

BALTIMORE CITY PUBLIC SCHOOLS

School Year 2025-2026 FY26 Title I Schoolwide Charter Plan

School Number: 260

School Name: Frederick Elementary School

Principal: Tetra Jackson

Operator: Baltimore Curriculum Project

School Title I Point of Contact: Tetra Jackson

Assigned DMC Title I Specialist: Trayvon Harris

School Website with FY26 Title I Plan posting: <http://wearefrederick.org>

Table of Contents

I. Component 1: Comprehensive Needs Assessment (CNA) 3

 a. Data Sources 3

 b. Identified Prioritized Needs for SY25-26: 4

II. Component 2: Schoolwide Reform Strategies 5

 a. Statement of Goals 5

 b. Identification of Strategies 5

III. Component 3: Parent, Community, and Stakeholder Involvement 9

IV. Component 4: Coordination with other Federal, State, and Local Services, Resources, and Programs. 10

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: (Attendance, 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 SY25-26: 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 <i>Area of Need</i> 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 & teacher vacancies in key grade levels
Math:	Students lacking foundational math skills from lower grades	Curriculum-based unit assessments; NWEA MAP data	Chronic absenteeism & teacher vacancies in key grade levels
Other:			
Other:			

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**. *(ESEA section 1114(b)(7)(A)(ii)).*
- **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 FY26 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 one year as measured by the BOY and EOY reading assessment.
Math:	All students will increase performance by one year as measured by the BOY and EOY reading assessment.
Other:	Schoolwide attendance rate will increase to 81%.

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 Instruction / Intervention Person(s) Responsible: Reading & Mathematics Teachers Timeframe: August 2025 – June 2026	
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.	Teachers will implement small group intervention each day, for students performing below grade level. This intervention will give low-performing students the opportunity to better access grade level content. Pre-teaching, reteaching, and spiraling core grade level skills will prepare students to perform closer to grade level on school and standardized assessments.
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?	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. Teachers will use small group intervention to reinforce instruction taught during whole group as well as provide additional time to work on specific skills where data reflects deficiencies in individual student achievement.
What benchmarks will be used for program evaluation?	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.
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	Three additional funded teacher positions for reading and mathematics; \$277,000. Instructional Supplies; \$500.
Evidence-Based Strategy 2: Person(s) Responsible: Timeframe:	
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.	
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?	
What benchmarks will be used for program evaluation?	
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	
Evidence-Based Strategy 3: Person(s) Responsible: Timeframe:	
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.	
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?	
What benchmarks will be used for program evaluation?	
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	

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, and/or others determined by the school. [*Section 114(b)(2)*]

Type(s) of Engagement	Stakeholders	Date(s) of engagement
A Few Good Men	Parents, Staff, Community Partners, Teachers, & Other Stakeholders	December 9, 2024
Community Budget Engagement	Parents, Staff, Community Partners, Teachers, & Other Stakeholders	January 22, 2025
A Day to Chat	Parents, Staff, Community Partners, Teachers, & Other Stakeholders	January 27, 2025
Community Budget Forum	Parents, Staff, Community Partners, Teachers, & Other Stakeholders	February 27, 2025
Black History Month Living Wax Museum	Parents, Staff, Community Partners, Teachers, & Other Stakeholders	February 27, 2025
Community Budget Review	Parents, Staff, Community Partners, Teachers, & Other Stakeholders	March 11, 2025
Science Fair	Parents, Staff, Community Partners, Teachers, & Other Stakeholders	April 10, 2025
International Day	Parents, Staff, Community Partners, Teachers, & Other Stakeholders	May 14, 2025

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). *[Sec. 1114(b)(5)]*:

The budget development and approval process satisfies this requirement.