

# BALTIMORE CITY PUBLIC SCHOOLS

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*Mayor, City of Baltimore*

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*Chair, Baltimore City Board of  
School Commissioners*

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*Chief Executive Officer*

## School Year 2020-2021

# 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: TBD**

**Operator: Chevonne Hall**

**School Title I Point of Contact: Dana Collins, Assistant Principal**

**Assigned DMC Title I Specialist: Kindra Greene**

**School Website: [www.blsyw.org](http://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 <sup>th</sup> -9 <sup>th</sup> grade	MAPs Data – 6 <sup>th</sup> -9 <sup>th</sup> grade	
PARCC Data – 6 <sup>th</sup> -8 <sup>th</sup> ; 10 <sup>th</sup> & 11 <sup>th</sup>	PARCC Data – 6 <sup>th</sup> -8 <sup>th</sup> ; Alg I, Alg II	

**b. Identified Prioritized Needs for SY20-21:** *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)*

	Area of Need	Data to Support	What is the root cause of the identified need?
<b>Literacy</b>	Reading comprehension, reading fluency, written expression, vocabulary development	<p>NWEA MAPs Assessment Mean RIT for 6<sup>th</sup> grade mid year – 202 (Mean RIT for typical 6<sup>th</sup> grader is 214)</p> <p>NWEA MAPs Assessment Mean RIT for 7<sup>th</sup> grade mid year – 207 (Mean RIT for typical 7<sup>th</sup> grader 216).</p> <p>NWEA MAPs Assessment Mean RIT for 8<sup>th</sup> grade mid year – 213 (Mean RIT for typical 8<sup>th</sup> grade 219)</p> <p>NWEA MAPs Assessment Mean RIT for 9<sup>th</sup> grade mid year 212 (Mean RIT for typical 9<sup>th</sup> grade 221)</p> <p>Writing – BLSYW is below the state in writing indicators according to the PARCC school evidence</p>	<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 4<sup>th</sup> grade level entering 6<sup>th</sup> grade. Given the school closure, it is expected that students will enter 6<sup>th</sup> grade with reading levels that are lower than they have been in the past.</p> <p>Teachers lacking skills to implement data driven instruction and to create effective formative assessments</p>

		<p>statement analysis (PARCC Data 2018-2019)</p> <p>2019 PARCC Data:          % Students Meeting/Exceeding Expectations:          Grade 6 17%          Grade 7 17%          Grade 8 23%          Grade 10 38%</p>	
<p><b>Math</b></p>	<p>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</p>	<p>According to PARCC data for the last three years, BLSYW has continued to underperform in the area of math. Scores indicate that students 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 6<sup>th</sup>-9<sup>th</sup> 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 6<sup>th</sup> grade mid year – 202 (Mean RIT for typical 6th grade - 222)</p> <p>NWEA MAPs Assessment          Mean RIT for 7th grade mid year – 207 (Mean RIT for typical 7th grade - 225)</p> <p>NWEA MAPs Assessment Mean RIT 8th grade mid year – 213</p>	<p>Students require extra learning time to build prerequisite skills to be proficient in math concepts. Given the school closure, 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>(Mean RIT for typical 8th grade - 229)</p> <p>NWEA MAPs Assessment Mean RIT for 9<sup>th</sup> grade mid year 217 (Mean RIT for typical 9<sup>th</sup> grade 232)</p> <p>2019 PARCC Data: % of students Meeting/Exceeding Expectations: 6<sup>th</sup> grade: 3% 7<sup>th</sup> grade: 0% 8<sup>th</sup> grade: 0% Alg 1: 5%</p>	
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## 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 evidenced-based strategy intervention or goal or in support of an evidence-based strategy, intervention or goal. [See [Guidelines for Federal Spending](#) for more information]*

## a. Statement of Goals

Literacy Goal(s)	<ul style="list-style-type: none"> <li>By the end of SY 2020-2021, students in the 6<sup>th</sup> through 9<sup>th</sup> grade will increase their RIT score by at least 4 points as evidenced by the NWEA MAPs assessment.</li> <li>By the end of the SY 2020-2021, students in 6<sup>th</sup>-12<sup>th</sup> grade will increase their written expression scores to an average score of 3.0 according to the achieve the core rubric.</li> </ul>	
Math Goal(s)	<ul style="list-style-type: none"> <li>By the end of SY 2020-2021 students in the 6<sup>th</sup> through 9<sup>th</sup> grade will increase their RIT score by at least 4 points as evidenced by the NWEA MAPs assessment.</li> <li>By July 2021, 20% of students in Alg I will score met expectations on the PARCC assessment.</li> </ul>	
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 Instruction

