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of School Commissioners

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Chief Executive Officer

School Year 2023-2024

**Charter School Comprehensive Title I Schoolwide
Plan for the use of Title I Funds**

School Number:348

School Name: Baltimore Leadership School for Young Women

Principal: Dana Collins

Operator: Chevonne Hall-Smith

School Title I Point of Contact: Dana Collins

Assigned DMC Title I Specialist: Matthew Malone

School Website with FY24 Title I Plan posting: www.blsyw.org

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I. Component 1: Comprehensive Needs Assessment (CNA): *To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment of the entire school that considers information on the academic achievement of children in relation to the challenging State academic standards. (ESEA section 1114(b)(6)).*

a. Data Sources

(1) **Identify** at least 3 sources to ensure triangulation of the data

(2) **Attach** actual data reports at aggregate level

Literacy	Math	Other: (Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
MAPs Data – 6 th -9 th grade	MAPs Data – 6 th -9 th grade	
2022-2023 MCAP Data 6-8 & 10	2022-2023 MCAP Data 6-8 & 9	

b. Identified Prioritized Needs for SY23-24: *Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)).*

Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program Non-Regulatory Guidance, September 2016)

	What is the Area of Need and why was it selected?	Data to Support	What is the root cause of the identified need?
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<p>Literacy:</p>	<p>Reading comprehension, reading fluency, written expression, vocabulary development</p>	<p>NWEA MAPs Assessment Mean RIT 204 for 6th grade beginning year – (Mean RIT for typical 6th grader is 210)</p> <p>NWEA MAPs Assessment Mean RIT 202 for 7th grade beginning of year – (Mean RIT for typical 7th grader 214).</p> <p>NWEA MAPs Assessment Mean RIT 208 for 8th grade beginning of year – (Mean RIT for typical 8th grade 218)</p> <p>NWEA MAPs Assessment Mean RIT 208 for 9th grade beginning of year (Mean RIT for typical 9th grade 218)</p> <table border="1" data-bbox="978 898 1400 1192"> <thead> <tr> <th></th> <th>BLSYW % Prof</th> <th>District % Prof</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>22.9</td> <td>22.4</td> </tr> <tr> <td>7th</td> <td>39.2</td> <td>23.1</td> </tr> <tr> <td>8th</td> <td>21.2</td> <td>22</td> </tr> <tr> <td>10th</td> <td>35.8</td> <td>34</td> </tr> </tbody> </table>		BLSYW % Prof	District % Prof	6th	22.9	22.4	7th	39.2	23.1	8th	21.2	22	10th	35.8	34	<p>Students require extra learning time to develop reading comprehension and fluency skills because they enter middle school below grade level. On average students are reading on a 4th grade level entering 6th grade.</p> <p>Teachers lacking skills to implement effective vocabulary acquisition and writing instruction to prepare students for college level writing.</p> <p>Teachers lacking skills to appropriately differentiate to meet the diverse needs of the students in their classroom.</p>
	BLSYW % Prof	District % Prof																
6th	22.9	22.4																
7th	39.2	23.1																
8th	21.2	22																
10th	35.8	34																
<p>Math:</p>	<p>Math: Basic computation skills (adding, subtracting, multiplying, dividing whole numbers, fractions, decimals, and negative</p>	<p>According to multiple data sources for the last three years, BLSYW has continued to underperform in the area of math. Scores indicate that students</p>	<p>Students require extra learning time to build prerequisite skills to be proficient in math concepts. Given the school closure</p>															

	<p>numbers) in all grades especially the gap between middle and high school grade</p>	<p>are not making growth in math and continue to remain below grade level. MAPs data from the beginning and middle of year also supports that our students are performing below grade level at all grade levels 6th-9th grade. On average, students are performing 2-3 grades below grade level according to mean RIT scores from the NWEA assessment.</p> <p>NWEA MAPs Assessment Mean RIT for 6th grade beginning of year– 197 (Mean RIT for typical 6th grade - 215)</p> <p>NWEA MAPs Assessment Mean RIT for 7th grade beginning of 200 year – (Mean RIT for typical 7th grade - 220)</p> <p>NWEA MAPs Assessment Mean RIT 202 8th grade middle of year – (Mean RIT for typical 8th grade - 225)</p> <p>NWEA MAPs Assessment Mean RIT 210 for 9th grade beginning of year (Mean RIT for typical 9th grade 229)</p> <p>MCAP 2022</p> <table border="1" data-bbox="976 1230 1402 1421"> <thead> <tr> <th></th> <th>BLSYW % Prof</th> <th>District % Prof</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>1</td> <td>6.2</td> </tr> <tr> <td>7th</td> <td>6.8</td> <td>6.1</td> </tr> </tbody> </table>		BLSYW % Prof	District % Prof	6th	1	6.2	7th	6.8	6.1	<p>from 2020 and the virtual learning in 2021, it is expected that students will need even more support with developing these prerequisite math skills.</p> <p>Teachers lacking skills to implement data driven instruction and to create effective formative assessments</p> <p>Teachers lacking skills to appropriately differentiate to meet the diverse needs of the students in their classroom.</p>
	BLSYW % Prof	District % Prof										
6th	1	6.2										
7th	6.8	6.1										

		8th	1	1	
		ALG1	1	1	
Other:					
Other:					

