

School Year 2024-2025
FY25 Title I Schoolwide Charter Plan

School Number: 335

School Name: Baltimore International Academy East

Principal: Elena Lokounia

Operator: Dr. Kona-Facia Freeman-Nepay

School Title I Point of Contact: Nicole Tadzong

Assigned DMC Title I Specialist: Matthew Malone

School Website with FY25 Title I Plan posting <https://www.biaeast.org/>

Table of Contents

- I. Component 1: Comprehensive Needs Assessment (CNA) 3**
 - a. Data Sources 3**
 - b. Identified Prioritized Needs for SY24-25..... 4**
- II. Component 2: Schoolwide Reform Strategies 6**
 - a. Statement of Goals 7**
 - b. Identification of Strategies 7**
- III. Component 3: Parent, Community, and Stakeholder Involvement..... 11**
- IV. Component 4: Coordination with other Federal, State, and Local Services, Resources, and Programs. 12**

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.)
iReady (BOY, MOY, EOY) Grades 1-8	iReady (BOY, MOY, EOY) Grades 1-8	Climate and Culture/PBIS Data School Survey Data (Student and Family Survey)
Classroom Assessments	Classroom Assessments	Attendance and Chronic Absence Data
DIBELS Assessment (Grades 1-3)	Eureka End of Module Assessments Grades 1-8	Suspension Data
MCAP Grades 3-8	MCAP Grades 3-8	MISA Grades 5 and 8

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)

	What is the Area of Need and why was it selected?	Data to Support	What is the root cause of the identified need?
Literacy	Grades K-8	iReady BOY, MOY, and EOY DIBELS, Kindergarten Readiness Assessment (KRA)	Students enter the program in Kindergarten or First Grade and pick one of five target language tracks to become fully immersed in: Spanish, Chinese, Arabic, Russian, or French (SCARF). Students learn all core academic subjects entirely through the target language. English is not used in the immersion classroom. Beginning in the 2 nd Grade, and continuing all the way through the 8 th grade, students go to a separate English Language Arts teacher for 60-75 minutes each day. BIA students delayed formal English instruction from typical K start to 2 nd grade based on the nature of language immersion program. Students required additional academic support with vocabulary and foundational reading skills in English to increase their level of academic proficiency in English Language Arts to meet the Annual Measurable Objectives (AMO).

			Consistent analysis of student assessments and work to determine differentiated needs during daily/weekly instruction
Math	Grades K-8	iReady BOY, MOY, and EOY Eureka curriculum-based assessments End of Module Assessments	Students in grades K-8 learn all core academic subjects including mathematics entirely through the target language. English is not used in the language immersion classrooms. Students required additional academic support with math vocabulary and foundational math skills in English to increase their level of academic proficiency in Mathematics to meet the Annual Measurable Objectives (AMO). Consistent analysis of student assessments and work to determine differentiated needs during daily/weekly instruction
Science:	Grades K-8	MISA Assessment Science Unit Assessments	Students in grades K-8 learn all core academic subjects including science entirely through the target language. English is not used in the language immersion classrooms. Students required additional academic support with math vocabulary and foundational math skills in English to increase their level of academic proficiency.

			Consistent analysis of student assessments and work to determine differentiated needs during daily/weekly instruction
School Climate/Culture:	Grade K-8	Climate and Culture/PBIS Data Attendance Data Suspension Rates Student and Family Survey	The school serves socio-economically disadvantaged students and their families. Illness and Trauma Lack of transportation Homelessness Involvement with child welfare and or child protective services

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:

Literacy Goal(s)	I-Ready: Increase reading proficiency as measured by I-Ready from 48% school wide average (Grades 1-8) to 60% MCAP: Increase reading proficiency as measured by MCAP from 31% to schoolwide average (Grades 3-8) to 50%
Math Goal(s)	I-Ready: Increase math proficiency as measured by I-Ready from 37% schoolwide average (Grades 1-8) to 50% MCAP: Increase math proficiency as measured by MCAP from 13% to schoolwide average (Grades 3-8) to 34%
Science	Use MISA data to determine current proficiency and target proficiency. Increase science proficiency as measured by MISA from 15% to 30%
School Climate and Culture	Ensure a safe and secure learning environment by decreasing the school suspension rate from 2.5% to 2%. Increase the yearly attendance average rate from 94% to 96%; decrease the chronic absence rate from 20% to 15%. Increase parental involvement in school programs and/or learning activities as measured by sign-and feedback.

