

**School Year 2024-2025**

**FY25 Title I Schoolwide Charter Plan**

**School Number:** 386

**School Name:** Clay Hill Public Charter School

**Principal:** Emily Augustine

**Operator:** Bluebird Education Network

**School Title I Point of Contact:** Emily Augustine

**Assigned DMC Title I Specialist:** Lauren Williams

**School Website with FY25 Title I Plan posting:** www.clayhillpcs.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) Identify at least 3 sources to ensure triangulation of the data**

**(2) Attach actual data reports at aggregate level**

| **Literacy** | **Math** | **Other:**  **(Attendance, Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)** |
| --- | --- | --- |
| STAR Early Literacy Data | STAR Early Literacy Data | Attendance Data |
| MCAP Data | MCAP Data | Climate Snapshot Data |
| MD Report Card | MD Report Card |  |
| WIDA Access Data |  |  |
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**b. Identified Prioritized Needs for SY24-25:** 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)*

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|  | **What is the *Area of Need* and why was i**t **selected?** | **Data to Support** | **What is the root cause of the identified need?** |
| **Literacy:** | Foundational Literacy Skills and Reading Comprehension | At SY23-24 MOY Star Literacy CBM Testing, only 65% of K-2nd grade students were proficient with “Letter Names” and only 63% of K-2nd grade students were proficient with “Letter Sounds.”    In SY 22-23, only 19% of 3rd and 4th grade students were proficient on MCAP Reading. | Lack of proficiency in foundational literacy skills due to interrupted education and a significant number of students learning English as a second language. |
| **Math:** | Foundational Math Skills and Problem Solving | At SY23-24 MOY Star Math CBM Testing, only 44% of Kindergarten students were proficient with “Numeral Recognition” and only 63% of K-1st grade students were proficient with “Quantity Comparison” and only 72% of 1st-2nd grade students were proficient with “Addition to 10.”  In SY 22-23, only 7% of 3rd and 4th grade students were proficient on MCAP Math. | Lack of proficiency in foundational math skills. Lack of consistent of implementation of curriculum and math data cycles. |
| **Other:** | Chronic Absenteeism | In SY 22-23, schoolwide attendance was 91.22%, but 82 students (31%) were chronically absent with 18+ absences. | Student illness and transportation challenges. |

**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**.

*(ESEA section 1114(b)(7)(A)(ii)).*

* 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](https://www.baltimorecityschools.org/procurement-federal-funds) for more information]. Please ensure all Title I allocations for FY25 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:**

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| Literacy: | The percentage of proficient 3rd-5th grade students on the MCAP Reading assessment will increase by 10% from SY23-24 to SY24-25. |
| Math: | The percentage of proficient 3rd-5th grade students on the MCAP Math assessment will increase by 10% from SY23-24 to SY24-25. |
| Other: | The percentage of students with chronic absence (18+ days) will decrease by 10% from SY23-24 to SY24-25. |

# **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.*

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| **Evidence-Based Strategy 1:** High quality educators implementing the EL curriculum in literacy and Eureka curriculum in math  **Person(s) Responsible:** Emily Augustine, Principal  **Timeframe:** August 2024-June 2025 | |
| 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. | Continuing to fund high-quality educators at all grade levels and content areas will support the goals of increased student achievement on the MCAP Reading and MCAP Math assessments. This strategy provides equity and opportunity to address the learning needs of all students in the school. Ensuring high-quality Tier 1 instruction and consistent data cycles will build students’ foundational math and literacy skills and lead to greater outcomes on annual state testing in reading and mathematics. |
| 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? | The EL curriculum is ESSA approved. The EL curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instructional approach to education. General educators use all components of this curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.  The Eureka curriculum is also ESSA approved. Similar to EL, the Eureka curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instruction approach to education. As stated above, general educators use all components of the curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students. |
| What benchmarks will be used for program evaluation? | Clay Hill uses the STAR Literacy Assessments and STAR Math assessments to evaluate program effectiveness at key progress points throughout the school year. The MCAP Reading and MCAP Math assessments are used annually each April-May to evaluate attainment of goals. |
| **What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?** | 1 FTE: Early Childhood Teacher |
| **Evidence-Based Strategy 2:** High quality tutors implementing the EL curriculum in literacy and Eureka curriculum in math.  **Person(s) Responsible:** Christine Farber, Reading Intervention Teacher  **Timeframe:** August 2024-June 2025 | |
| 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. | This strategy provides equity and opportunity to address the learning needs of all students in the school, particularly the needs of the lowest achieving students, by providing them with small-group tutoring using EL and Eureka instructional resources. |
| 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? | The EL curriculum is ESSA approved. The EL curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instructional approach to education. General educators use all components of this curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.  The Eureka curriculum is also ESSA approved. Similar to EL, the Eureka curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instruction approach to education. As stated above, general educators use all components of the curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students. |
| What benchmarks will be used for program evaluation? | Clay Hill uses the STAR Literacy Assessments and STAR Math assessments to evaluate program effectiveness at key progress points throughout the school year. The MCAP Reading and MCAP Math assessments are used annually each April-May to evaluate attainment of goals. |
| **What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?** | 1 Temp Tutor position |
| **Evidence-Based Strategy 3:** Instructional supplies to supplement ESSA approved curriculums in literacy and math  **Person(s) Responsible:** Christine Farber, Reading Intervention Teacher  **Timeframe:** August 2024-June 2025 | |
| 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. | This strategy provides equity and opportunity to address the learning needs of all students in the school, particularly the needs of the lowest achieving students, by providing them with instructional supplies to supplement the EL and Eureka curriculum, which are both ESSA approved curriculums. |
| 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? | The EL curriculum is ESSA approved. The EL curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instructional approach to education. General educators use all components of this curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.  The Eureka curriculum is also ESSA approved. Similar to EL, the Eureka curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instruction approach to education. As stated above, general educators use all components of the curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students. |
| What benchmarks will be used for program evaluation? | Clay Hill uses the STAR Literacy Assessments and STAR Math assessments to evaluate program effectiveness at key progress points throughout the school year. The MCAP Reading and MCAP Math assessments are used annually each April-May to evaluate attainment of goals. |
| **What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?** | Instructional Supplies |

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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, and/or others determined by the school. *[Section 114(b)(2)]*

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| **Type(s) of Engagement** | **Stakeholders** | **Date(s) of engagement** |
| Priority Engagement Session | Parents, Staff, Administration | December 19, 2023 |
| Budget Survey | Parents and Staff | January – February 2024 |
| Budget Forum | Parents and Staff | February 28, 2024 |
| Budget Review | Parents and Staff | March 13, 2024 |
| Presentation at public PPPCS, Inc. Board meeting | Staff, Board, Community | March 20, 2024 |
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**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).*[Sec. 1114(b)(5)]:*

**The budget development process satisfies this requirement. Please attach the school’s FY25 School Composite Report.**