



School Year 2026-2027
FY27 Title I Schoolwide Charter Plan

School Number: #348

School Name: Baltimore Leadership School for Young Women

Principal: Dr. Darrlyn Harrison

Operator: Nicole Blair-Barzey

Additional Title I Points of Contact: Dr. Darrlyn Harrison

Grants Specialist: Lauren Williams

School Website with FY27 Title I Plan posting: BLSYW.org

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I. Component 1: Comprehensive Needs Assessment: 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

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.)
NWEA MAP Assessment	NWEA MAP Assessment	Attendance
MCAP 2024-2025	MCAP 2024-2025	College and Career Readiness (SAT scores)

b. Identified Prioritized Needs for SY26-27: 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. 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.

	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:	<p>The area of need identified is literacy achievement and literacy development across all grade levels and content areas. As an all-girls school serving Black and Brown young women in a 100% Title I school, our mission is to ensure that every student graduates prepared for college, career, and leadership opportunities. Literacy is essential to achieving that mission because strong reading, writing, speaking, and critical thinking skills are foundational to success in all academic subjects and postsecondary pathways.</p> <p>This area was selected based on several years of reviewing student achievement data, classroom performance, teacher observations, and assessment outcomes, which indicate that many students continue to need support in reading comprehension, academic vocabulary, analytical writing, and engaging with rigorous grade-level texts. While the school has made literacy a consistent focus over the past several years, ongoing data analysis demonstrates that continued intentional work is necessary to close achievement gaps and strengthen college readiness outcomes for all students. The school recognizes that literacy is also an equity issue. Ensuring that our students can confidently read complex texts, articulate their ideas effectively, conduct</p>	<p>MCAP 2025 ELA Proficiency rate of Middle School: 28%</p> <p>MCAP 2025 ELA Proficiency rate of High School (Just 10th grade): 34%</p> <p>MOY 206 NWEA MAP ELA Assessment Mean RIT for 6th: 212/211 33% Proficiency</p> <p>MOY 206 NWEA MAP ELA Assessment Mean RIT for 7th: 217/214 32% Proficiency</p> <p>MOY 206 NWEA MAP ELA Assessment Mean RIT for 8th: 219/217 33% Proficiency</p> <p>MOY 206 NWEA MAP ELA Assessment Mean RIT for 9th: 215/217 29% Proficiency</p> <p>MOY 206 NWEA MAP ELA Assessment Mean RIT for 10th: 219/218 54 Proficiency</p> <p>MOY 206 NWEA MAP ELA Assessment Mean RIT for 11th: 221/218</p>	<p>The root causes of the identified literacy need include gaps in foundational reading and writing skills, inconsistent exposure to rigorous grade-level texts prior to entering the school, and the lasting impact of interrupted learning experiences on students’ academic growth. Many students enter the school performing below grade-level expectations in reading comprehension, academic vocabulary, and analytical writing, which affects their ability to fully access rigorous content across all subject areas. Additionally, because literacy impacts every discipline, students often require increased opportunities to practice critical reading, evidence-based writing, discussion, and higher-order thinking skills in all classrooms. Data analysis and classroom observations also indicate the need for continued consistency in implementing schoolwide literacy strategies and interventions to ensure all students receive equitable access to high-quality instruction and targeted support.</p> <p>As a 100% Title I school serving Black and Brown young women, the school also recognizes that systemic inequities and limited access to resources and enrichment opportunities outside of school may contribute to gaps in literacy development. These factors can impact students’ exposure to advanced vocabulary, independent reading opportunities, and college-level academic experiences. Because the school’s mission is to prepare every student for college and future leadership</p>

