

BALTIMORE CITY PUBLIC SCHOOLS

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School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

School Year 2020-2021 Charter School: Comprehensive Title I Schoolwide Plan for the use of Title I Funds

School Number: 337

School Name: Afya Public Charter School

Principal: Tiffany Halsey

Operator: ABI/Will McKenna

School Title I Point of Contact: Patricia Njenga

Assigned DMC Title I Specialist: Kindra Green

School Website: www.afyabaltimore.org/afya

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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) 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.)
Beginning of the year ELA i-Ready data shows that 93% of Afya scholars are below grade level. Of those, 75% are two or more grade levels behind in ELA.	Beginning of the year Math i-Ready data shows that 99% of Afya scholars are below grade level. Of those, 79% are two or more grade levels behind in math.	
Spring 2019 PARCC data shows that 93% of Afya scholars did not meet expectations in ELA/L.	Spring 2019 PARCC data shows that 93% of Afya scholars did not meet expectations in Math.	
2019.2020 ANet Interim Assessment data shows that Afya scholars are performing at 31% mastery on grade level ELA/L standards.	2019.2020 ANet Interim Assessment data shows that Afya scholars are performing at 23% mastery on grade level math standards.	

b. Identified Prioritized Needs for SY20-21: *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)

	Area of Need	Data to Support	What is the root cause of the identified need?
Literacy	For students to perform well on the PARCC/MCAP assessment and to be ready for high school, we need to address gaps in reading in order to accelerate student movement to grade level. More of our students need to meet or exceed expectation in ELA if they are to be college and career ready.	<ul style="list-style-type: none"> - 2020 i-Ready Reading BOY data - 2018 Spring PARCC ELA/L data - Teacher reflections and observations on student performance throughout the year. 	Many scholars have unfinished learning that has accumulated over the years. This unfinished learning creates gaps in accessing grade level standards and content.
Math	For students to perform well on the PARCC/MCAP assessment and to be ready for high school, we need to address gaps in reading in order to accelerate student movement to grade level. More of our students need to meet or exceed expectation in Math if they are to be college and career ready.	<ul style="list-style-type: none"> - 2020 i-Ready Math BOY data - 2018 Spring PARCC ELA/L data - Teacher reflections and observations on student performance throughout the year. 	Many scholars have unfinished learning that has accumulated over the years. This unfinished learning creates gaps in accessing grade level standards and content.
Other:			

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 evidenced-based strategy intervention or goal or in support of an evidence-based strategy, intervention or goal. [See [Guidelines for Federal Spending](#) for more information]*

a. Statement of Goals

Literacy Goal(s)	To close the gap in unfinished learning, students will receive targeted intervention three (3) times a week. With this intervention. Every student will make at least one year's growth by the end of the school year as measured by End-of-Year i-Ready.
Math Goal(s)	To close the gap in unfinished learning, students will receive targeted intervention three (3) times a week. With this intervention. Every student will make at least one year's growth by the end of the school year as measured by End-of-Year i-Ready.

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:	
Person(s) Responsible:	
Timeframe:	
Explain how this strategy provides opportunities and addresses the learning needs of all students in the school, particularly the needs of the lowest-achieving students.	Three (3) times a week, math and ELA teachers will spend thirty (30) minutes providing targeted intervention to small groups of students. Teachers will determine gaps in learning for identified math and ELA/L standards and create an intervention cycle that includes a pre-assessment, teaching and post-assessment. Throughout the year, teachers will have met with all 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?	Providing this time daily will address unfinished learning and provide enrichment for students who are at or above grade level. Small group intervention will be based on students' needs as measured by i-Ready, PARCC and interim assessment data. This intervention time will provide meaningful opportunities for individualized instruction.
What benchmarks will be used for program evaluation?	Students will complete the i-Ready assessments at the beginning of the year (baseline), middle of the year (progress monitoring), and end of the year.
What Title I funded resources [including positions] are needed for implementation?	Teaching staff and instructional supplies.

Commented [GKD1]: Please omit this response and add this:
Teaching Staff and instructional supplies.

Commented [NP2R1]:

Evidence-Based Strategy 2: Person(s) Responsible: Timeframe:	
Explain how this strategy provides opportunities and addresses 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 benchmarks will be used for program evaluation?	
What Title I funded resources [including positions] are needed for implementation?	

Evidence-Based Strategy 3:	
Person(s) Responsible:	
Timeframe:	
Explain how this strategy provides opportunities and addresses 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 benchmarks will be used for program evaluation?	
What Title I funded resources [including positions] 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, others determined by the school [Section 114(b)(2)]*

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Math Content Team Meeting	Teachers and Administrators	Weekly (August '20 – June '21)
Humanities Content Team Meeting	Teachers and Administrators	Weekly (August '20 – June '21)
Back to School Night	Parents, Students and School Staff	October 17, 2019
School Family Council	Parents, Students and School Staff	January 13, 2020
School Family Council	Parents, Students and School Staff	February 12, 2020

Commented [GKD3]: Please add this meeting title: Community Budget Forum Input Meeting

Commented [GKD4]: School Family Council, teachers, parents and staff

Commented [GKD5]: 2/12/20

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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 FY21 composite report.