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Chief Executive Officer

School Year 2023-2024

Charter 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 – Jayson Green ED

School Title I Point of Contact: Sara McCallum

Assigned DMC Title I Specialist:

School Website with FY24 Title I Plan posting: <https://newsongcommunitylearningcenter.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.)
F and P reading assessment data (BOY and MOY 2022 – 23)	EnVision BOY/MOY Math Data	
MCAP reading data	MCAP Math 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 Area of Need and why was it selected?	Data to Support	What is the root cause of the identified need?
Literacy:	Grade – k – 2 phonics and decoding work	F and P BOY/MOY data	Students, while having made gains over the past year with the implementation of a range of support strategies, are still lagging in their decoding skills. Some of this is due to the continued impact of the COVID pandemic and interruptions to learning that occurred. However, some of the lag is due to other factors including the lack of consistent prior reading work done by our families, the trauma experiences that many of our student’s experience, and other factors.
Math:	Math fluency and problem solving	EnVision BOY and MOY data from 2022 – 23 MCAP scores from 2022	Math scores across the state have hit record lows and New Song is facing some of the same challenges as other schools. While we did adopt a new math curriculum during the 2021 – 22 school year, the impact of distance learning and of multiple school disruptions over the prior 2 years has impacted out students’ learning and instruction. We believe that we are on the right track now but also know that even prior to the pandemic our math scores were lagging behind their

			potential. We believe, much like phonics is important for all aspects of reading, math fluency and problem solving are key focus areas for improving outcomes in math. When students are better able to recall math facts across all grade levels, their ability to correctly solve problems is increased.
Other: Literacy – Reading Comprehension	Reading comprehension in grades 3 – 8	F and P scores BOY and MOY grades 3 – 8 MCAP scores for SY 21	As students who do not have ready access to a range of texts at home, and who have missed significant time in school, some of our older students (grades 3 – 8) still need support in reading comprehension strategies. Adding additional texts, and intervention strategies we will be able to build on the decoding work being done by our early grade teachers and equip students with skills they need to not only decode texts, but bring meaning to the texts as well.
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 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:

<p>Literacy:</p>	<p>To improve literacy outcomes on FUNdations and F and P assessments for students in grades k – 3 focused on decoding and reading fluency by providing additional doses of small group, science of reading based support for students in grades k – 3 who are showing gaps when compared to the same grade level peers.</p>
<p>Math:</p>	<p>To improve math fluency and automaticity on the EnVision and MCAP assessments by implementing SuccessMaker, an ESSA approved math intervention program for small groups of students working with tutors.</p>

Other:	<p>To improve reading comprehension as measured by F and P assessments for students in grades 3 – 8 by providing additional small group instruction with reading tutors utilizing supplemental reading materials targeted towards this grade band. We will focus on the SuccessMaker program from SAVVAS which has been shown to positively impact student outcomes in both fluency and comprehension.</p>
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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.*

<p>Evidence-Based Strategy 1: Additional Reading & Phonics Intervention small group FUNdations Person(s) Responsible: Sara McCallum Timeframe: Sept 2023 – May 2024</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>By providing additional small group instruction targeted towards gaps in phonemic awareness, building site word knowledge, and fluency, students who are demonstrating gaps in their learning will be able to begin to catch up to the grade-level peers. Reading foundations include basic letter sound association, letter blends, and other work in phonics. While many higher performing students have these skills when they enter grades 2 and 3, there are still others who, for a variety of reasons, lack these skills which stand in their way of comprehending a wide range of texts of increasing difficulty. Those who are showing gaps in reading fluency and phonemic skills</p>

	<p>fall farther behind as the rigor of the texts they encounter, and the greater reliance on reading to learn rather than learning to read become the expectation. Additional doses of these foundational reading skills allows students who still need to gain the skills of the grade-level peers to progress and catch up in their skills. Our goal with these funds is to hire and fully train a cadre of reading tutors who can provide the systematic phonics lessons found in FUNdations which is a nationally recognized program based on the science of reading. These students will continue to receive the whole class instruction of their class peers and will also receive additional small group reinforcement and re-teaching.</p>
<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>	<p>By providing small group, systematic instruction in phonics, decoding, fluency, and comprehension strategies early on, success across all subject areas will be made more possible. As the demands on student reading levels increase across subject areas and grade levels, students are expected to read fluently so they can read to learn. Not only are these skills needed in reading and language arts, but more and more, science, social studies, and math rely on strong reading skills to understanding source materials. Additionally, strong writing requires that students be able to draw on text evidence to support ideas and claims. Building strong readers builds stronger learners.</p> <p>FUNdations, which is used across Baltimore City, is a nationally recognized reading program. The following Webpage outlines the program effectiveness: https://www.wilsonlanguage.com/programs/fundations/evidence-of-effectiveness/</p> <p>Additional IES support for small targeted group instruction can be found at https://ies.ed.gov/ncee/wwc/practiceguide/3</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>We will use the comprehensive Fountas and Pinnell reading assessment which is given 3 times per year. We will supplement these larger assessments with the FUNdations benchmark and unit test scores to track student growth.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Funding for the following positions and materials are required:</p> <ol style="list-style-type: none"> 1) Partial funding for our reading specialist (an Educational Associate position) who oversees the intervention program so that she can provide training, monitor instruction, and support the reading tutors 2) Funding for temporary workers who can be trained and provide the in-classroom/pull out instruction 3) Additional teachers guides and consumable materials purchased for the FUNdations publishers will be needed.
<p>Evidence-Based Strategy 2: SuccessMaker Math Small Group Support and Tutoring Person(s) Responsible: Timeframe:</p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the</p>	<p>Over the past 3 years we have seen a steady decline in math achievement scores across the country, and this trend also reflects student performance at New Song Academy. We have long recognized that there would be a negative impact on student performance across all subject areas and our pre-pandemic math performance was already below what our targets were. The strategies we are proposing include providing additional small group</p>

