAP assessments.

Mathematics Priority Needs Summary

- As we begin the 2026-2027 school year, Park Hall staff will access curriculum resources and use Schoology, the learning management platform, to deliver academic content in diverse and equitable ways. During the biweekly data meetings, Math will continue to be a focus to deepen our understanding of the Bridges math curriculum, which is essential for providing Tier I classroom support to identify and close gaps across all math areas.
- The Instructional Support Team will continue to work on identifying best practices to close the gaps in academic performance. The Title I supplemental staffing, which includes an academic dean, enables us to provide targeted intervention time and skill instruction to students requiring academic support, as well as more proactive outreach to their families.
- Teachers will receive coaching and professional development focused on the Bridges 3rd Edition curriculum to ensure all content is rigorous. This will be delivered through peer coaching, mentoring for new teachers, and support from instructional resource teachers.
- A dedicated Math intervention time for each grade level is built into the master schedule, utilizing the supplemental Title I staffing to support the implementation of
- Teachers will become experts at navigating the Bridges Intervention toolkits and resources to support students in their classrooms with Tier I interventions. This will be measured by student performance on the intervention's pre- and post-assessments for each volume, as well as the progress monitoring from each module that students complete within the intervention.
- Teachers will implement Bridges with fidelity while embedding mathematical practices and standards.
- Park Hall Elementary will have three certified or credentialed paraeducators to deliver research-based interventions during the designated small-group math time in Grades 1 and 2. These staff members will support instruction and provide additional support and interventions.
- Weekly grade-level data meetings are held with teachers, special education teachers, administrators, the academic dean, and instructional resource teachers. This time is used to review current student data and analyze student progress. Instruction will be differentiated based on these discussions. Content area supervisors will be invited to help support areas of ongoing need identified through assessment data.
- Title I Math Night to help families support their child's math at home. Staff will offer sessions at each grade level to demonstrate and practice engaging in math activities and strategies, while providing a modest meal for attending families. All families will receive math materials, such as dice, spinners, card decks, and dominoes, to reinforce the strategies and concepts reviewed at the Title I Math Night.
- Supplementary program supplies and materials are provided to give students individual resources that support

both direct instruction and interdisciplinary units and strategies. These consumable supplies and materials are intended to enhance access for PHES students, offering more opportunities and research-based resources for interventions.

- The Academic Dean and Instructional Resource Teachers will review current and historical student data, identify needs, and support teachers and staff in addressing those needs.
- Academic Dean, Instructional Resource Teacher, & teachers from 4th and 5th grade participated in OGAP (Ongoing Assessment Project) Fractions training.

Mathematics Root Causes

- Economic hardships impact many families, with a historic FARMS rate of 64% in the 2023-2024 school year and 83% in the 2024-2025 school year. Research indicates that poverty impacts student mobility, attendance, and parental support for math skills and concepts.
- In 2023-2024, 28% of students entering kindergarten did not attend an SMCPs public Pre-K program, followed by 28.6% in 2024-2025 and 29% in 2025-2026.
- Lack of awareness among parents of new strategies and methods for solving math problems, based on the SANE documentation from the Title I Math Night, February 25, 2025. Parent Evaluations from the SANE documents included comments like: "More math nights", "Include additional materials for at-home use", and "Provide a Science Night" and in the what worked well for you we received many comments regarding parents appreciating the thorough explanation of math strategies and problem-solving techniques like: "The instructions were very well explained." and "Enjoyed working with my student" (for parents)."
- Research in mathematics education consistently identifies the count sequence as one of the most critical precursors to number sense and mathematical reasoning. When students lack fluency with the count sequence, they are unable to access efficient computational strategies and are forced to rely on slow, error-prone counting-by-ones approaches. Addressing the count sequence school-wide creates a large impact. Strengthening this one foundational skill will produce measurable gains across multiple mathematical domains simultaneously.
- Research in cognitive science and mathematics education consistently demonstrates that fact fluency is a gateway skill, one that unlocks access to higher-order mathematical reasoning. When students must allocate significant cognitive resources to compute basic facts, they have less working memory available for problem-solving, reasoning, and making mathematical connections.
- Ongoing teacher training on the Bridges curriculum is necessary, including, but not limited to, the intervention curriculum component.
- There is a need for ongoing professional development on differentiation strategies, including remediation and enrichment, that involves SPED teachers and interventionists.

