

**BALTIMORE CITY
PUBLIC SCHOOLS**

Brandon M. Scott
Mayor, City of Baltimore

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Chair, Baltimore City Board
of School Commissioners

Dr. Sonja Brooks Santelises
Chief Executive Officer

School Year 2022-2023

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

School Number: 328

School Name: Southwest Baltimore Charter School

Principal: Joseph N. Eldridge

Operator: Southwest Baltimore Charter School, Inc.

School Title I Point of Contact: Erika Brockman

Assigned DMC Title I Specialist: Kindra Green

School Website: www.sbc.school.org

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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

Literacy	Math	Other: (Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
iReady – Literacy	iReady – Literacy	Chronic Attendance Report

b. Identified Prioritized Needs for SY22-23: *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?	What data sources are provided to support findings?	What is the root cause of the identified need?
Literacy	Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension (literature and informational text)	iReady Diagnostic Growth Report	Virtual learning exacerbated existing gaps and increased the need for customized learning.
Math	Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry	iReady Diagnostic Growth Report	Virtual learning exacerbated existing gaps and increased the need for customized learning.
Other:	Attendance: as of 5/23/2022, 179 students (40%) have missed 18 days or more of school	Infinite Campus Chronis Absence Report	Parents were concerned about covid in the building. Their general unease contributed to chronic attendance issues, and this contributed to poor academic performance.
Other:			

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:

Literacy	At the EOY, the percentage of SBCS students in Tier 3 in reading will decrease from 48% to 40%.
Math	At the EOY, the percentage of SBCS students in Tier 3 in math will decrease from 46% to 38%.
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. (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.

<p>Which Strategy will be your Equity Focus? Pillar 1: Equity In Curriculum</p> <p>Evidence-Based Strategy 1: Provide customized instruction and intervention</p> <p>Person(s) Responsible: Joseph N. Eldridge</p> <p>Timeframe: September 2022- June 2023</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 use customized instruction and intervention, grounded in evidenced-based, culturally relevant practices and curricula, to ensure that students are getting the academic and arts content, as well as supplemental supports, they need at the appropriate time and with the best modality, given their personal learning trajectory. Curricula will include Reading Horizons, EnVision Math 2.0, Orton Gillingham, and Number Worlds.</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>This strategy will improve the school's quality of differentiation and instruction, and the school's ability to meet the needs of each individual learner. Customized instruction and intervention plans will create structures we can use to provide students targeted academic time after school using Reading Horizons, EnVision Math 2.0, Orton Gillingham, and Number Worlds. Our customized learning outcomes for arts as well as academic will ensure that we are providing a well-rounded education.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>EOY iReady Diagnostic Growth.</p>
<p>What Title I funded resources [including positions] are needed for implementation?</p>	<p>A middle grades literacy intervention teacher (JH) will oversee the implementation of the customized literacy interventions. Two elementary grades literacy teachers (AC, AS) will oversee the implementation of customized math and literacy interventions.</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>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>What Title I funded resources [including positions] are needed for implementation?</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>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>What Title I funded resources [including positions] are needed for implementation?</p>

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

([REDACTED]

- *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
Family Town Halls (including Priority Engagement Session 1/27/22, Community Budget Forum 2/17/22, and Community Budget Review 3/17/22))	Parents, Teachers, Students	8/19/2021, 11/17/2021, 1/27/2022, 2/17/2022, 3/17/2022

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 supportive and improvement activities or targeted support and improvement activities under section 1111(d).*

The budget development process satisfies this requirement.

Statewide Comprehensive Report

Please attach the schools FY23