



**School Year 2026-2027**  
**FY27 Title I Schoolwide Charter Plan**

**School Number: 008**

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

**Principal: Dr. Rhonda Richetta**

**Operator: Baltimore Curriculum Project**

**Additional Title I Points of Contact: Robert Summers, Assistant Principal**

**Grants Specialist: Lauren Blake Williams**

**School Website with FY27 Title I Plan posting: [citysprings.school](http://citysprings.school)**

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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 Data
Maryland Comprehensive Assessment Program (MCAP)	Maryland Comprehensive Assessment Program (MCAP)	Family/Community Engagement
Reading Mastery / Direct Instruction assessment data (Pre-K-5)	Reveal Math curriculum-based assessments	Attendance Contact Logs
DIBELS	Connecting Math Concepts – CMC (Pre-K-2)	

**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.

	<b>What is the <i>Area of Need</i> and why was it selected?</b>	<b>Data to Support</b>	<b>What is the root cause of the identified need?</b>
<b>Literacy:</b>	Higher-order thinking and citing evidence	Overall, school growth was in the 63 <sup>rd</sup> percentile nationally from Fall 2025 to Springs 2026 on the ELA NWEA MAP assessment. School achievement rose from the 26 <sup>th</sup> percentile to the 41 <sup>st</sup> . On the 2025 MCAP, average ELA proficiency was 27.7%. Highest Proficiency was current 8 <sup>th</sup> graders at 37% with the lowest being current 4 <sup>th</sup> graders at 20%. Reading and Literary comprehension strongest in Grades 4–7 (up to 39%). Vocabulary proficiency improves steadily (except for dip in grade 6), peaking at 40% in Grade 8. Writing and Written Expression show the most consistent strength across grades starting in 4th grade. Written Conventions peak in Grades 5 (45%) and 7 (49%), and slightly decline in grades 6 (38%) and 8 (42%).	Writing and grammar-related skills are outperforming reading comprehension areas. Need to increase regular practice with grade-level complex text across content areas; students need more experience with classroom tasks oriented towards higher-order thinking, critical thinking, text-dependent questioning; increase explicit instruction in academic vocabulary and in citing evidence to support written and oral claims.
<b>Math:</b>	Problem-solving	Overall, school growth was in the 60 <sup>th</sup> percentile nationally from Fall 2025 to Springs 2026 on the Math NWEA MAP assessment. School achievement rose from the 29 <sup>th</sup> percentile to the 37 <sup>th</sup> .	All math subtests are below 12%. We continue to have a need for intense, targeted instructional support in all subtest areas. Instructional time often prioritizes instruction around procedures; instruction

		<p>On the 2025 MCAP, average Math proficiency was 10.5%. Highest Proficiency was current 8<sup>th</sup> graders at 20%.</p> <p>Modeling and Reasoning drop significantly in 5th and 6th grade but improve significantly in Grade 7 then dip in grade 8.</p> <p>Content mastery is consistently the lowest subtest across grades, except for Grades 6 and 8.</p> <p>The greatest increase across all grades is in Content Mastery starting at 9% in 3rd grade and reaching a high of 20% in Grade 8. with the lowest being current 7<sup>th</sup> graders at 2%.</p>	<p>must ensure developing conceptual understanding, procedural fluency, and application with equal intensity; need to increase opportunities to problem-solve and reason about and persevere through multi-step problems.</p>
<b>Other:</b>	Attendance	<p>Attendance rate SY24-25: 88%</p> <p>Attendance rate SY25-26: 88%</p> <p>Chronically absent (tier 2+3): 50%</p> <p>Maryland School Survey 2024-25 Results for City Springs</p> <p>Maryland School Survey 2024-25 Results for City Springs</p> <p>School Climate (95%) - the highest-rated area.</p> <p>Families feel welcomed (98%), believe staff set high expectations, and feel connected to teachers and staff.</p>	<p>Multiple contributing factors including transportation barriers, family health and economic stressors, limited family awareness of the academic impact of chronic absenteeism, and insufficient early-warning systems to identify and intervene with at-risk students before patterns become entrenched.</p>



## 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:	By June 2027, the students of City Springs will move from the 41st percentile to the 51 <sup>st</sup> percentile in overall ELA achievement as measured by the nationally-normed Spring 2027 NWEA MAP administration.
Math:	By June 2027, the students of City Springs will move from the 37 <sup>th</sup> percentile to the 47 <sup>th</sup> percentile in overall math achievement as measured by the nationally-normed Spring 2027 NWEA MAP administration.
Other:	By June 2027, average daily attendance will increase from 83% to at least 92%, as measured by district attendance data.