II. Component 2: Schoolwide Reform Strategies:

- *The Plan describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by **addressing the needs identified in the comprehensive needs’ assessment.***
- *The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to **provide a well-rounded education.** (ESEA section 1114(b)(7)(A)(ii)).*
- *Note that all Title I funded purchases [including positions] must be an 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 FY24 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:	<ul style="list-style-type: none"> • By the end of SY 2023-2024, students in the 6th through 9th grade will increase their RIT score by at least 4 points as evidenced by the NWEA MAPs assessment. • By the end of the SY 2023-2024, students in 6th-12th grade will increase their written expression scores to an average score of 3.0 according to the achieve the core rubric.
Math:	<ul style="list-style-type: none"> • By the end of SY 2023-2024, students in the 6th through 9th grade will increase their RIT score by at least 4 points as evidenced by the NWEA MAPs assessment. • By July 2024, 20% of students in Grades 6-8 will earn a score of “met expectations” on the MCAP assessment.
Other:	

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.*

Evidence-Based Strategy 1: Extra Learning Time for Literacy
Person(s) Responsible: Middle School English Multi-Classroom Leader (Maggie Phenicie)
Timeframe: Year Long

<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>This program will allow for extra learning time in literacy for our most struggling readers. Ms. Phenicie will teach two 8th grade classes that has been identified with the highest areas of needs based on the beginning of year MAPs data. In addition, based on MAPs data, Ms. Phenicie will provide small group instruction inside of the 6th grade English classes. Additionally, Ms. Phenicie. will lead professional development sessions for content area teachers on how to develop better writers that are college ready. In addition, Ms. Phenicie will lead the English team in a professional learning community with a focus on best practices to increase vocabulary acquisition in the content areas. Ms. Phenicie will lead the data review meetings and monitor a schoolwide progress monitoring plan. Finally, Ms. Phenicie will coach the english teachers by observing and providing feedback to improve their literacy instruction.</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>This co-teaching and reading intervention model would allow for targeted small group support for struggling readers. Therefore, those students should do better in their English classes. Teachers will use the information on formative assessments and vocabulary instruction in their classrooms which will lead to student growth in literacy across content areas. Finally, teacher coaching will ensure that teachers are utilizing the most effective strategies to improve all students in the area of literacy. The ESSA evidence-based strategy it will support is:</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>NWEA MAPs assessment will be given three times per year (Sept, Dec, Mar) and data will be analyzed to determine if students are making growth.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Professional development for content area teams on high quality writing instruction and vocabulary acquisition as well as teacher coaching for middle school english teachers. Multi-Classroom Leader, Maggie Phenicie</p>
<p>Evidence-Based Strategy 2: Extra Learning Time for Math Person(s) Responsible: Multi-Classroom Leader Math (Meghan Imwold) Timeframe: Year Long</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>This program will allow for extra learning time in math for our most struggling math students. Ms. Imwold will co-teach one 7th grade class that has been identified with the highest areas of needs based on the beginning of year MAPs data. In addition, based on MAPs data, Ms. Imwold will provide small group instruction inside of the 6th grade math classes. In addition, Ms. Imwold will oversee the intervention program to provide support to the math intervention teacher by helping her to differentiate</p>

	<p>and to improve her data driven assessment practice. Ms. Imwold will lead data review meetings and will lead a schoolwide progress monitoring plan. In addition, she will lead the math team in a professional learning community with a focus on data driven instructional practices and creating formative assessments to use in their classrooms. Ms. Imwold will lead sessions for content area teachers on how she uses formative assessments to drive instruction. Ms. Imwold will also coach the middle school math teachers by observing and providing feedback on their instruction.</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>This co-teaching and math intervention model would allow for targeted small group support for struggling math students. Therefore, those students should do better in their math classes. Teachers will use the information about formative assessments in their classrooms which will lead to student growth in math. Finally, teacher coaching will ensure that teachers are utilizing the most effective strategies to improve all students in the area of math.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>NWEA MAPs assessment will be given three times per year (Sept, Dec, Mar) and data will be analyzed to determine if students are making growth.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Professional development for grade level math teachers on data driven math instruction 1 Multi Classroom Leaders (Meghan Imwold)</p>
<p>Evidence-Based Strategy 3: Extra learning time for Tier 2 and 3 students provided by our Winter Saturday Academy Person(s) Responsible: Assistant Principal ; Ms. Imwold Timeframe:Feb -March (8 sessions)</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>Students who are identified as needing Tier 2 and Tier 3 intervention will be invited to Saturday Academy for extra learning time in math. In addition, students in grade 12 who are struggling to meet credit requirements will be asked to attend in order to work on deficit skills or complete outstanding assignments. The Tier 2 and Tier 3 math students will be chosen based on their 1st quarter report card and 2nd quarter progress report grades and mid-year MAPs data as well as teacher recommendation. Ms. Imwold, would work with the principal to recommend students for the program as well as skills that should be taught in the after school program.</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>This program will be for two hours on a Saturday that will increase the amount of instructional time for our most struggling students. The goal would be that students who are to attend this program would ultimately do better in their core math class after receiving remedial help.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>NWEA MAPs assessment will be given three times per year (Sept, Dec, Mar) and data will be analyzed to determine if students are making growth. The program will be evaluated in multiple ways. In the math sessions, students progress will be tracked weekly through Khan Academy progress and exit tickets. In addition, students will be given a math fluency test three times during the program. Finally, at the end of the program, the MAPs assessment will be given again to see if they made any growth. For the credit support sessions, students' grades will be reviewed bi-weekly to ensure that they are passing the classes that they need for graduation.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Curriculum Materials for Saturday School</p>

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

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Budget Engagement Sessions	Parents & Staff	January 18, 2023
Budget Review Forum	Parents	March 3, 2023
ILT Meeting	Teacher Leaders	February 28, 2023
Staff Meeting	Staff	April 17, 2023

IV. Component 4: Coordination with other Federal, State, and Local Services, Resources, and Programs. [Sec. 1114(b)(5)]: *If appropriate and applicable, the plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).*

**The budget development process satisfies this requirement. Please attach the school's
FY24 School Composite Report.**