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of School Commissioners

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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: 377

School Name: Green Street Academy

Principal: Timothy Gordon

Operator: Green Street Academy, Inc.

School Title I Point of Contact: Jessica Silva

Assigned DMC Title I Specialist: Matt Malone

School Website with FY24 Title I Plan Posting: www.greenstreetacademy.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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| Achieve 3000 Student Level Lexile Data | Imagine Math Student Level Data | Chronic Absenteeism data from 22-23 SY (Infinite Campus) |
| ANET ELA Student Data | ANET Math Student Data | Graduation Data/College Bound Data |
| HS & MS Grade Report Card Data for ELA Based Courses (Q3) | HS & MS Grade Report Card Data for Math Based Courses (Q3) | |
| 21-22 MCAP Data | 21-22 MCAP Data | |
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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: | Our scholars need access to literacy-based interventions that provide a Lexile progression in reading/writing to support differentiation and scaffolding of skills for students who are performing below grade level and struggling to maintain passing grades in ELA based classes. | Based on Achieve3000, ANET, 2022 MCAP Data, and ELA based course failure data students are performing below grade level in reading. The majority of students identified as chronically absent are also failing ELA based courses as documented in Q3 progress report grades. | Students are failing ELA based classes due to chronic absenteeism, lack of foundational reading skills, and limited access to literacy-based interventions. |
| Math: | Our scholars need access to mathematics-based progress monitoring and interventions that provide instructional and grade level progression in calculation/problem-solving to support differentiation and scaffolding of skills for students performing at low proficiency rates and struggling to maintain passing grades in Math based classes. | Based on Imagine Math, ANET, 2022 MCAP Data, and Math based course failure data students are performing below grade level in math. The majority of students identified as chronically absent are also failing Math based courses as documented in Q3 progress report grades. | Students are failing Math based classes due to chronic absenteeism, lack of foundational math skills, and limited access to math-based interventions. |
| Other: Attendance | Our scholars and families need additional guidance and support to understand the importance of regular, consistent attendance. | As of May 30, 2023, approximately 400 students have been identified as being chronically absent (having 18 or more days absent this school year). | Root need varies based on specific situation (transportation, consistency, parental involvement, mental health some potential root causes of chronic absenteeism). |

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| <p>Other: College and Career Readiness</p> | <p>Our scholars and families need additional guidance and support to access college applications, scholarships and financial aid awards through mentoring and coaching.</p> | <p>School counselor and College Bound data indicate of 106 total seniors (Class of 2023), 68 are attending a 2-4 year college, 13 are attending a trade school, 13 have secured employment, 4 are joining the military, 5 have other plans and 3 do not have plans after graduation.</p> | <p>Limited class time is dedicated to discussions about the college application process/financial awards.</p> |
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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:

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| <p>Literacy:</p> | <p>90% of scholars will increase reading proficiency as measured by Achieve 3000 Lexile levels, iReady/MobyMax Interim Assessments (Special Education Students), ANET Data, MCAP Reading/English, and passing of ELA based courses on grade report cards.</p> |
| <p>Math:</p> | <p>90% of scholars will increase math proficiency as measured by Imagine Math, iReady/MobyMax Interim Assessments (Special Education Students), ANET Data, MCAP Math/Algebra, and passing of Math based courses on grade report cards.</p> |
| <p>Other: Attendance</p> | <p>Overall reduction in chronic absenteeism (goal is less than 15% of school population will be identified as chronically absent during the 23-24 SY) as measured by infinite campus attendance data.</p> |

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| Other: College/Career Readiness | 95% of high school graduates will gain college acceptance as measured by student acceptance letters, counselor data, and alumni tracking data |
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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.*

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| <p>Evidence-Based Strategy 1: Development of teacher skill set to analyze data, differentiate, monitor progress, and provide skill-based instruction across content areas. Person(s) Responsible: Administration, Instructional Coaches, & Classroom Teachers Timeframe: August 2023-June 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>The development of teacher skill set to analyze data, differentiate, progress monitor, and provide skill-based support across content areas will support the remediation of foundational and grade-level math/reading skills of all students, particularly students who are lowest achieving.</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>Through the training and implementation of regular data analysis and progress monitoring, teachers, (with the support of administration and instructional coaches) will be able to group students, differentiate support and address skill deficits.</p> <p>Specific programs such as: iReady, MobyMax, Achieve3000, ANET and Imagine Math will be used to drive intervention supports and monitor progress.</p> <p>The use of data analysis and progress monitoring will support strong differentiation in the classroom in order to meet the needs of individual students. This will increase overall engagement and achievement.</p> |

