

BALTIMORE CITY PUBLIC SCHOOLS

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of School Commissioners

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Chief Executive Officer

School Year 2022-2023

Charter and Contract School: Comprehensive Title I Schoolwide Plan for the use of Title I Funds

School Number: 322

School Name: New Song Academy

Principal: Douglas Fireside

Operator: New Song Community Learning Center

School Title I Point of Contact: Doug Fireside

Assigned DMC Title I Specialist:

School Website: NewSongCLC.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: (Student Wholeness, College and Career Readiness, Science, Social Studies, etc.) |
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| Fountas and Pinnell Benchmark Assessment System (BAS) for grades k ó 8 | SAVVAS Math Screener and Diagnostic Assessment (MSDA) for grades k - 8 | Online Office Referral Form |
| | EnVision End of Unit Assessments | |
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b. Identified Prioritized Needs for SY22-23: *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? | What data sources are provided to support findings? | What is the root cause of the identified need? |
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| Literacy | Pre-k ó 3 rd grade ó Phonics Kindergarten ó 8 th grade ó Reading fluency and comprehension | For phonics and phonemic awareness, we used the FUNdations assessment data For grades kindergarten ó 8 th grade we used the Fountas and Pinnell BAS Assessment | For phonics there are a range of causal factors not the least of which was the COVID pandemic where students in grades Pre K ó 3 rd grade showed large learning losses due to distance learning during the pandemic. Students in the early grades suffered the greatest learning loss as the foundational skills, activities, and learnings were challenging to do through distance learning. Additionally, students in grades Pre-k and 1 st grade had teachers new to the profession and their ability to deliver the high-quality phonics instruction takes time to develop. Lastly, the 2021 ó 22 school year, while we had returned to in person learning, saw multiple individual, class-wide, or school- |

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| | | | <p>wide changes to how instruction was delivered. In the beginning of the year students were not allowed to share resources, to sit close to each other, or to see their teachers' mouths which impacts the ability to see how letters form sounds.</p> <p>For reading fluency and comprehension, the impact of COVID continues to have an effect on student learning. As mentioned above, students were not allowed to work in small groups, were not permitted to share texts and other resources, and classroom libraries could not be easily used due to COVID restrictions. While those limits are largely gone, we had (as an illustrative example) an uptick in positive COVID cases over the last two weeks of May which has caused a re-instituting of mask mandates in our building.</p> <p>Historically speaking, New Song students have out performed their grade-level counterparts in City Schools on the MCAP reading assessment. We have not had state-wide data for 2 years and it has remained challenging to benchmark out student performance against that of other students in the district.</p> |
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| <p>Math</p> | <p>Numeracy and math fluency</p> | <p>SAVVAS MSDA math screener</p> | <p>In the 2020 ó 21 school year, New Song Academy adopted a new math curriculum. This selection process included teachers and other staff members as well as members of the instructional leadership team. Part of the switch included the adoption of the new assessment and intervention tools provided by the publisher. Training was provided at different points during the 2021 ó 22 school year to ensure that teachers were able to deliver both the instructional content and use the assessment tools provided. The implementation process has presented challenges as teacher have had to learn a new curriculum while also dealing with the challenges of coming back from the pandemic. Math scores historically at New Song have been an area of challenge (average of around 8% performing at proficient or better on MCAP from 2015 ó 2019). Students often lack the basic skills for each grade level and doing òcatch upö work can take a majority of our teaching time</p> |
| <p>Other: Behavioral Referrals</p> | <p>Student social and emotional well being</p> | <p>Office referrals</p> | <p>The pandemic has caused a huge challenge for student (and adult) mental health. Schools, including New Song Academy, have been dealing with these issues. New Song has a strong model of student wholeness that includes focuses on:</p> <ol style="list-style-type: none"> 1) Mindfulness 2) Using the Crew model of homeroom to build strong relationships 3) Restorative practices |

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| | | | <p>4) The use of the student wholeness team to work with students and staff on developing skills around self-care and on building strong relationships</p> <p>Even with all of these pieces in place, this year we have seen a spike in student dysregulation, student aggression, and classroom disruptions. We are not alone in this and we continue to use the Code of Conduct along with school-wide practices to address behaviors that break the norms of our school's culture.</p> |
| 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:

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| Literacy | Goal 1: Students in grades Pre-k to 3 rd grade will show an increase in their phonemic awareness using a sequential phonics program |
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| | Goal 2: Students in grades k ó 8 will show an increase in reading fluency, comprehension, and decoding of at least 1 grade level using the BAS assessment |
| Math | Goal 1: Students in all grade levels (k ó 8) will show at least 1 years worth of growth based on results from the MSDA assessment |
| Other: | Goal 1: During the 2022 ó 23 school year office referrals for classroom disruptions and altercations between students will decrease by 20% from the 2021 ó 22 school year. |

