

Brandon M. Scott
Mayor, City of Baltimore

Johnette Richardson
Chair, Baltimore City Board
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: 0125

School Name: Furman L. Templeton Preparatory Academy

Principal: Ladaisha Ballard

Operator: Rosalind Lockwood

School Title I Point of Contact: Denia Payton

Assigned DMC Title I Specialist:

School Website with FY24 Title I Plan posting: <https://www.furmantempletonprepacademy.com/>

Table of Contents

I. Component 1: Comprehensive Needs Assessment (CNA)	3
a. Data Sources	3
b. Identified Prioritized Needs for SY23-24:	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: (Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
Student Achievement Data <ul style="list-style-type: none"> ● Amplify (K-5) ● ANET (2-5) 	Student Achievement Data <ul style="list-style-type: none"> ● Amplify (K-1) ● ANET (2-5) ● NWEA 	Student Data <ul style="list-style-type: none"> ● Climate and Culture Data ● Attendance Data

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 <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, and comprehension; Practice and instruction in writing and writing about a text for improved performance against grade-level expectations 	<ul style="list-style-type: none"> Guided Reading Levels (K-5) ANET (2-5) 	<ul style="list-style-type: none"> Execution of lesson plans that reflect standard and curriculum expectations Execution of lesson plans that reflect expectations of a highly effective and engaging lesson Consistent analysis of student assessments and work to determine differentiated needs during daily/weekly instruction Inconsistent teacher knowledge of content and pedagogy Inconsistent teacher uses of researched-based strategies Consistent student grapple time and meaningful feedback

Math:	<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. 	<ul style="list-style-type: none"> Eureka Classroom Assessments (Pre-K through 5) ANET (2-5) NWEA 	<ul style="list-style-type: none"> Execution of lesson plans that reflect standard and curriculum expectations Execution of lesson plans that reflect expectations of a highly effective and engaging lesson Consistent analysis of student assessments and work to determine differentiated needs during daily/weekly instruction Inconsistent teacher knowledge of content and pedagogy Inconsistent teacher uses of researched-based strategies
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
Attendance:	<ul style="list-style-type: none"> Classroom student engagement and relevance Relationships and connections with at-risk students Parental engagement and relevance 	<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

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	<ul style="list-style-type: none"> • At least 30% of students achieve proficiency or above as measured by end of the year school and state assessments (Amplify, ANET, MCAP).
Math	<ul style="list-style-type: none"> • At least 15% of students achieve proficiency or above as measured by end of the year school and state assessments (Amplify, ANET, MCAP, NWEA)
Climate and Culture	<ul style="list-style-type: none"> • Ensure a safe and secure learning environment by decreasing office referrals from 206 to 180. • Ensure a safe and secure learning environment by decreasing school suspensions from 23 to 20.
Attendance	<ul style="list-style-type: none"> • Increase the yearly attendance average rate from 86% to 90%. • Decrease the chronically absent rate from 62% to 45%.
Parent Engagement	<ul style="list-style-type: none"> • Each family should participate in at least 20 points of contact throughout the year, totaling 7,720 or more points of contact for the school community.

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.*

Which Strategy will be your Equity Focus? Strategy 1	
Evidence-Based Strategy 1: Small Group Instruction through the facilitation of data analysis cycles.	
Person(s) Responsible: Administration, Academy Leads, and Instructional Leads	
Timeframe: SY 22-23	
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 by supporting the identification of students who are included and excluded as well as those who are in the greatest need of support in multiple areas.
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?	<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"> ○ Reading Levels ○ MCLASS

	<ul style="list-style-type: none"> o ANET ● DECCA and DESSA Data ● Stakeholder Surveys ● Attendance Data
<p>What Title I funded resources [including positions] are needed for implementation?</p>	<p>This grant will support 4 teacher positions and funding towards related materials.</p>
<p>Evidence-Based Strategy 2: Collaboration with all stakeholders including students and parents. Person(s) Responsible: Administration and Classroom Teachers Timeframe: SY 22-23</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 learning needs by creating meaningful relationships for all student stakeholders and their families, particularly those who are far below grade-level.
<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?</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"> o students in need of support o opportunities to differentiate academic and social programming o 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"> ○ Reading Levels ○ MCLASS ○ ANET ● DECCA and DESSA Data ● Stakeholder Surveys ● Attendance Data
<p>What Title I funded resources [including positions] are needed for implementation?</p>	<p>This grant will support 4 teacher positions and funding towards related materials.</p>
<p>Evidence-Based Strategy 3: Supervising and completing coaching cycles Person(s) Responsible: Administration and Academy Leads Timeframe: SY 22-23</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 need sof all students as leaders create a culture of individual feedback, development, and support.
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and</p>	

<p>help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education?</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>	<p>Student achievement data</p> <ul style="list-style-type: none"> ○ Reading Levels ○ MCLASS ○ ANET ● DECCA and DESSA Data ● Stakeholder Surveys ● Attendance Data
<p>What Title I funded resources [including positions] are needed for implementation?</p>	<p>This grant will support 4 teacher positions and funding towards related materials.</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
Community Budget Forum	Admin, Parents, Students, Teachers, and Staff	February 27, 2023 February 28, 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.**