BALTIMORE CITY
PUBLIC SCHOOLS

Brandon M. Scott
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of School Commissioners

Dr. Sonja Brookins Santelises
Chief Executive Officer

School Year 2023-2024
Charter School Comprehensive Title I Schoolwide Plan for the use of Title I Funds

School Number: 23

School Name: Wolfe Street Academy

Principal: Mark Gaither

Operator: Laura Doherty, Baltimore Curriculum Project

School Title I Point of Contact: Mark Gaither

Assigned DMC Title I Specialist: Trayvon Harris

School Website with FY24 Title I Plan posting: www.wolfestreetacademy.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) <mark>Identify</mark> at least 3 sources to ensure triangulation of the data

(2) <mark>Attach</mark> actual data reports at aggregate level

Literacy	Math	Other: (Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
MCAP	MCAP	Attendance Data
NWEA MAP	NWEA MAP	School Family Survey
In-Program Lesson Progress and Mastery Test Data (Direct Instruction	In-Program Lesson Progress and Mastery Test Data (Direct Instruction)	Discipline Data – Suspensions, Referrals, Restorative Practices

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:	ELA – All areas with a focus on comprehension, writing, and speaking.	Preliminary 2023 Spring MCAP Data has WSA students scoring near or below the city and state averages, 43% compared to 42% and 54% respectively. NWEA MAP ELA data for the 22/23 school year projects 88% of students to perform at MCAP levels 1, 2, & 3.	The poverty and ESOL status of more than 85% of the student population and families. The impact of the COVID pandemic and distance learning during shutdown. The dramatic digital divide of access to technology and the near complete reliance of standardized testing through computers.
Math:	Mathematics – All areas with a specific focus on the areas of lower performance on the MCAP, including content, modeling, and reasoning.	Preliminary 2023 Spring MCAP Data has WSA students scoring near or below the city and state averages, 37% compared to 34% and 45% respectively. NWEA MAP Math data for the 22/23 school year projects 86% of students to perform at MCAP levels 1, 2, & 3.	The poverty and ESOL status of more than 85% of the student population and families. The impact of the COVID pandemic and distance learning during shutdown. The dramatic digital divide of access to technology and the near complete reliance of standardized testing through computers.

Other:	Technology – Maintaining all areas of technology including one-to-one student access at school and at home of devices, use of those devices, and familiarity with software and hardware.	Approximately 70% of our students do not have access to devices without the support of the school. This includes both Chromebooks and hotspots for internet services. The continued need for school support in the use of technology devices by our parents.	The poverty and ESOL status of more than 85% of the student population and families. The fundamental change of assessing student performance through computers.
Other:	Continued use of standardized and consistent office referral data leading to options for response to behavior, including suspensions, mindfulness, and Restorative Practices approaches.	Suspension rates are very low, only one suspension during the 22/23 school year. Office referral data has improved this year but needs to be consistently applied year to year for consistent and reviewable data.	Establishment of the Director of Student Wellness is in its second year Establishment of new routines for addressing student needs in the area of behavior management.

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:	The average performance of students on the MCAP will increase by 10% for ELA between the preliminary Spring 2023 and preliminary Spring 2024 data release and the number of students meeting their growth goals on the NWEA MAP assessment in ELA will increase by 10%.
Math:	The average performance of students on the MCAP will increase by 10% for Mathematics between the preliminary Spring 2023 and preliminary Spring 2024 data release and the number of students meeting their growth goals on the NWEA MAP assessment in Mathematics will increase by 10%.
Other:	Students will have a one-to-one ration of devices for use at school, with support for at home access as possible, including the continued development of technology skills through a third resource class for all students of Technology/Computers resulting in increased student understanding and skill in use of technology.
Other:	Continued use of standardized and consistent office referral documents and data collection and the continued integration of the Director of Student Wellness into the routines of the school to promote equity.