Park Hall Elementary's Math Data:

Number Corner Check-Up 2	
Grade Level	% Proficient
Grade 1	71.80%
Grade 2	35.82%
Grade 3	31.71%
Grade 4	9.43%
Grade 5	27.55%

Park Hall MCAP Math Spring				
	Beginning Learner Percentage	Developing Learner Percentage	Proficient Learner Percentage	Distinguished Learner Percentage
2026	25.3	43.3	28.7	2.7
2025	25.20	40	26.8	2
2024	27	46	25	2

2. Schoolwide Reform Strategies that address school needs, including a description of how strategies will: a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; (1114(b)(7)(A)(ii) c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)

Staff Retention

- Park Hall has 100% of staff who are highly qualified. All Park Hall Elementary staff are certified or credentialed and meet all state and federal certification requirements. All paraprofessionals have an AA degree or have passed the required assessments.
- Park Hall will provide training and resources to achieve a balanced literacy block using the following evidence-based programs: Benchmark Advance, Foundations, Heggerty, Geodes, and Phonemic Awareness.
- Park Hall will provide training and resources for the effective implementation of the evidence-based Bridges Edition 3 and Number Corner Math Curriculum, as well as the Bridges Intervention.
- Park Hall will provide training and resources to ensure the effective implementation of the evidence-based Conscious Discipline behavioral program.
- Park Hall will provide support with the learning management system, Schoology, and any additional tools needed.
- Through collaborative discussions and data analysis with teacher teams, parents, and the administration, formative and summative assessments will be used to determine how well needs are being met and to identify next steps for student progress.
- Park Hall will provide a monthly mentoring program to teachers in their first three years.
- Administration, the academic dean, IRTs, and special education teachers will meet bi-weekly with each grade level during data meetings as a team to review instructional practices, student progress/data, develop assessments, and identify students for intervention and enrichment opportunities.
- Park Hall will support staff in utilizing the tuition reimbursement option for continuing education.
- Providing ongoing targeted professional learning opportunities for teachers to increase their skills and knowledge in best practices to support students, while earning professional development points towards the maintenance of teacher licensure
- Implementation of Systems of Professional Learning delivered through quarterly modules to be in compliance with state regulations
- Park Hall will continue its partnership with the local college to accept student interns.

English Language Arts Priority Needs

- Teachers will utilize district-vetted, high-quality instructional materials and evidence-based programs with fidelity.
- Students will achieve at least a year's worth of growth in reading and language arts through quality ELA instruction, intervention, and enrichment. DIBELS will be used to monitor student progress. Families need access to books and e-libraries. Teachers need to supplement classroom libraries with evidence-based decodable readers.
- Staff will use effective methods and instructional strategies based on research, including co-teaching and peer coaching models. These initiatives will initially target non-tenured staff but will eventually include all staff. They will organize and schedule informal teacher walkthroughs for all grades and provide professional development for

Foundations and DIBELS. Additionally, data meeting agendas will be built to include a systematic review of student data and the findings or needs identified by these strategies.

- Staff will utilize effective methods and instructional strategies that strengthen the core academic program for all students (Tier I) by:
 - Increasing reading stamina, engagement, and motivation by reading in school and at home.
 - Instructing students to read and analyze rigorous, engaging grade-level texts.
 - Instructing students to develop their writing, listening, and speaking skills. Students will also engage in disciplinary literacy and a variety of genres. This will include implementing the evidence-based Benchmark Advance series.
 - Developing foundational skills: phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies.
 - In K-5, the reading block is divided into three components (foundational skills, small-group targeted intervention, and whole-group). Title I interventionists and paraprofessionals will support 30 minutes of small-group targeted instruction in each grade level. Small-group instruction will focus on providing students with research-based interventions and enrichment opportunities offered by classroom teachers and by supplemental, certificated, or credentialed intervention teachers and paraprofessionals, which are funded supplementally through Title I. (LiPs, Heggerty, Geodes, Seeing Stars, Visualizing and Verbalizing, Wilson Reading Program, Phonics Complete Set for Older Readers, Phonological Lessons, PA Blueprint, Phonics for Reading Intervention, Foundations Toolkits, Fun in Focus, and William and Mary).