	<p>research, and engage in academic discourse is critical to expanding opportunities and empowering young women to thrive in higher education and beyond. As a result, the school remains committed to implementing schoolwide literacy strategies, targeted interventions, culturally responsive instructional practices, and cross-curricular literacy integration to accelerate student achievement and support long-term success.</p>	<p>52% Proficiency</p>	<p>opportunities, addressing these root causes through intentional literacy instruction, culturally responsive teaching practices, intervention supports, and cross-curricular literacy integration remains a critical priority.</p>
<p>Math:</p>	<p>The identified area of need is mathematics achievement, with a specific focus on strengthening students' conceptual understanding, problem-solving abilities, mathematical reasoning, and proficiency with grade-level standards. This area was selected based on a review of multiple data sources, including state assessment data, classroom performance, interim assessment results, and teacher observations, which indicate that many students continue to perform below grade-level expectations in mathematics.</p> <p>As a 100% Title I school serving Black and Brown young women, the school is committed to ensuring that all students are prepared for college, careers, and leadership opportunities. Strong mathematical skills are essential for college readiness and success in STEM-related pathways, advanced coursework, financial literacy, and real-world problem solving. Data analysis revealed that students need additional support with applying mathematical concepts, solving multi-step problems, explaining their reasoning, and demonstrating confidence in mathematics across content areas.</p>	<p>MCAP 2025 Math Proficiency rate for Middle School: 1%</p> <p>MCAP 2025 Math Proficiency rate for High School: 1%</p> <p>MOY 206 NWEA MAP Math Assessment Mean RIT for 6th: 206/216 12% Proficiency</p> <p>MOY 206 NWEA MAP Math Assessment Mean RIT for 7th: 229/221 17% Proficiency</p> <p>MOY 206 NWEA MAP Math Assessment Mean RIT for 8th: 209/226 0% Proficiency</p> <p>MOY 206 NWEA MAP Math Assessment Mean RIT for 9th: 217/227 12% Proficiency</p> <p>MOY 206 NWEA MAP Math Assessment Mean RIT for 10th: 221/229 5% Proficiency</p>	<p>The root causes of the identified mathematics need include gaps in foundational math skills, unfinished learning from previous academic years, and inconsistent confidence in applying mathematical concepts to rigorous grade-level tasks. Many students enter the school performing below grade-level expectations in computation, problem solving, mathematical reasoning, and fluency, which impacts their ability to successfully access higher-level math content and advanced coursework.</p> <p>Data analysis and classroom observations also indicate a need for increased instructional rigor, student engagement, and opportunities for mathematical discourse across classrooms. Students require more consistent exposure to challenging, standards-aligned tasks that promote critical thinking, collaboration, and real-world application of mathematical concepts. In some cases, lessons have not consistently provided sufficient opportunities for students to explain their reasoning, engage in productive struggle, or apply multiple problem-solving strategies independently.</p> <p>An additional root cause is the ongoing need for teacher professional development and instructional support in implementing rigorous, culturally responsive, and student-centered math instruction. Teachers benefit from continued training in differentiated instruction, data-driven planning,</p>

	<p>This area was also selected because gaps in mathematics achievement can limit students' access to advanced academic opportunities and future career pathways. The school recognizes the importance of creating equitable learning experiences that foster critical thinking, perseverance, and academic confidence in mathematics. Over the past several years, the school has worked intentionally to strengthen instructional practices and increase student achievement in math; however, ongoing data indicates that continued targeted support and intervention are necessary to accelerate growth and improve outcomes for all students.</p> <p>As a result, the school is prioritizing rigorous standards-based instruction, data-driven interventions, culturally responsive teaching practices, and opportunities for students to engage in mathematical discourse, collaboration, and real-world application of skills across all grade levels.</p>	<p>MOY 206 NWEA MAP ELA Assessment Mean RIT for 11th: 230/231 % Proficiency</p>	<p>effective questioning techniques, and strategies that increase student engagement and academic ownership in mathematics. Strengthening instructional practices and ensuring consistency across classrooms are essential to improving student outcomes.</p> <p>As a 100% Title I school serving Black and Brown young women, the school also recognizes that systemic inequities, interrupted learning experiences, and limited access to enrichment opportunities outside of school may contribute to skill gaps and decreased exposure to rigorous mathematical experiences. These factors can impact students' academic confidence and readiness for advanced mathematics and STEM-related opportunities. Because the school's mission is to prepare all students for college and future leadership opportunities, addressing these root causes through high-quality professional learning, rigorous instruction, targeted interventions, and engaging learning experiences remains a critical priority to ensure equitable outcomes and long-term student success.</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**.
- 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 FY27 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 2026-2027, 6th through 11th grade RIT averages will increase by at least 5 points as evidenced by the NWEA MAPs assessment. ● By the end of the SY 2026-2027, 75% students in 6th -11th grade will increase their local assessment written expression scores to an average score of 2.0 according to the MCAP writing rubric ● By June 2027, 5% 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 2026-2027, 6th through 11th grade RIT averages will increase by at least 5 points as evidenced by the NWEA MAPs assessment. ● By July 2027, 5% 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.

