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of School Commissioners

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Chief Executive Officer

School Year 2023-2024

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

School Number: 385

School Name: Baltimore International Academy West

Principal: Keting Xiao

Operator: Dr. Freeman Nepay-Konia

School Title I Point of Contact: Margaret Williams

Assigned DMC Title I Specialist:

School Website with FY24 Title I Plan posting: pending

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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.)
i-Ready Data BOY, MOY, EOY	i-Ready BOY, MOY, EOY	Social Emotional Learning, Climate and Culture data and student surveys will be used to assess the effectiveness of SEL activities and learning.
i-Ready Progress Monitoring	i-Ready Progress Monitoring	Social Emotional Learning
Foundations Tap Plans	Eureka Mid Mod, & EOM	
Second Step		

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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:	Our students continue to need explicit instruction in foundational reading skills as identified by i-Ready BOY and MOY data.	i-Ready BOY data and MOY Foundations Intensive Intervention	The students begin receiving formal reading instruction in English in g 2. In addition, there are lingering impacts from the pandemic including unfinished teaching and learning.
Math:	Our students need explicit instruction in foundational math skills as identified by I-Ready BOY data.	i-Ready BOY Data Eureka Math Mid.-Mod. & EOM	The students begin receiving formal math instruction in English in grade 2. Also, the impact from the pandemic continues to persist.
Other:	Science	<ul style="list-style-type: none"> • MISA Assessment • Unit Assessments 	Students in grades K-4, 6-8 learn all core academic subjects including science entirely through the target language. English is not used in the language immersion classrooms. Students required additional academic support with math vocabulary and foundational math skills in English to increase their level of academic proficiency.

			<ul style="list-style-type: none"> • Consistent analysis of student assessments and work to determine differentiated needs during daily/weekly instruction • Negative impact of the COVID-19 pandemic
Other:	<ul style="list-style-type: none"> • Instruction and practice within the Second Step social-emotional learning • Decrease the suspension and chronic absence rate • Increase the attendance rate • Building relationships and connections with at-risk students • Parental engagement and family connections 	<ul style="list-style-type: none"> • Climate and Culture Data • PBIS Data • Attendance and Chronic Absence Data • Suspension Rates 	<ul style="list-style-type: none"> • The school serves socio-economically disadvantaged students and their families. • Negative impact of the COVID-19 pandemic • Illness and Trauma • Lack of transportation • Homelessness • Involvement with child welfare and or child protective services

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:

<p>Literacy:</p>	<p>Based on I-Ready BOY and MOY data and curriculum-based assessments k-3 students continue to need grade level support to achieve proficiency in College and Career Readiness Standards in 2 Domains including RL phonics, phonological awareness, high frequency words, and comprehension, as well as RI ask and answer questions about a text, identify author’s purpose, identify genre, identify key details, and sequencing events in a text.</p> <p>Further connections will be made through art where students will use drawings and acting out stories to help improve their understanding of the text. In addition, students will be proficient in writing in a variety of ways including persuasive, informational and narrative.</p> <p>6-8th grade students will increase proficiency in the CCRS including identifying plot, analyzing characters, identifying key ideas and details, also understanding craft and structure, as well as <u>author’s purpose</u>. Writing will also be emphasized in daily instruction.</p> <p>In addition, Students in g3 & 6-8 will also receive daily / weekly test prep for MCAP.</p>
<p>Math:</p>	<p>i-Ready Progress monitoring data will be used in grades K-4 and 6-8 to inform instruction. Students will receive daily instruction in fluency, operations and Algebraic Thinking and Geometry.</p> <p>Students will also receive additional in class, out of class and after school tutoring.</p>

Other:	<p>Ensure a safe and secure learning environment by decreasing school suspensions from 17 to 9 with additional supports provided by The Holistic Life Foundation.</p> <p>Increase the yearly attendance average rate from 94% to 96.00%; Increase parental involvement in school programs and/or learning activities as measured by sign-in and feedback.</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: Person(s) Responsible: Timeframe:	
<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>This strategy will support students by using data to inform instruction.</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><u>All students</u> will benefit by receiving support from having additional <u>staff</u> to address their specific learning needs.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>i-Ready BOY, MOY, EOY, Data Curriculum based assessments KRA</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Math: Remedial Curriculum, Classroom based technology and learning materials ELA: 1 title I funded Employee, Remedial Curriculum, Classroom based technology, learning material</p>
<p>Evidence-Based Strategy 2: Person(s) Responsible: Timeframe:</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>Teachers will engage in ongoing professional development in data analysis, small group instruction and other evidence-based teaching strategies such as explicit instruction, using graphic organizers and the integration of technology including a single sign on and a LMS.</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>Students will continue to build and record their knowledge for reflection and to make further connections across the different units and modules. Information stored in the LMS will also serve as reference for upper grades.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Stakeholder surveys including teachers, parents, and students</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Funds to support teacher professional development, purchase of science curriculum for grades 6-8, classroom-based technology</p>
<p>Evidence-Based Strategy 3: Person(s) Responsible: Timeframe:</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>This strategy will address the learning needs of all students, particularly the lowest achieving students, but providing them with small group support in math and reading in a small group format with a qualified tutor.</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>This strategy will strengthen the academic program of the school by extending the instructional day with additional reading and math support.</p>

<p>What benchmarks will be used for program evaluation?</p>	<p>Student Achievement (Benchmark) Data i-Ready BOY, MOY, and EOY (1-4, 6-8)</p> <p>Kindergarten Readiness Assessment (KRA) Stakeholder Surveys Attendance Data Student Surveys</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Remedial Curriculum, Classroom based technology Funds to support the hiring of tutors to serve students</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
Title I Parent Information Night	Administration, Parents, Students, Teachers and Staff	November 1, 2022
New Student Information Night	Administration, Parents, Students, Teachers and Staff	August 26,2022
Back to School Night	Administration, Parents, Students, Teachers and Staff	September 14,2022
Community Budget Forum	Administration, Parents, Students, Teachers and Staff	March 14,2022
Volunteer Appreciation Luncheon		May 15, 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.