**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.*

<p><b>Evidence-Based Strategy 1: Small Group / Differentiated Instruction</b>  <b>Person(s) Responsible: Administration, Academic Coaches, ELA/Math/Content-area Teachers</b>  <b>Timeframe: August 2026 - June 2027 (year-long, with ongoing progress monitoring)</b></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>Small group differentiated instruction provides the following:</p> <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> <li>• Ensure needs of students are addressed and resources are allocated to achieve outcomes</li> </ul>
<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?  <b>What ESSA Evidence-based strategy will it support?</b></p>	<p>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. Students will receive scaffolded supports — concrete-representational-abstract models, math manipulatives, sentence stems for mathematical discourse, explicit vocabulary instruction, small-group academic discussions focused on text-dependent questioning and close reading, and small-group differentiated instruction with teacher/paraprofessional support and academic coaching. Curriculum will include Reading Mastery Transformations and district-approved Honors ELA curriculum, Connecting Math Concepts (CMC) in Grades Pre-K-1 and Reveal Math in Grades 1-8 provide a coherent K-8 progression, with IXL, ALEKS, Newsela, and Generation Genius used as differentiated targeted skills-practice and progress-monitoring platform. IXL Math and English Language Arts is rated Strong (effect size +0.13 on</p>

	Renaissance Star; subgroup gains for Hispanic, special education, ELL, and economically disadvantaged students) and is a major part of our differentiation for students.
What benchmarks will be used for program evaluation?	<ul style="list-style-type: none"> <li>• NWEA MAP Reading administered three times per year (fall, winter, spring</li> <li>• Ongoing curriculum-based formative assessments featuring grade-level complex texts and text-dependent / evidence-based writing tasks.</li> <li>• Ongoing weekly data analysis of Lesson Progress Charts and Mastery tests, and other assessment data.</li> <li>• Formal/Informal Observation Data by Academic Coaches and Administration</li> <li>• Spring 2027 MCAP ELA proficiency rate</li> <li>• Spring 2027 MCAP Math proficiency rate</li> </ul>
<b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b>	<p>The Title I funded resources needed for implementation are:</p> <ul style="list-style-type: none"> <li>• Staffing: \$433,403 <ul style="list-style-type: none"> <li>○ 2 Paraeducators</li> <li>○ 3 Elementary Teachers</li> </ul> </li> <li>• Instructional Supplies: \$1,157</li> </ul>
<b>Evidence-Based Strategy 2: N/A</b>	
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>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?  <b>What ESSA Evidence-based strategy will it support?</b></p>	
<p>What benchmarks will be used for program evaluation?</p>	
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	
<p><b>Evidence-Based Strategy 3: N/A</b></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?  <b>What ESSA Evidence-based strategy will it support?</b></p>	

What benchmarks will be used for program evaluation?	
<b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b>	

### 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
Title I Priority Engagement Session (review of needs assessment data and proposed FY27 priorities)	Parents/Families, Teachers, School Leadership, Community School Coordinator (CSC), Community Partners	January 2026
Community Budget Forum (review of proposed FY27 Title I allocations and strategies)	Parents/Families, Teachers, School Leadership, CSC, Community Partners, BCP Operator representatives	February 2026
Community Budget Review and Plan Feedback Session	Parents/Families, Teachers, School Leadership, CSC	March 2026
Plan posted on school website and made available in accessible formats and languages	Parents/Families, Community, General Public	By July 2026; updated as amended

**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.**