- 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.
- *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: Strategic Staffing for Literacy and Mathematics Achievement	
Person(s) Responsible: Dr. Darrlyn Harrison	
Timeframe: SY 26-27	
<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>The schoolwide plan includes the strategic use of Title I funds to support literacy and mathematics teacher positions that are essential to meeting the academic needs of students and sustaining the school’s instructional program. As a 100% Title I school serving Black and Brown young women, the school recognizes that strong literacy and mathematics instruction are critical to ensuring college readiness, academic achievement, and equitable educational opportunities for all students. Without Title I funding, the school would not be able to maintain these teaching positions at the level necessary to provide students with the targeted instruction and academic support they need.</p> <p>These teacher positions support the implementation of rigorous, standards-based instruction focused on reading comprehension, analytical writing, vocabulary development, mathematical reasoning, problem solving, and critical thinking skills. The literacy and mathematics teachers provide differentiated instruction, targeted intervention, and consistent academic support to students performing below grade-level expectations, while also ensuring all students have access to engaging and challenging learning experiences.</p> <p>The school’s instructional strategies are designed to strengthen the academic program by increasing rigor, improving student engagement, and supporting culturally responsive and student-centered teaching practices. Literacy and mathematics teachers collaborate across departments to reinforce schoolwide academic goals and ensure students consistently engage in meaningful learning opportunities that prepare them for success in advanced coursework and postsecondary education. Teachers also participate in professional development focused on instructional rigor, data-driven instruction, differentiation, and strategies that improve student engagement and achievement.</p> <p>Title I-funded teacher positions also support increased instructional access and learning opportunities for students through small-group instruction, intervention support, tutoring opportunities, and individualized academic assistance. These supports are critical to addressing learning gaps, accelerating student growth, and ensuring students receive the instruction necessary to meet grade-level expectations and college readiness standards.</p> <p>To evaluate the effectiveness of these strategies, the school will use established benchmarks and ongoing progress monitoring measures, including state and district assessment data, interim assessments, classroom performance, intervention data, attendance, and student engagement indicators. School leadership and instructional teams will regularly analyze data to monitor student progress, assess the impact of instructional strategies, and make adjustments as needed to ensure continuous improvement and increased academic achievement for all 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>What ESSA Evidence-based strategy will it support?</p>	<p>The use of Title I funds to support literacy and mathematics teacher positions will strengthen the academic program by ensuring students have consistent access to rigorous, standards-based instruction and targeted academic support in two foundational content areas. These positions allow the school to provide differentiated instruction, intervention support, and data-driven teaching practices that address the needs of all learners, particularly students performing below grade-level expectations. The strategy also supports increased instructional rigor, student engagement, and culturally responsive teaching practices that promote higher levels of critical thinking, problem solving, reading comprehension, and analytical writing.</p> <p>This strategy increases both the amount and quality of learning time by allowing teachers to provide small-group instruction, intervention opportunities, individualized support, tutoring, and accelerated learning experiences during and beyond the regular instructional day. Students receive additional opportunities to strengthen foundational skills while also engaging in grade-level and advanced coursework that prepares them for college and career success. The presence of</p>

	<p>dedicated literacy and mathematics teachers ensures students receive consistent academic support and meaningful instructional experiences that address learning gaps and accelerate student growth.</p> <p>The strategy also contributes to a well-rounded education by supporting cross-curricular literacy integration, STEM readiness, college preparatory instruction, and opportunities for students to build leadership, collaboration, and communication skills. As an all-girls school serving Black and Brown young women, the school is committed to creating equitable learning experiences that empower students academically and prepare them to thrive in higher education and future leadership roles.</p> <p>This strategy supports ESSA evidence-based practices through the implementation of:</p> <ul style="list-style-type: none"> • Data-driven instruction and progress monitoring (Data Cycles) • Small-group and targeted intervention instruction (Project Impact, High-Impact Tutoring) • Differentiated instruction based on student need • High-quality, standards-based instruction • Professional development focused on instructional rigor and student engagement • Culturally responsive teaching practices • Extended learning opportunities and academic intervention supports (Edmentum for Credit Recovery) <p>These evidence-based strategies are supported by educational research demonstrating that targeted intervention, effective teacher support, high-quality instruction, and increased access to rigorous learning opportunities improve student achievement outcomes, particularly in high-poverty schools and among historically underserved student populations.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>NWEA MAP assessment will be given 3 times per school year and the end of the year MCAP assessments. Data cycles will also help to evaluate student growth.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Instructional positions have been identified on the school Composite Report formulated during the budget process. Positions and material totaling \$232,000.00.</p>

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Evidence-Based Strategy 2: Extended Learning Through Block Scheduling, Co-Teaching, and Targeted Intervention
Person(s) Responsible: Dr. Darrlyn Harrison, Dr. Davonia Bryant, Shamelle Carter
Timeframe: SY 26-27

