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School Year 2023-2024

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

School Number: 0260

School Name: Frederick Elementary School

Principal: Harold S. Henry, Jr.

Operator: Baltimore Curriculum Project

School Title I Point of Contact: Artavia Jackson

Assigned DMC Title I Specialist: Trayvon Harris

School Website with FY24 Title I Plan posting: wearefrederick.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

(2) **Attach** actual data reports at aggregate level

Literacy	Math	Other: (Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
NWEA MAP MOY Growth Reports	NWEA MAP MOY Growth Reports	Lesson Progress Chart (LPC) showing curriculum-based assessment data and lesson progress
Lesson Progress Chart (LPC) showing curriculum-based Reading Mastery Test data	Lesson Progress Chart (LPC) showing curriculum-based unit assessment data	Progress Monitoring Instrument which tracks interventions and strategies for struggling students
Progress Monitoring Instrument which tracks interventions and strategies for struggling students	Progress Monitoring Instrument which tracks interventions and strategies for struggling students	NWEA MAP MOY Growth Reports (grades 3-5 Science)

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:	Students reading at least two grades below level in grades 2 thru 4	Curriculum-based placement and mastery tests; teacher-generated lesson progress charts	Chronic absenteeism; lingering effects from learning loss; teacher vacancies in key grade levels
Math:	Students lacking foundational math skills from lower grades	Curriculum-based unit assessments; NWEA MAP data	Chronic absenteeism; lingering effects from learning loss; teacher vacancies in key grade levels
Other:			
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 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:	All students will increase performance by 1 year from BOY assessment levels in Reading
Math:	All students will increase performance by 1 year from BOY assessment levels in Mathematics
Other:	Increase overall attendance rate to 85%

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 Intervention Person(s) Responsible: Intervention Teachers Timeframe: 09/2023 – 06/2024	
<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>The Intervention Teachers, who will be implementing the small group intervention, will be assigned to grades 2 thru 5 Reading and Mathematics based on analysis of data that shows these grade levels have the highest numbers of students functioning below grade level. Periodic review of data will allow staff to assign students to work with the intervention teachers in small groups at different points throughout the instructional day.</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>All students rising to grades K - 5, are tested at the end of each school year by the academic coach in the areas of Reading and Language, to assess their instructional level and needs for the upcoming school year. Since Direct Instruction is our core Literacy program, and students are required to be grouped at their instructional level, so they can be successful through the program, it is necessary that every student is given a placement test. Once all students are tested, they are grouped homogeneously. Grouping for Mathematics is based on curricular assessments and are more fluid than the ELA groupings. Teachers use daily exit ticket data along with unit assessments to form small groups and assign interventions.</p> <p>The intervention teachers will use small group intervention to reinforce instruction in the content classroom as well as provide additional time to work on specific skills where data reflects deficiencies in individual student achievement.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Benchmarks include the curriculum-based Mastery Test assessment for Reading and unit assessments for Mathematics. NWEA MAP data will also be captured at BOY, MOY, and EOY time periods.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Three (3) funded positions to serve as Intervention Teachers (2 for Reading and 1 for Mathematics); 4 additional homeroom teachers support smaller class sizes in grades 2 thru 5 which enable teachers to provide greater individualized instruction for fewer students at a time</p>
Evidence-Based Strategy 2: Attendance Wrap-around Support Person(s) Responsible: Attendance Monitor; Student Support Associate Timeframe: 08/2023 – 06/2024	

<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>A comprehensive strategy for improving attendance for chronically absent students, as well as recognize and encourage continued strong attendance for students who regularly attend school raises awareness of the importance of attendance to achieve academic success. The strategies address the needs of students and families struggling to keep positive attendance patterns through the use of the Student Support Team and our Community School Lead Agency. An Attendance Monitor will track and report on daily, weekly, and quarterly attendance.</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>Improving and maintaining higher attendance levels provides students the opportunity to have a continuity of learning that supports content and skill mastery. Eliminating gaps in instructional time due to absences will provide students greater opportunity to accelerate academic growth.</p> <p>In combination with strategy #1, students who are chronically absent will have access to academic intervention in effort to close instructional gaps.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Weekly and quarterly attendance is charted for every student and class for the purpose of incentives and identifying student in need of support.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Restorative Practice Coaches who conduct home visits as part of the Student Support Team process; Student Support Associate who manages the student data processes for SST</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
surveys, town halls, and other digital communications to families	Current FES families	between Feb 2023 and May 2023
Staff meetings and check-ins; surveys	Current FES Staff	between February 2023 and May 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.