

BALTIMORE CITY
PUBLIC SCHOOLS

School Year 2026-2027
FY27 Title I Schoolwide Charter Plan

School Number: 125

School Name: Furman L. Templeton Preparatory Academy

Principal: Ladaisha Ballard

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Additional Title I Points of Contact:

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School Website with FY27 Title I Plan posting: <https://www.furmantempletonprepacademy.com/>

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I. Component 1: Comprehensive Needs Assessment: 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

a. Data Sources

(1) Identify at least 3 sources to ensure triangulation of the data

(2) Attach actual data reports at the aggregate level

Literacy	Math	Other: (Attendance, Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
Student Achievement Data <ul style="list-style-type: none"> • Amplify (K-5) 	Student Achievement Data <ul style="list-style-type: none"> • Amplify (K-1) • i-Ready Math Diagnostic 	Student Data <ul style="list-style-type: none"> • Climate and Culture Data • Attendance Data • DECCA/DESSA Data

b. Identified Prioritized Needs for SY26-27: 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. 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.

	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:	<ul style="list-style-type: none"> Practice and instruction in phonological awareness, phonics, high-frequency words, academic language, vocabulary, reading ability, and comprehension Practice and instruction in writing and writing about a text for improved performance against grade-level expectations Student-led opportunities to develop critical thinking, problem-solving, and student leadership skills through PBL and STEAM related topics 	<ul style="list-style-type: none"> Amplify- mClass (K-5) 	<ul style="list-style-type: none"> Lack of consistent and intense student practice of reading and discussion of quality texts Need for improved teacher oversight and feedback of instructional systems related to literacy Need for improvement in the execution of lesson plans that reflect standard and curriculum expectations, whole group, and small group instruction Need for improvement in the execution of lesson plans that reflect expectations of a highly effective and engaging lesson Need for improved teacher analysis of student assessments and work to determine differentiated needs during daily and weekly instruction Need for improved teacher knowledge of content and pedagogy, coupled with ongoing professional development Need for improved teacher usage of research-based strategies Inconsistent student grapple time and meaningful feedback across content areas Limited home support and practice

<p>Math:</p>	<ul style="list-style-type: none"> ● Practice and instruction in numbers and operations, algebraic thinking, measurement, geometry, vocabulary, and problem-solving challenges for improved performance against grade-level expectations ● Practice and improvement with critical thinking skills and logic. ● Student-led opportunities to develop critical thinking, problem-solving, and student leadership skills through PBL and STEAM related topics 	<ul style="list-style-type: none"> ● Classroom Assessments (Pre-K through 5) ● i-Ready Math Diagnostic 	<ul style="list-style-type: none"> ● Need for improved teacher oversight and feedback of instructional systems related to math ● Need for improvement in the execution of lesson plans that reflect standard and curriculum expectations, whole group, and small group instruction ● Need for improvement in the execution of lesson plans that reflect expectations of a highly effective and engaging lesson ● Need for improved teacher analysis of student assessments and work to determine differentiated needs during daily and weekly instruction ● Need for improved teacher knowledge of content and pedagogy coupled with ongoing professional development ● Need for improved teacher usage of researched-based strategies ● Inconsistent student grapple time and meaningful feedback across content areas ● Limited home support and practice ● Need for improved fluency practice related to basic facts and standard computation
<p>Science</p>	<ul style="list-style-type: none"> ● Practice and instruction in writing and writing about a text for improved performance against grade-level expectations ● Student-led opportunities to develop critical thinking, problem-solving, and student 		<ul style="list-style-type: none"> ● Need for improved teacher oversight and feedback of instructional systems related to science ● Need for improvement in the execution of lesson plans that reflect standard and curriculum expectations, whole group, and small group instruction

	leadership skills through PBL and STEAM related topics		<ul style="list-style-type: none"> ● Need for improvement in the execution of lesson plans that reflect expectations of a highly effective and engaging lesson ● Need for improved teacher analysis of student assessments and work to determine differentiated needs during daily and weekly instruction ● Need for improved teacher knowledge of content and pedagogy coupled with ongoing professional development ● Need for improved teacher usage of researched-based strategies ● Inconsistent student grapple time and meaningful feedback across content areas ● Limited home support and practice ● Need for improved fluency practice related to basic facts and standard computation
Climate and Culture:	<ul style="list-style-type: none"> ● Instruction and practice within the 5 Social and Emotional Learning competencies required to succeed in multiple areas of life. 	<ul style="list-style-type: none"> ● SWIS Data Reports ● DESSA Data 	<ul style="list-style-type: none"> ● Limited instruction and support in previous school years ● limited outside of school time SEL and/or mental health instruction and supports
Attendance:	<ul style="list-style-type: none"> ● Classroom student engagement and relevance ● Relationships and connections with at-risk students ● Parental engagement and relevance ● Addressing household barriers and familial challenges 	<ul style="list-style-type: none"> ● Attendance Report 	<ul style="list-style-type: none"> ● Illness and trauma ● Negative or ineffective experiences with schooling ● Poor transportation ● Frequent moves or homelessness ● Involvement with child welfare and/or child protective services ● Poor school relationships and mentoring opportunities