Mathematics Priority Needs

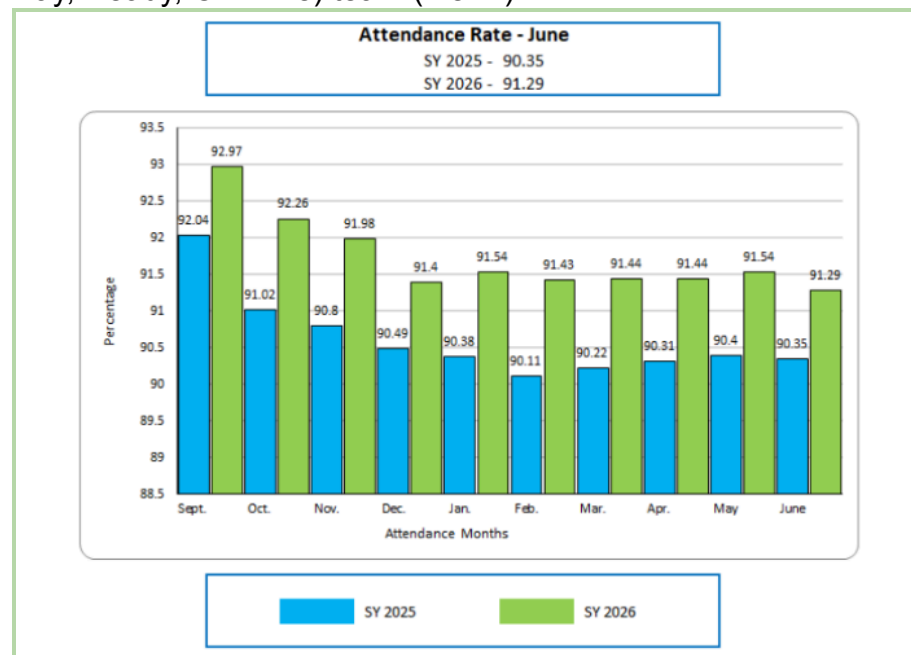
- Implement evidence-based programs and components, including Bridges, Number Corner, Bridges interventions, and small flexible groupings.
- Implementation of the Universal Screener for Number Sense (USNS). Progress will be monitored three times per year (Fall/BOY, Midyear/MOY, Spring/EOY)
- Provide opportunities for all children to meet proficient and advanced levels of student achievement.
- Use effective methods and instructional strategies that are based on research that:
 - Strengthen the core academic program for all students (Tier I)
 - Increase teacher and student access to technology, ie, laptop charging stations, Smart TVs
 - Differentiate instruction
 - Train interventionists and para-educators to deliver research-based interventions and provide extended learning opportunities for students
- Collaborate with teacher teams, parents, the academic dean, and the administration to analyze student data using both formative and summative assessments.

Counseling and Mental Health Needs

- School-wide programs include Positive Behavior Interventions and Supports (PBIS), whole-class counseling, a character development program featuring monthly words and celebrations, Conscious Discipline training and staff conferences, and ClassDojo for communicating with families. (Tier 1)
- Implement a character trait program and hold monthly award ceremonies for students and families to attend and celebrate positive behaviors. (Tier 1)
- Morning Meetings and Afternoon Reflections (Tier 1)
- Access to a social-emotional learning coach (Tier 2)
- Targeted, small group counseling (Tier 2)
- Sensory regulation tools (timers, headphones, walks, and other tools) (Tier 2)
- Individualized support through Park Hall's School Social Worker. (Tier 3)
- Community outreach through the Pupil Personnel Worker and Community Schools Coordinator. (Tier 2-3)
- Multi-Disciplinary meetings and wrap-around services for families in crisis with outside agencies, ie, (DSS, CPS, Sheriff, In-Home interventions). (Tier 3)

Attendance Needs/Reform Strategy:

- The attendance team consists of the following: Assistant Principal, Pupil Personnel Worker (PPW), Guidance Counselor, Instructional Resource Teacher, Community Schools Coordinator, and parent/guardian.
- Team meeting with the parent/guardian of a child with excessive absences. Attendance data and academic grades are reviewed, and an action plan is created with the parent/guardian.
- HERO (Here, Every Day, Ready, On Time) team (Tier 2)



3A. Parent, Family, and Stakeholder engagement developed with the engagement 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, paraprofessionals, the LSS, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

3B. Strategies to Increase Parent and Family Engagement- Based on the results of the needs assessment, schools must implement evidence-based parent and family engagement strategies. (Section 1116)

In collaboration with the Park Hall parents and staff, we will plan, review, and revise the Title I Parent, Family, and Stakeholder Engagement Plan, the Title I Budget, the School-Parent Compact, and the Schoolwide Plan. We will hold Title I Reading, Math, and Science Nights to inform and gather input on these plans, budgets, and family/school agreements, and to teach strategies that families can use to support their children, while providing a modest meal. Park Hall Elementary will discuss and distribute the plan and request suggestions at parent events, Title I Reading and Math Nights, or Families and Students Spending Time Together (FASSTT). The ideas and activities in this plan reflect input from parents.

Based on the SY 2026 Title I Parent and Family Engagement Survey, families at Park Hall Elementary School requested a variety of evidence-based workshops on topics such as "science and math nights" and "STEM and emotional support". Other parent events will include in-school curriculum-related events for Kindergarten through Fifth grade, called F.A.S.S.T.T., during the 2026-2027 school year. Park Hall staff will assist parents in using Schoology and other technology. The Early Childhood IRT will support our Pre-K students as they transition to Kindergarten. Our Pre-K program will also offer workshops to help families support their children's transition into Kindergarten. Additionally, we plan to invite community organizations to these activities to strengthen communication between the community, school, and families. All students in grades 3 through 5 will receive an SMCPs laptop to use at school.

Park Hall parents will be informed of statewide, local, and school events through Apptegy parent phone system (weekly), ClassDojo, the PHES website, weekly newsletters, Schoology, local media, parent conferences, school events, and classroom newsletters. We will collaborate with the county, our ESOL teacher, sign language resources, and various websites to ensure that information is provided in a language parents can understand. Park Hall Elementary staff will respond promptly and positively to parents' calls, letters, and visits. The Community School Coordinator will offer resources for parents and families. We will also provide resources and information on our website to address specific family needs, including attendance, meal support, the Snack Sak program, bus information, military resources, and other family resources. These resources will connect parents with the community and school system contacts and resources to help address needs beyond the school.

Parent, Family, and Stakeholder strategies for engagement at Park Hall include:

- Park Hall's Certification Attestation and Park Hall School/Family Compact- The School/Family Compact will be sent home on paper and shared electronically via ClassDojo, Apptegy, email, and the School Website.
- Feedback- through the SANE (Sign In, Agenda, Notes, Evaluation) process, meetings, family nights, and direct feedback.
- Teacher/paraeducator Qualifications – Park Hall parents have the right to request information concerning the professional qualifications of their child's teacher and the qualifications of classroom paraeducators. (ESSA Section 1003)
- Parent Conferences – Park Hall will offer parents the opportunity to participate in a parent-teacher conference on October 12, 2026, on a scheduled professional day. Families will have additional opportunities to conference throughout the school year as needed.
- Attendance and Community Resources- Assistant Principal, Counselor, Community School Coordinator, and Pupil Personnel Worker (PPW) will work collaboratively with parents to connect them to community resources and to facilitate strong attendance. Families will also be encouraged to attend school events. Meeting times for parent events will be scheduled to accommodate work hours and parent schedules, using a varied schedule.
- Home Visits – The school will schedule home visits through our Pupil Personnel Worker (PPW), School Counselor, Community School Coordinator, and/or school administrator. This will support parents with student attendance, technology needs, updating contact information/addresses, discipline concerns, and connecting parents with support and resources.
- Parent Satisfaction Survey – Park Hall Elementary shall conduct an annual evaluation of the content and effectiveness of the parental engagement program in improving the academic quality of the school, including identifying barriers to greater parent participation.
- Volunteer and Community Involvement- Park Hall will solicit volunteers and hold a volunteer recognition event.
- Career Day- Community partners will have an opportunity to present information to students about the education and skills required for success in their careers.
- School Improvement Team – Parents will be invited to participate in the regularly scheduled School Improvement Team meetings, including those related to Title I school budget planning and decision-making.
- Staffing- Park Hall's administration will continue to recruit and retain a certificated or credentialed staff that reflects and mirrors the values and diversity of the population the school serves.
- Counseling Supports- Outside counseling referrals and resources will be provided to help support the mental health needs of our students and/or families. The school counselor and school social worker offer individualized and group counseling opportunities to help our students address their social/emotional and mental health needs while at school. The school counselor utilizes the Second Step curriculum, Steps to Respect, and Conscious Discipline techniques to address these needs. Park Hall has a school social worker who visits twice a week to provide walk-in crisis services, aftercare meetings, and Tier 3 12-week programs for referred students.

