

**School Year 2023-2024**

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

**School Number: 375**

**School Name: Baltimore Collegiate School for Boys**

**Principal: Dr. Barney Wilson / [Kelvin Bridgers](#)**

**Operator: Five Smooth Stones Foundation**

**School Title I Point of Contact: Lesley Esters Redwine, Interim Executive Director**

**Assigned DMC Title I Specialist: n/a**

**School Website with FY24 Title I Plan posting: [www.baltimorecollegiate.org](http://www.baltimorecollegiate.org)**

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(DMC) 2023-2024 Comprehensive Schoolwide Title I Plan for Charter Schools

**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**

<p><b>Literacy</b></p>	<p><b>Math</b></p>	<p><b>Other:</b>  <b>(Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)</b></p>
<p>(1) NWEA Reading  <a href="#">4th Grade</a>  <a href="#">5th Grade</a>  <a href="#">Grade 6 Analysis</a>  <a href="#">Grade 7 Analysis</a></p>	<p>(1) <a href="#">NWEA Math</a></p>	<p>Composite Score of rising 8th grade students</p>
<p>(2) Maryland State Assessment (Reading)</p>	<p>(2) Achievement First Pre-Post Assessments            (Grade 5-8)</p>	<p><a href="#">BCSB Data Report</a>; Attendance Data  <a href="#">Charter Renewal Action Plan</a></p>
	<p>(3) Match Fishtank Pre-Post Assessment (Grade)</p>	<p>Student Discipline Data (see BCSB Data Report)</p>
	<p>(4) Maryland State Assessment (Math)</p>	

**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)*

	<b>What is the Area of Need 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>	<ul style="list-style-type: none"> <li>(1) Phonics/Phonemic Awareness</li> <li>(2) Vocabulary</li> <li>(3) Informational Text</li> <li>(4) Close Reading for Meaning</li> <li>(5) Writing</li> </ul>	See above data	The root cause of the problem is that incoming students at BCSB are testing well-below grade level. While strides were made pre-COVID to improve literacy, there has been a considerable loss

			of academic momentum that can be seen across all grade levels.
<b>Math:</b>	<p>(1) Measurement of Data in Geometry – This is not taught until the end of the year. As a whole school it is difficult because we’re focused on other instructional deficit areas.</p> <p>(2) Statistics and Probability (6-7) with an average of 179 in grade 6th; 212 7th grade and 207 in 8th grade – This is the lowest instructional area based on</p>	See above data	The root cause of the problem is that our 4th and 5th grade students are performing well in geometry and data, the major clusters are priority focused to make up for COVID loss, as a result statistics and probability in middle school as well as geometry are performing below the national percentile.
<b>Other:</b>			

## 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:	In 23-24, Baltimore Collegiate School students in the elementary academy, grades 4th and 5th, 80% will achieve and/or exceed their literacy growth goal on District-approved quarterly assessments. Similarly, 85% of students in grades 6th - 8th will achieve and/or exceed their literacy goal on District-approved quarterly benchmark assessments.
Math:	In 23-24, Baltimore Collegiate School students in the elementary academy, grades 4th and 5th, 80% will achieve and/or exceed their math growth goal on District-approved quarterly assessments. Similarly, 85% of students in grades 6th - 8th will achieve and/or exceed their math goal on District approved quarterly benchmark assessments.

Other:	In 23-24, 95% of Baltimore Collegiate students will attain average daily attendance of 90% or higher quarterly.
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## 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: Migration from NWEA to iReady**  
**Person(s) Responsible: Candace Ferrell, Educational Associate**  
**Timeframe: Summer 2023 / Fall 2023**

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.

Baltimore Collegiate has utilized NWEA over the last charter term to predict MCAP and drive instruction. After much discussion and consideration, instructional leadership agrees that NWEA is not predictive of MCAP performance and is not user-friendly for teachers to easily access data. iReady comes with easy to read data exports for teachers and also brings instructional reports.

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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?

At Baltimore Collegiate, we believe that aligning our school with Baltimore City Public School will give more accurate data on the success needs of African American boys in Baltimore City. It will also give teachers an opportunity to plan and collaborate with teachers from other schools within the District to plan and inform their own instructional practices for both Reading and Math. After a review of the article published by Johns Hopkins University, we believe that the ESSA evidence-based strategy of “accelerated learning” is what we believe will make a difference at BCSB, and the utilization of a new testing program will be a differentiator for moving student achievement. <https://hub.jhu.edu/2021/08/09/covid-19-back-to-school/>

What benchmarks will be used for program evaluation?

Successful migration from NWEA to iReady for the start of the 23-24 school year, 90% teacher satisfaction from teachers during professional development, and overall teacher

	satisfaction (i.e. retention, attendance)
<b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b>	Based on the migration and implementation of iReady, we will utilize two (2) teachers at BCSB to support this work to meet the learning needs of our gents across all grades in the school. By utilizing our literacy teachers, we will be able to work closely with the instructional leadership team to support providing supplemental learning, especially to students who are not meeting academic benchmarks.
<b>Evidence-Based Strategy 2: Personalized Learning Component Block</b> <b>Person(s) Responsible: Principal</b> <b>Timeframe: 23-24 School Year</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.	All students at Baltimore Collegiate School for Boys will have daily personalized learning instructional block, and they will be utilizing iReady Personalize Learning Component four days a week (M, T, Th, F) iReady is a supplemental support program to BCSB's Tier I reading program, Match Fishtank.
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?	This strategy will create data-driven practices within the school, and close the instructional gaps for each student thereby impacting daily instruction and school performance as a whole. Personalized learning will also drive instruction across classrooms by providing data for small group instruction as well as identifying students who will need coach class and/or after-school tutoring. It also will strengthen the school-home partnership where students can complete their personalized learning at home and parents are able to see the skills in which their student has not yet mastered. This will also increase student attendance. iReady has been designated as an effective ESSA approved strategy in reading. Please see <a href="#">here</a> .



	<p>According to the research Curriculum Associates’ iReady is a moderately approved evidence based program that is gaining traction. See results, For the purposes of the research in this report, a school was considered to be implementing i-Ready Instruction if the school:</p> <ul style="list-style-type: none"> <li>- Administered the i-Ready Diagnostic for mathematics and reading a minimum of two times during the school year – fall and spring – to most students.</li> <li>- If the students engaged with i-Ready Instruction at least 30 minutes per week for a minimum of 18 weeks between the fall and spring i-Ready Diagnostic administrations.</li> <li>- Was in the second year of i-Ready Instruction use.</li> </ul>
What benchmarks will be used for program evaluation?	The School Instructional Leadership Team will review (1) small group data; (2) pre-mid-post module assessments, (3) weekly attendance data along with data conversations, and will ultimately review (4) summative data taken from MCAP assessment.
<b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b>	Here, we will continue to utilize iReady Assessment Component and Personalized Learning Component to manage this project. We will need to complete a budget amendment for this purchase.

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### 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
Stakeholder // Parents // Staff	FY24 Budget Planning Meeting	March 9, 2023
Staff Engagement	Professional Development	November 16, 2023
Leadership Team // Planning	Leadership Team Meeting (Planning)	February 22, 2023
Board // Accountability	Board of Trustees Meeting	April 24, 2023
<a href="#">Community Budget Forum Presentations</a>	BCSB Stakeholders	March 9, 2023
<a href="#">Budget Reminder Email</a>		
<a href="#">Budget Flyer</a>		

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**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.**

Please see FY24 Composite Report [here](#).