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**.
- 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 FY27 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	<ul style="list-style-type: none"> ● Increase reading proficiency for students in all grades from 34% to 40% as measured by the end-of-the-year state assessment and schoolwide assessments.
Math	<ul style="list-style-type: none"> ● Increase math proficiency for students in all grades from 21% to 30%.
Science	<ul style="list-style-type: none"> ● Increase reading proficiency for students in all grades from 2% to 10% as measured by the end-of-the-year state assessment and schoolwide assessments.
Climate and Culture	<ul style="list-style-type: none"> ● Ensure a safe and secure learning environment by maintaining school referrals at 200 incidents or less. ● Ensure a safe and secure learning environment by maintaining school suspensions at 20 incidents or less.
Attendance	<ul style="list-style-type: none"> ● Increase the yearly attendance average rate from 88% to 90%.

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.
- 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.
- *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>Evidence-Based Strategy 1: Whole Group and Small Group Instruction through the facilitation of data analysis cycles. Person(s) Responsible: Administration, Academy Leads, Coaches Timeframe: SY 26-27</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>	<ul style="list-style-type: none"> ● This strategy will provide equity and opportunities to all students, particularly those who have been identified as low-performing. Teachers, coaches, and academy leads will work collaboratively to organize and analyze school-wide and classroom data in order to make decisions for future instruction. With the implementation of data analysis cycles, teachers will be able to create flexible groupings for targeted, skills-based instruction. These small groups will allow students to close gaps in their learning by receiving meaningful and quality instruction that best fits their needs.
<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>	<ul style="list-style-type: none"> ● This strategy will strengthen academic programming, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum by identifying the following: <ul style="list-style-type: none"> ○ students in need of support ○ opportunities to differentiate academic and social programming ○ differentiated in and out of school programming
<p>What benchmarks will be used for program evaluation?</p>	<ul style="list-style-type: none"> ● Student achievement data <ul style="list-style-type: none"> ○ MCLASS ○ i-Ready Math Diagnostic

	<ul style="list-style-type: none"> ● DECCA and DESSA Data ● Stakeholder Surveys ● Attendance Data
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	This grant will support 3 teacher positions and funding towards related materials. The estimated cost for teacher positions is \$387,000. Related materials have an estimated cost of \$1,750.
Evidence-Based Strategy 2: Collaboration with all stakeholders including students and parents. Person(s) Responsible: Administration and Classroom Teachers Timeframe: SY 26-27	
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.	<ul style="list-style-type: none"> ● This strategy will provide equity and opportunities that address learning needs by creating meaningful relationships for all student stakeholders and their families, particularly those who are far below grade-level.
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?	<ul style="list-style-type: none"> ● This strategy will strengthen academic programming, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum by identifying the following: <ul style="list-style-type: none"> ○ students in need of support ○ opportunities to differentiate academic and social programming ○ differentiated in and out of school programming
What benchmarks will be used for program evaluation?	<ul style="list-style-type: none"> ● Student achievement data <ul style="list-style-type: none"> ○ MCLASS ○ i-Ready Diagnostic ● DECCA and DESSA Data ● Stakeholder Surveys ● Attendance Data

<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>This grant will support 3 teacher positions and funding towards related materials.</p>
<p>Evidence-Based Strategy 3: Supervising and complete coaching cycles Person(s) Responsible: Administration, Academy Leads, Coaches Timeframe: SY 24-25</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>	<ul style="list-style-type: none"> ● This strategy will provide equity and opportunities that address the learning needs of all students, as leaders create a culture of individual feedback, development, and support. Depending on teacher experience and expertise, administration and coaches will determine areas of need and support and complete coaching cycles as needed for professional growth.
<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>	<ul style="list-style-type: none"> ● This strategy will strengthen academic programming, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum by supporting the following: <ul style="list-style-type: none"> ○ improved practice ○ effective and inclusive instruction ○ increased teacher and classroom staff capacity
<p>What benchmarks will be used for program evaluation?</p>	<ul style="list-style-type: none"> ○ MCLASS ○ i-Ready Diagnostic ● DECCA and DESSA Data ● Stakeholder Surveys ● Attendance Data
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>This grant will support 3 teacher positions and funding towards related materials.</p>

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

- 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.** 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.
- **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.

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Back to School to Night	Students, families, teachers, and community partners	Thursday, September 4, 2025
Parent Appreciation Breakfast	Students, families, teachers, and community partners	January 23, 2026
Community Budget Forum	Students, families, teachers, and community partners	March 5, 2026

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).

The budget development and approval process satisfies this requirement.