<p>school, particularly the needs of the lowest-achieving students.</p>	<p>tutoring and individualized instruction using the SuccessMaker program from SAVVAS. SAVVAS is a nationally recognized and research-based program designed to provide supplemental instruction and support for students in their developing of math skills. This program is compatible with our current whole school math program EnVision Math and provides detailed learning reports as students progress in the program. We recognize that students who are showing significant gaps in their math performance need additional instructional minutes coupled with individualized targeted instruction on skills that they may have missed, or skills they may have not mastered in prior years. The SuccessMaker program, coupled with small group instruction provided by our trained tutors will help bridge the gap in student learning and catch students up who are in the target group. Additionally, providing tutors in the target grade levels will allow the classroom teacher to focus on bridging the gaps for other students they work with.</p>
<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>	<p>The goal of the math intervention is to provide additional minutes of small group instruction during the whole class practice, and individual practice portion of the regular instructional cycle. By targeting the time students would normally be in either individual or whole class practice with additional teaching time and more individualized learning time we aim to increase the total number of instructional minutes for the target student groups. These minutes will be provided using either push-in or pull-out models while individual practice can happen during intervention blocks or at home.</p> <p>The small group instructional model has shown promise according to the IES as a evidence based strategy. The report can be found at https://ies.ed.gov/ncee/wwc/practiceguide/2</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Along with the benchmarks that are already built into our EnVision program, SuccessMaker has just in time and unit assessments which will be used to track student performance.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>The following positions and resources will be needed to fully implement this program:</p> <ol style="list-style-type: none"> 1) Training will be provided by our intervention specialist (Ed Associate) to our during the day tutors. A portion of her time will need to be covered by Title 1 funding to provide this training and monitoring 2) Temporary staff who will serve as tutors for the identified grade levels. These tutors will work with groups of between 2 – 3 students per tutoring session in either a push in or pull out model 3) Additional math manipulative kits and materials
<p>Evidence-Based Strategy 3: Person(s) Responsible: Timeframe:</p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the</p>	<p>While building the decoding, fluency, and comprehension skills of students in early grades can be key to ensuring academic success, there are, for a wide-range of reasons including but not limited to lack of home support for reading, lack of regular attendance, undiagnosed learning challenges, and the</p>

<p>school, particularly the needs of the lowest-achieving students.</p>	<p>impact of both trauma and of the pandemic, students who manage to make it to advance in their grade level without having full fluency, recoding, and comprehension skills. We see the impact of these learning gaps across all subject areas as students in grades 3 and up are expected to decode, read, and understand a wide-range of materials across all subject areas. In fact, as problem solving and word problems have become a larger focus in math instruction, grade level performance in math has become shared between a students math skills and their reading skills.</p> <p>Over the past few years we have seen a national trend towards lower achievement across both math and reading. This continues to be true at 322 and in fact our focus since we have returned from in-person learning in 2021 has been to address the gaps that we see. The most current data shows that while we are making some progress in reading, math, and history/social studies, our students are still performing lower than some of their peers across the city and state. By providing additional research based instruction for reading comprehension and fluency we hope to stem the trend and see higher performance for the identified group of students in grades 3 – 5.</p>
<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>	<p>By providing trained reading tutors for students in grades 3 – 5 where the services can be provided in both a pull out and push in models, we will increase the number of minutes of instruction for the target group of students (those showing at least 1 year of learning gaps in the two identified areas of reading). These minutes will be provided during independent work time so that students are not loosing out on whole class instruction or instruction during other core subject teaching and activities.</p> <p>Along with the reinforcement of reading strategies that are part of the comprehensive reading program we have adopted, students in the target group will receive additional small group instruction and monitoring in SuccessMaker, a research based supplemental reading program. Research from WWC can be found at ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_successmaker_111715.pdf. This computer-based program comes from SAVVAS</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Along with the Fountas and Pinnell benchmark assessments which are given 3 times per year, SAVVAS SuccessMaker has built in benchmarks and unit assessments.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>The following positions and vendor materials will be needed:</p> <ol style="list-style-type: none"> 1) Partial funding for our intervention specialist who will provide training, oversight, and monitoring for reading tutors 2) Temporary staff in grades 3 – 8 to provide small group instruction, monitoring, and assessment of target student groups showing at least a 1.5 years gap compared to their grade level peers in reading fluency and comprehension

	3) Subscription to, and access to training from SAVVAS for SuccessMaker
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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, others determined by the school [Section 114(b)(2)]*

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Teacher and staff focus groups	Teachers, tutors, and intervention specialist	Feb 17, March 8, March 31
Title 1 Family Engagement Meetings	Staff, Parents	Feb 15, March 27,
ILT Meeting	School Leadership including staff, teachers, and operator	March 29, April 26

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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 FY24 School Composite Report.