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School Year 2023-2024

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

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: Randi S. Delone, Assistant Principal

Assigned DMC Title I Specialist: Trayvon Harris

School Website with FY24 Title I Plan posting: Citysprings.school

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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 - (Grades K- 1)	Connecting Math Concepts – CMCK (K)	Attendance Data
NWEA (Grades 2-8)	NWEA (Grades 2-8)	Suspension Data
2022 MCAP (Grades 3-8) 2022	2022 MCAP (Grades 3-8) 2022	
	Eureka Math (Grades 1-8)	

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?
Literacy:	<p>Phonemics awareness; Decoding; Reading Comprehension - Inferences, Vocabulary, Fluency, Writing; Language and mechanics.</p> <p>These areas were selected based on teacher observations and various data sources across grade levels.</p>	<p>22% of students in grades K-1 are not performing on grade level in reading on the Direct Instruction mastery tests/ reading check-outs.</p> <p>Based on NWEA reading data, 53% of students in grades 2-8 did not met their reading growth goals during the spring 22 administration.</p>	<p>Students have limited/no phonemic and decoding knowledge upon entry to school.</p> <p>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 2 words (high frequency/multiple meaning) and tier 3 words (content specific).</p>

<p>Math:</p>	<p>Problem solving; word problems; fact fluency; algebraic operations- rational numbers, fractions and geometry.</p> <p>These areas were selected based on teacher observations and various data sources across grade levels.</p>	<p>Based on NWEA math data, 46% of students in grades 2-8 did not meet their math growth goals during the spring 22 administration.</p>	<p>Students display fact fluency deficits; students do not understand problem-solving process and number sense (reasonableness of process/answer).</p>
<p>Other:</p>	<p>Attendance</p>	<p>According to School Climate dashboard, the school-wide attendance rate is 85% for SY23.</p>	<p>Families have been experiencing transportation issues due to the revitalization of Perkins Homes. Families were relocated across Baltimore City and County without transportation options provided by the district. Only MS students are provided with S-pass</p>
<p>Other:</p>	<p>Climate (specifically, Suspensions)</p>	<p>According to School Climate dashboard, there were 30 suspensions during SY23.</p>	<p>SEL; COVID limited interactions and 2 years without structure; 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 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:	The percent of students in grades 2-8 to meet their reading growth projection on the NWEA MAP assessment will increase by 10% from spring 2022 to spring 2023.
Math:	The percent of students in grades 2-8 to meet their math growth projection on the NWEA MAP assessment will increase by 10% from spring 2022 to spring 2023.
Other:	<p>School-wide attendance rate will increase from 85% in SY23 to 89% in SY24.</p> <p>School-wide suspensions will decrease by 30% from SY23 to SY24.</p>

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: Small Group/Differentiated Instruction with cultural relevance Person(s) Responsible: Classroom Teachers/ paraprofessionals Timeframe: August 2023-June 2024	
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.	Small group differentiated instruction provides the following: <ul style="list-style-type: none"> • Strengthen the core academic programs (reading and math) • Allow trained staff to implement rigorous instruction and character development • Provides the student more 1:1 time with the teacher to strengthen struggling concepts • Provides authentic data driven math and reading instruction (remediation and enrichment) • Allows extended time to work on skills and provide support and tutoring while increasing student confidence • Ensure needs of students are addressed and resources are allocated to achieve outcomes
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?	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 instruction - DI, Eureka math, History Alive! and IQWST curriculums. 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

	<p>instructional programs including Direct Instruction, Core Knowledge, Wit and Wisdom, Eureka 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 daily.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Weekly data analysis of LPC (Lesson progress charts), Mastery tests, NWEA scores and MCAP assessment data.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>The Title I funded resources needed for implementation are 4.0 FTE elementary teachers and instructional materials.</p>
<p>Evidence-Based Strategy 2: Person(s) Responsible: Timeframe:</p>	<p>N/A</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>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>	
<p>Evidence-Based Strategy 3: Person(s) Responsible: Timeframe:</p>	<p>N/A</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>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, others determined by the school [Section 114(b)(2)]*

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Priority Engagement Session	Parents, community members, teachers, administrators and CSC	January 24, 2023 (survey sent) and January 27, 2023
Community Budget Forum	Parents, community members, teachers, administrators, and CSC	March 1, 2023
Community Budget Review	Parents, community members, teachers, administrators, and CSC	March 28, 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.