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| <p>What benchmarks will be used for program evaluation?</p> | <p>Student growth in Reading and Math will be measured at 3 benchmark times during the school year through the use of iReady/MobyMax, Achieve 3000, Imagine Math, ANET Data and subject based course grades on grade level report cards.</p> |
| <p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p> | <p>Instructional supplies (iReady, MobyMax, ANET, Achieve 3000, Imagine Math), technology (laptops/Chromebook), and trained teacher positions in high school and middle school are needed for implementation.</p> |
| <p>Evidence-Based Strategy 2: Implementation of additional learning opportunities for Tier II and Tier III students. Person(s) Responsible: Administration, Classroom Teachers, Instructional Coaches Timeframe: August 2023-June 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>Implementation of additional learning opportunities to support intervention and instruction for Tier II & III students using intervention blocks, study halls, afterschool enrichment, tutoring, and Saturday Academy will increase student proficiency and performance on grade level standards by further closing the achievement gap for skill-based deficits in reading and mathematics.</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>Use of specific programming (before, during and/or after school) will provide additional, targeted support and intervention to students who are performing below grade level in reading and/or math.</p> <p>Specific programs such as: iReady, MobyMax, Achieve3000, ANET and Imagine Math will be used to drive intervention supports and monitor progress.</p> |
| <p>What benchmarks will be used for program evaluation?</p> | <p>Student growth in Reading and Math will be measured at 3 benchmark times during the school year through the use of iReady/MobyMax, Achieve 3000, Imagine Math, ANET Data and subject based course grades on grade level report cards.</p> |
| <p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p> | <p>Instructional Supplies (iReady, MobyMax, ANET, Achieve 3000, Imagine Math), technology (Chromebooks and laptops), and stipends for trained teacher positions in high school and middle school are needed for implementation.</p> |

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| <p>Evidence-Based Strategy 3: Increasing positive attendance through Attendance data analysis, Regular Attendance Team Meetings, Tiered Attendance Supports and Initiation of an Attendance Check In Check Out Program Person(s) Responsible: Attendance Team (Administration, Student Support Staff, Social Worker, School Counselors, School Psychologist, Lead, Teachers) Timeframe: August 2023-June 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>Formation of a team of stakeholders at the school level (i.e. Administration, Social Worker, School Psychologist, School Counselors, Lead, Teachers, and support staff) to meet bi-monthly and review Infinite Campus attendance data and grade level attendance concerns. Team members will determine students in need of additional support based on number of absences. Student level concerns will be addressed using a tiered system of support and a case management model.</p> <p>The tiered system will follow the Attendance Guidance of Baltimore City Public Schools; see attachment ‘Attendance Tiers Rubric’ in attached zipped folder and linked here: Attendance Tiers Rubric.docx</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>Attendance has been identified as the root cause of many students failing English and Math courses this school year. The Attendance team will provided tiered supports (monitor data, send letters home, contact families via calls/e-mails, make home visits). But also pleas to use a Check-In Check Out- Attendance (CICO-A) model with students identified as being a Tier II attendance concern.</p> <p>CICO-A can reduce rates of absenteeism and tardiness through a) increased supervision during morning check-ins; b) increased positive interactions with an adult in the school to build school connectedness; and c) positive feedback on attendance behavior and reinforcement.</p> |
| <p>What benchmarks will be used for program evaluation?</p> | <p>Infinite Campus attendance data analysis bi-monthly. Want to see less than 15% of total population identified as chronically absent.</p> |
| <p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p> | <p>Stipends for trained attendance team member positions. Specifically for afterhours work (data collection, home visits, mailing of documents) by members of the attendance team.</p> |
| <p>Evidence-Based Strategy 4: Enhancing post-secondary educational opportunities through college and aid-based coaching. Person(s) Responsible: Administration (High School Assistant Principal); School Counselors; College Bound Counselor (Clark) Timeframe: August 2023-June 2024</p> | |

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| <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>Formation of a team of stakeholders at the school level (i.e. Administration, School Counselors, College Bound Staff, Alumni, 11th/12th grade teacher, and support staff) to meet bi-monthly and review senior graduation requirements, grades and data. Team members will determine students in need of additional support based on graduation requirements and data. Students will be coached on the college application process and the team will use a case management model to support students in need.</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>This strategy will strengthen and increase student access to post-secondary educational, training, and financial aid opportunities; therefore, enabling, and empowering students to pursue a post-secondary education. It will also improve the school’s ties to Green Street Alumni network.</p> <p>College Bound will be used as the ESSA Evidence-based strategy.</p> |
| <p>What benchmarks will be used for program evaluation?</p> | <p>Quarterly admission and financial aid progress reports that indicate the status of each anticipated graduate towards program completion.</p> |
| <p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p> | <p>Technology (laptops, Chromebooks), School Counselors, and trained College Bound Foundation staff/resources to be used to provide an intensive support model.</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 |
|--|---|-----------------------|
| Classroom Sneak Peek SFC and PTA Recruitment Event Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | August 2023 |
| Back to School Night SFC and PTA Recruitment Event Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | September 2023 |
| Core Values Night 1 st Positive Attendance Meeting (1 of 4) PTA Meeting Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | October 2023 |

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| Literacy Night SFC Meeting Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | November 2023 |
| Math Night 2 nd Positive Attendance Meeting (2 of 4) PTA Meeting Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | December 2024 |
| Electives Night/Pathway Night Priority Engagement Session SFC Meeting Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | January 2024 |
| Black History Night Community Budget Forum PTA Meeting Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | February 2024 |
| Testing Preparation 3 rd Positive Attendance Meeting (3 of 4) | Parents, Teachers, Staff, Students, PTA Members | February 2024 |
| Science Fair Community Budget Review SFC Meeting Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | March 2024 |
| History Night 4 th Positive Attendance Meeting (4 of 4) PTA Meeting Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | April 2024 |
| End of Year Planning Night SFC Meeting Monthly Parent Event | Parents, Teachers, Staff, Students, PTA Members | May 2024 |

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.