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: Flexible Grouping **Person(s) Responsible: Christopher Mark Gaither, Principal, Ashley Green – Academic Coach, Laura Doherty – Baltimore Curriculum Project** **Timeframe: Full Academic Year, Fall 2023 – Spring 2024**	
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.	Flexible grouping provides the following - Greater ability to individualize instruction - Increased opportunity to practice specific skills of high need - Greater efficiency in moving students toward grade level proficiency and beyond according to their needs and strengths. - Greater opportunity to celebrate successes and immediately address areas of concern with appropriate interventions. - Greater equitable access to quality teaching and to effective curriculum.
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? <mark>What ESSA Evidence-based strategy will it support?</mark>	Flexible grouping will allow teachers to more effectively use data analysis and collaborative planning to individualize student instruction for remediation and extension, most effectively and efficiently addressing student needs. The ability to maintain a student in their Zone of Proximal Development in reading and mathematics will strengthen the overall academic program and student learning.
What benchmarks will be used for program evaluation?	In-program data collection (Lesson Progress Charts, Aim Lines, NWEA MAP, Check Out Assessments, Mastery Tests, and unit pre- and post-assessments)
<mark>**What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?**</mark>	1.0 FTE Classroom Teacher Instructional Supplies
Evidence-Based Strategy 2: Modeling	

Person(s) Responsible: Christopher Mark Gaither – Principal, Ashely Green – Academic Coach, Laura Doherty – Baltimore Curriculum Project Timeframe: Full Academic Year, Fall 2023 – Spring 2024	
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.	Modeling provides the following:4 - Explicit examples of academic learning and concepts - Essential first step to the I do – We do – You do process - Supports a growth mindset - Opportunities for students with different needs and strengths to understand concepts in an equitable - manner through a multi-modal manner of learning.
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? <mark>What ESSA Evidence-based strategy will it support?</mark>	Modeling will provide the foundation of explicit instruction in both reading/ELA and mathematics that will allow teachers to guide students through a gradual release of responsibility at their own pace from the modeling, "I Do" stage, through the joint activities of "We do," to the independent achievement of student independent work in the "You do" stage. The strategy of modeling coupled with content knowledge and data analysis will provide for academic growth for all students in all academic areas.
What benchmarks will be used for program evaluation?	In-program data collection (Lesson Progress Charts, Aim Lines, NWEA MAP, Check Out Assessments, Mastery Tests, and unit pre- and post-assessments). Mastery Tests after each 10 lessons in reading and Pre- and Post-assessments in mathematics will be of importance in evaluating the success of the modeling strategy as they both will provide data as to the students' independent ability and their growth as instruction is provided.
<mark>**What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?**</mark>	1.0 FTE Classroom Teacher Instructional Supplies
Evidence-Based Strategy 3: Small Group Instruction **Person(s) Responsible: Christopher Mark Gaither – Principal, Ashely Green – Academic Coach, Laura Doherty – Baltimore Curriculum Project**	

Timeframe: Full Academic Year, Fall 2023 – Spring 2024	
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.	Small group instruction provides the following: - Daily experience reading a text at a level that supports accuracy and comprehension - Experience with a variety of genres so that students can develop favorite types of texts - Encouragement to read at their independent level - Opportunity to talk and write about texts Small group instruction also allows teachers the opportunity to observe and offer guidance to their students within a narrow band of educational need.
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?	Small group instruction provides us the opportunity to ensure more reading occurs in school under the guidance of instructors. Small group instruction will also allow for more direct student-to-teacher interaction on targeted individualized instruction.
What benchmarks will be used for program evaluation?	In-program data collection (Lesson Progress Charts, Aim Lines, NWEA MAP, Check Out Assessments, Mastery Tests, and unit pre- and post-assessments). The AIM lines and progress tracking will be of focus for this strategy in order to evaluate the effectiveness of the small group instruction.
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	1.0 FTE Classroom Teacher Instructional Supplies

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

<mark>(Attach documentation [Sign-ins, notes, flyers, agendas, handouts, etc. for each activity in support of the stakeholder engagement and input)</mark>

- *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
School Budget Forum	Parents, Teachers, Paras, Leadership	3/2/2023
Priority Engagement Meeting	Parents, Teachers, Paras, Leadership	12/15/2022
Parent ESOL Meetings	ESOL EA, ESOL Liaison, Parents	1 per month
Budget Review Meeting	Parents, Teachers, Paras, Leadership, Community	3/16/2023
District School Survey	Parents, Teachers, Paras, Students	Spring 2023
Community School Focus Groups	Parents, Teachers, Students	Spring 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.