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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| Which Strategy will be your Equity Focus? Additional small group instructional time during the school day | |
| Evidence-Based Strategy 1: Added small group phonics instruction using FUNdations for students in grades Pre-k – 3rd grade | |
| Person(s) Responsible: Louise Sutherland and Sara McCallum | |
| Timeframe: Starting Oct 2022 – July 2023 | |
| 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. | We will provide students who are showing phonics gaps in their reading skills. Additional phonics instruction will happen during the school day as small group (between 2 ó 4 students per group) provided in both a push in model and a pull out depending on the time of day. Teachers will work with the reading intervention team to identify students who are showing gaps in their understanding of phonics and will use both the reading block time and specially identified intervention blocks to provide this set of services. Teams will meet every 4 ó 6 weeks to discuss the impact on student learning, to move students into and out of their intervention groups, and to conduct additional planning. |

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| <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> | <p>Sequential phonics instruction is a cornerstone of reading fluency and understanding. By providing additional supports and specific times for students in the “gap groups” to receive extra doses of phonics, students in the identified groups will be able to catch up with their grade level peers.</p> |
| <p>What benchmarks will be used for program evaluation?</p> | <p>FUNdation unit assessments combined with the BAS reading benchmark system that is a part of our reading and literacy programming.</p> |
| <p>What Title I funded resources [including positions] are needed for implementation?</p> | <p>Reading intervention staff including: 1) An instructional para professional 2) Reading intervention teacher 3) Additional FUNdations kits</p> |
| <p>Evidence-Based Strategy 2: Reading intervention for fluency, decoding, and comprehension for students in grades 4 - 8 Person(s) Responsible: Sara McCallum, Shermia Jackson, Colin Sullivan Timeframe: Starting Oct 2021 – July 2022</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> | <p>Students in the upper elementary grade bands and the middle grades who need additional time spent in small group (2 ó 4 students) reading intervention will be provided with reading recovery time. This intervention is designed to support students in this grade band with additional small group support and teaching focusing on reading fluency and comprehension skills. By developing these skills, students in this group will be better equipped to read grade level content materials, will be able to read more fluently, and will be better able to keep up with their grade-level peers</p> |
| <p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time,</p> | <p>Ensuring that all students are reading at or above grade level is vital to student success in all subject areas. By providing this additional time outside of the regular ELA block, we are providing more opportunities for students to catch up to their grade level peers. We believe that improving reading</p> |

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| <p>and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education?</p> | <p>fluency and comprehension for these small groups of identified students who are performing at least 2 grade levels below their expected performance we will see improvement in all academic subject areas</p> |
| <p>What benchmarks will be used for program evaluation?</p> | <p>Intervention teachers will use results from the BAS reading assessment system that is a part of the literacy programming at New Song</p> |
| <p>What Title I funded resources [including positions] are needed for implementation?</p> | <p>1) .5 salaries for 2 middle school teachers 2) Subscriptions to reading intervention programs (online ó SuccessMaker from SAVVAS and paper based materials)</p> |
| <p>Evidence-Based Strategy 3: Small group intervention for math grades k - 8 Person(s) Responsible: Sara McCallum Timeframe: Beginning October 2022 – July 2023</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> | <p>Being successful at math is by its very nature an issue of equity. Students who are able to complete more complex mathematics courses do better in high school and beyond, earn more money than their peers, and are able to pursue more opportunities in their careers. By providing access to interventions for students who are showing learning gaps in their understanding of mathematics concepts, and by closing tracking the performance of those identified students, we can work to bring out overall math scores up across all grade levels. By providing specific times and programs that can be individualized to each studentsøspecific learning need we will be able to ensure that all students have access to and can be successful on grade-level math content.</p> |
| <p>How will this strategy strengthen the academic program in the school, increase</p> | <p>By providing both the scheduled time, programs, and the smaller group setting, we will be able to target each studentsøneeds based on the benchmarking assessments used which are aligned with our</p> |

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| <p>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> | <p>selected math program. Classroom teachers and identified, trained classroom aids will be able to pull small groups, support those groups with additional teaching in smaller settings, and be able to monitor their progress through the use of assessment tools. Mathematics scores have lagged at New Song academy for over 5 years. We are driven to change that pattern by implementing the programs outlined. Students who are successful in math will also improve their science learning as math plays an important part in measurement, collecting and analyzing data, and understanding the connection between science and math.</p> |
| <p>What benchmarks will be used for program evaluation?</p> | <p>We will use the SuccessMaker Benchmark and unit assessments to track student growth</p> |
| <p>What Title I funded resources [including positions] are needed for implementation?</p> | <ol style="list-style-type: none"> 1) Subscriptions to SuccessMaker software from SAVVAAAS 2) Classroom aids in grades k ó 8th grade (a total of 6 temporary staff ó one each for grades k, 1, 2, 3, 4/5, and middle school) |

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

(Attach documentation [Sign-in Sheets, 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 |
|------------------------|--------------------|--|
| Title 1 Parent meeting | Parents and staff | Feb, 2022 & May 2022 |
| Title 1 parent meeting | Parents and staff | Monthly during the 2022 ó 23 school year |
| Leadership meetings | Staff and teachers | Monthly during the 2022 ó 23 school year |
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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 FY23 School Composite Report.