**Person(s) Responsible: Reading Intervention Teacher; Ms. Calesha (Douglas) Thompson**

**Timeframe: Year Long**

Explain how this strategy provides opportunities and addresses the learning needs of all students in the school,

This program will allow for extra learning time in literacy for our most struggling readers. Students with the lowest MAPs scores in 6<sup>th</sup> and 7<sup>th</sup> grade will be selected to take a reading intervention course taught by the special educator using the Wilson Reading Program. Additionally, Ms. Douglas will lead professional development sessions for content area teachers on how she uses formative assessments to drive her instruction. In addition, Ms. Douglas will lead professional development sessions to show best practices to increase vocabulary acquisition in the content areas.

<p>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?</p>	<p>This reading intervention block would be a secondary reading/English block 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.</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><b>What Title I funded resources [including positions] are needed for implementation?</b></p>	<p>Wilson Reading Program Consumable materials Professional development for content area teams on data driven instruction 2 teachers</p>
<p><b>Evidence-Based Strategy 2: Extra Learning Time in Math</b> <b>Person(s) Responsible: Maggie Demeterio; Calesha (Douglas) Thompson</b> <b>Timeframe: Year Long</b></p>	
<p>Explain how this strategy provides opportunities and addresses the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Extra learning time will be provided through the math intervention program. Students with the lowest MAPs scores in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade will be chosen to take this intervention class. In addition, Ms. Demeterio will oversee the intervention program to provide support to the math intervention teacher by helping her to differentiate and to improve her data driven assessment practice. Content area teachers will be using the time to learn about data driven instructional practices as well as creating formative assessments to use in their classrooms. Ms. Douglas will lead sessions for content area teachers on how she uses formative assessments to drive her instruction.</p>
<p>How will this strategy strengthen the academic program in the school, increase</p>	<p>This math intervention block would be a secondary math block 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.</p>



<p>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?</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><b>What Title I funded resources [including positions] are needed for implementation?</b></p>	<p>Math180 math program Professional development for grade level math teachers on data driven math instruction 2 teachers</p>
<p><b>Evidence-Based Strategy 3: Extra learning time for Tier 2 and 3 students provided by our Winter Saturday Academy</b> <b>Person(s) Responsible: Upper School Assistant Principal;</b> <b>Timeframe: Feb -March (8 sessions)</b></p>	
<p>Explain how this strategy provides opportunities and addresses 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 1<sup>st</sup> quarter report card and 2<sup>nd</sup> quarter progress report grades and mid-year MAPs data as well as teacher recommendation.</p>
<p>How will this strategy strengthen the academic program in the school, increase</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>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?</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><b>What Title I funded resources [including positions] are needed for implementation?</b></p>	<p>Stipends for Saturday School Teachers Curriculum Materials for Saturday School 3-4 Saturday School Teachers</p>

<p><b>Evidence-Based Strategy 4: Extra learning time for Tier 2 and 3 students provided by an After School Program</b></p> <p><b>Person(s) Responsible: Middle School Assistant Principal; Ana Isabel Kuoh</b></p> <p><b>Timeframe: mid-November until 1st week of April (dates subject to change based on the school opening plan due to COVID-19)</b></p>	
<p>Explain how this strategy provides opportunities and addresses the learning needs of all students in the school,</p>	<p>Students who are identified as needing Tier 2 and Tier 3 intervention will be invited to an After School Program 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 1<sup>st</sup> quarter report card and beginning of year MAPs data as well as teacher recommendation. Ms. Kuoh, would work</p>

particularly the needs of the lowest-achieving students.	with the principal to recommend students for the program as well as skills that should be taught in the after school program.
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?	This program will be for one hour on Tuesdays, Wednesdays and Thursdays 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.
What benchmarks will be used for program evaluation?	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.
What Title I funded resources are needed for implementation?	Stipends for After School Teachers  Curriculum Materials for After School Programs

### 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
Title I Annual Meeting	Parents & Families	9/18/2020
State of the Grade Parent Meetings (Upper School)	Upper School Families	2/5/2020
State of the Grade Parent Meetings (Middle School)	Middle School Families	2/25/2020
Instructional Leadership Team Meetings (May 2020)	Senior Leadership Team Meeting	5/28/2020
Faculty Meeting (June 2020)	School Based Staff including teachers and non-instructional staff	6/8/2020


**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 FY21 composite report.**