4. Coordination and Integration of Federal, State, and local services and programs- If appropriate and applicable, 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). 1114(b) (5)

Funds are coordinated and braided through the support of the Department of Title 1 and Family Engagement to maximize the use of general, federal, state, and local funds, including Title I, Title II, Title III, Title IV, Concentration of Poverty, and other funding streams as they become available. Through SMCPs, Park Hall is the beneficiary of other funding opportunities provided through the school system.

Community Partnerships: Through the following partnerships, we are addressing CTE, college exposure, career days, and environmental education.

- Maryland Food Pantry Partnership
- St. Mary's Sheriff and the School Resource Officer (SRO) program
- Staples
- Southern Maryland Food Bank and Outreach Services- weekly Snack Sak Program for families with food insecurity
- Saint Mary's Caring Soup Kitchen
- Parent-Teacher Association (PTA)
- Educational Systems Federal Credit Union
- Patuxent Naval Base
- St. Mary's County Sheriff's Department
- Lexington Park Fire and Rescue
- Belk
- Parraid LLC
- Abberly Crest
- Navy Federal Credit Union
- The Promise Center
- Party Station
- St. Mary's County Health Department
- Twice Loved Consignment
- Grupo Bienestar
- Lifestyles of Maryland

- Circles
- Chick-Fil-A
- Coldstone
- The Giving Closet
- Harris Teeter
- Mission BBQ
- Kneaded
- Third Eye Comics
- Women's Club of St. Mary's
- College of Southern Maryland: English Language Resource Team
- Building Bridges
- Trendy Thrift
- Lexington Park Baptist Church
- St. Mary's County Government: Department of Aging and Human Services
- Lexington Park Library
- Maryland Science Center
- St. Mary's College
- Toiletries and Co
- Educational Federal Credit Union
- Giant
- St. Mary's County Department of Social Services
- Housing Authority of St. Mary's
- St. Mary's Transit System
- Sleep in Heavenly Peace
- Caritas Resource Center- St. Mary's Ryken High School
- Lexington Park Methodist Church
- Alpha Kappa Alpha
- Healthy St. Mary's Partnership
- Southern Maryland Electric Cooperative Organization
- St. Mary's County Public Schools Judy Centers
- Ridge Lions Club

2025-2026 Title I Budget Expenses based on the Title I Reading Night (November 18, 2025), Title I Math Night (February 5, 2026), Title I Science Night (May 13, 2026), budget meeting SANE documentation, and the School Improvement Team Meeting on May 22, 2026, at 1:45 pm:

- 2 Instructional Resource Teachers*
- Academic Dean*

- 3 Certified paraeducators for academic interventions and supports*
- Stipends to staff for Title I Reading Night, Math Night, and Science Night
- Title I funds for collaborative planning
- Meals for families for Title I Reading Night, Math Night, and Science Night
- Supplemental materials for the instruction and storage of these materials
- Supplemental materials for social and emotional learning

***The Title I staff allows us to expand time, access, and more meaningful support to students in need of academic and social-emotional intervention and to provide more systematic outreach to families.**

[PHES 2026-2027 Title I & Community Schools Parent and Family Engagement Calendar](#)