

# BALTIMORE CITY PUBLIC SCHOOLS

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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

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**School Number:** #008

**School Name:** City Springs E/M School

**Principal:** Dr. Rhonda Richetta

**Operator:** Baltimore Curriculum Project/Laura Doherty

**School Title I Point of Contact:** Zoranna Delone, Assistant Principal

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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.)
Reading Mastery Programs -RMK, RM1 (Grades K-1)	Connecting Math Concepts – CMCK (K) Singapore Math – (Grades 1)	Attendance Data
NWEA (Grades 2-8)	NWEA (Grades 2-8)	Suspension Data
Istation iSIP (Grades 2-8)	Istation iSIP (Grades 2-8)	
2019 MCAP (Grades 3-8)	2019 MCAP (Grades 3-8)	

**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>	Phonemics awareness; Decoding Reading Comprehension - Inferences, Vocabulary, Decoding, Fluency Writing and Language	32.8% of students in grades K-2 are not performing on grade level in reading on the Direct Instruction mastery tests/ reading check-outs.  62.8% of students in grades 3-5 scored a 1 or 2 on the MCAP Language Arts assessment in the spring 2019.  58.7% of students in grades 6-8 scored a 1 or 2 on the MCAP Language Arts assessment in the spring 2019	Students have limited/no phonemic and decoding knowledge upon entry to school.  Students are not combining their prior knowledge when reading content; poor fluency in oral reading; poor automatic word recognition/exposure to grade level text; poor decoding; poor (or lack of) grammar skills in essay writing; and limited vocabulary knowledge of tier

<p><b>Math</b></p>	<p>Problem solving; word problems; fact fluency; rational numbers and geometry</p>	<p>64.6% of students in grades 3-5 scored a 1 or 2 on the MCAP Math assessment in the spring of 2019.</p> <p>88.3% of students in grades 6-8 scored a 1 or 2 on the MCAP math assessment in the spring 2019.</p>	<p>Students do not understand the problem-solving process, fact fluency deficits, and number sense (reasonableness of process/answer).</p>
<p><b>Other</b></p>	<p>Attendance</p>	<p>School-wide attendance is 93.9% (grades K-8)</p>	<p>Students do not attend daily due to illness, homelessness /transient families and leads to transportation issues; lack of interest.</p>
<p><b>Other:</b></p>	<p>Climate (including Suspensions)</p>	<p>A total of 16 suspensions during the 2019-2020 SY.</p>	<p>Poor conflict resolution skills; low self-esteem; lack appropriate communication/social skills; anger/mental health management; unable to accept responsibility for actions; lack desire to restore relationships; lack of respect for authority; trauma experiences (using ACE scale); poor coping strategies; inability to trust; observation of negative/inappropriate behaviors modeled in community</p>

## 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

<p>Literacy Goal(s)</p>	<p>The percent of students in grades K-2 below grade level in Reading will decrease from 32.8% in SY20 to 10% in SY21.</p> <p>The percent of students in grades 3-5 scoring a 1 or 2 on the MCAP Language Arts assessment will decrease from 62.8% in SY19 to 50% in SY21.</p> <p>The percent of students in grades 6-8 scoring a 1 or 2 on the MCAP Language Arts assessment will decrease from 58.7% in SY19 to 43% in SY21.</p> <p>The percent of students with disabilities in grades 3-8 scoring a 4 on the MCAP Language Arts assessment will increase from 0% in SY19 to 5% in SY21.</p>
<p>Math Goal(s)</p>	<p>The percentage of students in grades 3-5 scoring a 1 or 2 on the MCAP Math assessment will decrease from 64.6% in SY19 to 50% in SY21.</p> <p>The percentage of students in grades 6-8 scoring a 1 or 2 on the MCAP Math assessment will decrease from 88.3% in SY19 to 74% in SY 21.</p> <p>The percent of students with disabilities in grades 3-8 scoring a 4 on the MCAP Math assessment will increase from 2.8% in SY19 to 8% in SY 21.</p>

Other:	The attendance rate for school-wide attendance will increase from 93.9% in SY20 to 96% in SY21.
Student Wholeness	The number of school-wide suspensions will decrease from 16 in SY20 to 8 in SY21 as we continue to implement our Leader in Me program and restorative practices.

## 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.*

<b>Evidence-Based Strategy 1: Small Group/ Differentiated Instruction</b> <b>Person(s) Responsible:</b> Teachers, paraprofessionals and academic coaches <b>Timeframe:</b> August 2020-June 2021	
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.	Small differentiated instruction provides the following: <ul style="list-style-type: none"> <li>● Strengthen the core academic programs (reading and math)</li> <li>● Allow trained staff to implement rigorous instruction and character development</li> <li>● Provides the student more 1:1 time with the teacher to strengthen struggling concepts</li> <li>● Provides authentic data driven math and reading instruction (remediation and enrichment)</li> <li>● Allows extended time to work on skills and provide support and tutoring while increasing student confidence</li> </ul>
How will this strategy strengthen the academic program in the school, increase	The strategy will strengthen the core academic programs due to the supports and programs offered at our school along with the highly trained staff implementing rigorous instructional DI, Singapore curriculums.

<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>The strategy increases the quality and quantity of instruction using the evidence-based methods to provide extended school year with our intercession program so the needs of students are met when needed without waiting for summer school/enrichment. This strategy provides the opportunity to use classroom and assessment data to determine performance-based student placement and allow students to travel across classrooms where their needs can be met; Use of intervention teachers/paraprofessionals for students not meeting standards; use of technology to better plan and instruct in the classroom. Our performance-based grouping and instructional programs including Direct Instruction, Core Knowledge, iStation, Wit and Wisdom, Eureka, Essentials for Algebra, and Singapore math are aligned to cutting edge evidence-based research along with professional development to support staff. Our support of strong character traits through our eight attributes, implementation of the Leader in Me program, restorative practices and special education/ related service provider supports for students to balance a well-rounded curriculum of evidence-based strategies on a daily basis.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Weekly data analysis of LPC (Lesson progress charts), Mastery tests, NWEA scores, iSIP assessments, and annual MCAP scores</p>
<p><b>What Title I funded resources [including positions] are needed for implementation?</b></p>	<p>4.0 Teachers and 1.0 Paraeducators;  Instructional/program materials</p>
<p><b>Evidence-Based Strategy 2: Person(s) Responsible: Timeframe:</b></p>	
<p>Explain how this strategy provides opportunities and addresses the learning needs of all students in the school,</p>	



<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>What benchmarks will be used for program evaluation?</p>	
<p><b>What Title I funded resources [including positions] are needed for implementation?</b></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
Back to School Night	Parents, students, community members, teachers, administrators	September 18, 2019
Family Math Night	Parents, students, community members, teachers, administrators	September 26, 2019
Parent Budget Input Meeting	Parents, community members, teachers, administrators	February 12, 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.**