



School Year 2025-2026
FY26 Title I Schoolwide Charter Plan

School Number: 348

School Name: Baltimore Leadership School for young Women

Principal: Dr. Darrlyn Harrison

Operator: Nicole Blair-Barzey

School Title I Point of Contact: Dr. Darrlyn Harrison

Assigned DMC Title I Specialist: Lauren Williams

School Website with FY26 Title I Plan posting: BLSYW.ORG

Table of Contents

I. Component 1: Comprehensive Needs Assessment (CNA)	3
a. Data Sources	3
b. Identified Prioritized Needs for SY25-26:	4
II. Component 2: Schoolwide Reform Strategies	5
a. Statement of Goals	5
b. Identification of Strategies	5
III. Component 3: Parent, Community, and Stakeholder Involvement	9
IV. Component 4: Coordination with other Federal, State, and Local Services, Resources, and Programs.	10

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.)
MAPs	MAPs	College & Career Readiness (SAT scores)
MCAP 2023-2024	MCAP 2023-2024	

b. Identified Prioritized Needs for SY25-26: 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 <i>Area of Need</i> and why was it selected?	Data to Support	What is the root cause of the identified need?
Literacy:	Reading Comprehension, Reading Fluency, Written Expression, Vocabulary Development	MCAP 2024 ELA Proficient Middle School: 27% MCAP 2024 ELA Proficient High School: 27%	<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> <p>Students in high school need extra learning time to be college and career ready.</p>
Math:	Math: Basic computation skills (adding, subtracting, multiplying, dividing whole numbers, fractions, decimals, and negative numbers) in all grades especially the gap between middle and high school grade	Upon reviewing several data sources, the Baltimore Leadership School for Young Women has underperformed and continued to	Students require extra learning time to build prerequisite skills to be proficient in math concepts.

		<p>decline each year in performance in the area of mathematics.</p> <p>MCAP 2024 Math Proficient Middle School: 1% MCAP 2024 Math Proficient High School: 0%</p> <p>NWEA MAPS Assessment Mean RIT 201 for 6th grade (mean average for typical 6th grade 223)</p> <p>NWEA MAPS Assessment Mean RIT 211 for 7th grade (mean average for typical 6th grade 227)</p> <p>NWEA MAPS Assessment Mean RIT 211 for 9th grade (mean average for typical 6th grade 237)</p> <p>NWEA MAPS Assessment Mean RIT 241 for 11th grade (mean average for typical 6th grade 247)</p> <p>During the 2024-2025 SY, less than 70% of the students in grades 6th -9th grew 1 grade level on the mathematics MAPS assessment</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> <p>Students in high school need extra learning time to be college and career ready.</p>
Other:			
Other:			

--	--	--	--

II. Component 2: Schoolwide Reform Strategies:

- The plan must describe **how the school will improve academic achievement** throughout the school, but particularly for the lowest-achieving students, by **addressing the needs identified in the comprehensive needs’ assessment**.
- The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to **provide a well-rounded education**. *(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 for more information]. Please ensure all Title I allocations for FY26 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 2025-2026, 6th through 11th grade RIT averages will increase by at least 6 points as evidenced by the NWEA MAPs assessment. ● By the end of the SY 2025-2026, students in 6 th -12th grade will increase their written expression scores to an average score of 3.0 according to the MCAP writing rubric ● By July 2026, 36% of students in Grades 6-8 will earn a score proficient on the MCAP assessment.
Math:	<ul style="list-style-type: none"> ● By the end of SY 2024-2025, 6th through 11th grade RIT averages will increase by at least 6 points as evidenced by the NWEA MAPs assessment. ● By July 2025, 35% of students in Grades 6-8 will earn a score proficient 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: Person(s) Responsible: Math Coach—Edward Ellis Timeframe: SY 25-26	
<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. The instructor 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, the instructor will provide small group instruction inside of the 6th grade math classes. In addition, the instructor will oversee the intervention program which uses Math 180 curriculum to provide support to the math intervention teacher by helping her to differentiate and to improve her data driven assessment practice. The coach 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. They will lead sessions for content area teachers on how she uses formative assessments to drive instruction. In addition, they 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 using the Math180 math curriculum. 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 secondary math teacher also supplies and mathematical resources and manipulatives for hands on learning and project-based learning Positions and materials totalling \$368,600</p>
Evidence-Based Strategy 2: Extra Learning Time for Literacy Person(s) Responsible: Dr. Harrison Timeframe: SY 25-26	
<p>Explain how this strategy will provide equity and opportunities that address the</p>	<p>This program will allow for extra learning time in literacy for our most struggling readers. Ms. Champion will lead the english team and will support the team in</p>

<p>learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>analyzing data to identify students for in-class small group instruction and for our targeted reading intervention program. In addition, MS. Champion will lead professional development sessions for content area teachers on how to develop better writers that are college ready. In addition, they will lead the English team in a professional learning community with a focus on best practices to increase vocabulary acquisition in the content areas. They will monitor a schoolwide progress monitoring plan. Finally, Ms. Champion 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 using the Edmentum online program 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.</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. 2 Secondary ELA instructional staff Positions and materials totalling \$368,600</p>
<p>Evidence-Based Strategy 3: Person(s) Responsible: Timeframe:</p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the</p>	

<p>school, particularly the needs of the lowest-achieving students.</p>	
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?</p>	
<p>What benchmarks will be used for program evaluation?</p>	
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</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, and/or others determined by the school.** [Section 114(b)(2)]

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Budget Engagement Sessions	Families & Community Partners	Various times through the 2024-2025 school year
ILT Meeting	Teacher Leaders and admin	Every two weeks throughout the 2024-2025 school year
Staff Meeting	Staff	Every month during the 2024-2025 school year.

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 and approval process satisfies this requirement.