<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>The implementation of extended block scheduling, co-teaching, small-group instruction, and targeted reading and mathematics intervention will provide equitable learning opportunities by ensuring that all students have increased access to rigorous, engaging, and differentiated instruction during the school day. As a 100% Title I school serving Black and Brown young women, the school recognizes the importance of creating learning environments that intentionally address academic gaps while maintaining high expectations and access to grade-level curriculum for every student.</p>
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	<p>By increasing class periods from 53 minutes to 88 minutes, students will have additional time to engage with instructional content, receive individualized support, participate in collaborative learning experiences, and develop critical thinking and problem-solving skills. The extended instructional time allows teachers to provide differentiated instruction and targeted interventions without removing students from core instruction, helping to ensure equitable access to high-quality learning experiences for all students.</p> <p>The use of co-teaching and small-group instructional models will allow teachers to more effectively meet the diverse academic needs of students by providing targeted support, scaffolded instruction, immediate feedback, and individualized learning opportunities. These structures are especially beneficial for the lowest-achieving students, as they provide increased teacher access, focused intervention, and opportunities to strengthen foundational literacy and mathematics skills in a supportive learning environment.</p> <p>Embedded reading and mathematics interventions during the school day will ensure that students who are performing below grade level receive timely and consistent support aligned to their individual academic needs. Intervention instruction will be data-driven and designed to accelerate learning, close achievement gaps, and build student confidence and academic independence.</p> <p>Additionally, this strategy promotes equity by increasing student engagement and access to rigorous learning experiences through culturally responsive teaching practices, collaborative learning opportunities, academic discourse, and student-centered instruction. The school remains committed to ensuring that all students, regardless of academic starting point, receive the instructional support, intervention, and enrichment opportunities necessary to achieve academic success, graduate prepared for college, and pursue future leadership opportunities.</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>What ESSA Evidence-based strategy will it support?</p>	<p>The implementation of extended block scheduling, co-teaching, small-group instruction, and targeted reading and mathematics interventions will strengthen the academic program by increasing instructional rigor, improving student engagement, and providing students with more meaningful opportunities to master grade-level standards. By transitioning from 53-minute periods to 88-minute instructional blocks, teachers will have increased time to deliver deeper instruction, facilitate collaborative learning experiences, incorporate differentiated instructional strategies, and provide targeted academic support aligned to student needs.</p> <p>The increased instructional time will improve both the amount and quality of learning time by allowing students to engage more deeply with content through small-group instruction, intervention supports, guided practice, independent application, academic discourse, and project-based learning opportunities. The block schedule also creates opportunities for teachers to provide immediate feedback, reteaching, enrichment, and individualized support within the instructional period without sacrificing access to core instruction.</p> <p>The use of co-teaching and intervention models will strengthen the school’s ability to meet the needs of diverse learners, particularly students performing below grade-level expectations. Students will receive targeted reading and math interventions embedded within the school day, allowing for timely and consistent support designed to close achievement gaps and accelerate academic growth. Small-group instruction and co-teaching structures</p>

	<p>will also increase student participation, engagement, and access to differentiated instruction in a supportive learning environment.</p> <p>This strategy will help provide an enriched and accelerated curriculum by creating opportunities for collaborative learning, higher-order thinking tasks, literacy integration across content areas, STEM-based learning experiences, and student-centered instructional activities that promote critical thinking and college readiness. Students will engage in a well-rounded educational experience that supports academic achievement, leadership development, communication skills, and social-emotional growth. As an all-girls school serving Black and Brown young women, the school remains committed to providing equitable access to rigorous and enriching educational opportunities that prepare students for success in college, careers, and future leadership roles.</p> <p>This strategy supports the following ESSA evidence-based practices:</p> <ul style="list-style-type: none"> • Extended Learning Time (Block Scheduling) • Small-Group Instruction (High-Impact Tutoring/Project Impact) • Co-Teaching and Collaborative Instructional Models • Credit Recovery Via Edmentum • Targeted Reading and Mathematics Interventions • Differentiated Instruction • Data-Driven Instruction and Progress Monitoring (Data Cycles) • Student-Centered and Culturally Responsive Teaching Practices • Increased Instructional Rigor and Academic Engagement • Multi-Tiered Systems of Support (MTSS) • Evidence-Based Academic Intervention Programs <p>The effectiveness of the strategy will be measured through state and district assessment data, interim assessments, intervention progress monitoring, classroom performance data, attendance, student engagement indicators, and ongoing instructional reviews to ensure continuous improvement and increased student achievement outcomes.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>NWEA MAP assessment will be given 3 times per school year and the end of the year MCAP assessments. Data cycles will also help to evaluate student growth.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Instructional positions have been identified on the school Composite Report formulated during the budget process. Positions and material totaling \$232,000.00.</p>

Evidence-Based Strategy 3: Person(s) Responsible: Timeframe:	
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.	
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?	
What benchmarks will be used for program evaluation?	
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	

III. Component 3: Parent, Community, and Stakeholder Involvement

- 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. 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.
- 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.

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Data Cycle Meetings	Staff	2 times throughout the school year
Budget Engagement Sessions	Families and Community Partners	Various times through the 2025-2026 school year
ILT Meetings	Teacher Leaders & Administration	Various times throughout the 2025-2026 school year
Staff Meetings	Staff	Every month during the 2025-2026 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).

The budget development and approval process satisfies this requirement.