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: Small Group Remedial Instruction Based on Data Analysis Person(s) Responsible: Administration, Department Chairs, ELA and Homeroom Teachers, Title 1 Teachers Timeframe: SY24-25	
<p>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.</p>	<p>This strategy will provide equity and opportunities for students by identifying and supporting those who are at the greatest need for support in multiple academic areas.</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?</p>	<p>This strategy will strengthen the academic program by increasing the quality of instructional time and providing targeted, differentiated instruction to students in need of academic support.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Student Achievement Data: iReady (Math, Reading); DIBELS (Reading); In Class Assessments (All Subjects); School Student and Family Surveys, Attendance Data</p>
<p>What Title I funded resources [including positions] are needed for implementation?</p>	<p>Math: 2 FT Employees, Remedial Curriculum, Classroom based technology ELA: 2 FT Employees, Remedial Curriculum, Classroom based technology</p>
Evidence-Based Strategy 2: Training and implementation of new science curriculum Person(s) Responsible: Administration, Department Chairs, Science Teachers Timeframe: SY24-25	

<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>This strategy will support the learning needs of all students by engaging the teachers in support and training in an evidence-based curriculum. It will also provide students with access to high-quality materials to</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 goal will strengthen the academic program by increasing the quality of instructional time with quality instructional materials.</p> <p>Science is central to humans’ lives and helps us understand the world around us. Therefore, science education is crucial to students, as it prepares them to be successful in their educational, personal, and professional endeavors. An excellent science education prepares students for long-term success in science and beyond. The new science curriculum is designed on how students learn best and prepare students to thrive in and outside the classroom. Students learn through an iterative process building on new understanding and knowledge; discover, investigate, and construct understanding with their peers; and develop their ability to solve problems, ask questions, interpret data, and argue from evidence.</p> <p>Tier 4 - Demonstrates a Rationale</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Classroom-based assessments, MISA results.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Funds to support teacher professional development, purchase of science curriculum for grades 6-8, classroom-based technology and science lab</p>
<p>Evidence-Based Strategy 3: Extended Learning Opportunity: Tutoring in Math, Reading Person(s) Responsible: Administration, Math and Reading Tutors Timeframe: SY24-25</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>This strategy will address the learning needs of all students, particularly the lowest achieving students, but providing them with small group support in math and reading in a small group format with a qualified tutor.</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 the school's academic program by extending the instructional day with more reading and math support. Students who benefit from this support have been identified by Dibels, I-Ready and classroom assessment to be below grade level and struggling with foundational skills in reading and or math. Homeroom teachers need support and tools to provide explicit and systemic instruction, so these students grow and meet their grade level reading and math expectations.</p> <p>The activities will include a 30–45-minute intervention block with an intervention teacher, learning resources, and small group instruction based on test scores and teacher recommendations.</p> <p>Tier 4 - Demonstrates a Rationale</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>I-Ready BOY, MOY, and EOY (1-8) DIBELS (1-3) Kindergarten Readiness Assessment (KRA) School Student and Family Surveys Attendance Data</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Remedial Curriculum, Classroom-based technology Funds to support the hiring of tutors to serve students</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
Community Budget Preview	Administration, Parents, Students, Teachers and Staff	
Community Budget Priority	Administration, Parents, Students, Teachers and Staff	
Community Budget Review	Administration, Parents, Students, Teachers and Staff	
New Student Information Night	Administration, Parents, Students, Teachers and Staff	
Back to School Night	Administration, Parents, Students, Teachers and Staff	
Title I Parent Information Night	Administration, Parents, Students, Teachers and Staff	
Literacy and Math Night	Administration, Parents, Students, Teachers and Staff	
BIA International Night	Administration, Parents, Students, Teachers and Staff	
Hispanic Heritage Month	Administration, Parents, Students, Teachers and Staff	
Chinese Cultural Week	Administration, Parents, Students, Teachers and Staff	
Arabic Cultural Week	Administration, Parents, Students, Teachers and Staff	
Russian Cultural Week	Administration, Parents, Students, Teachers and Staff	

National French Week	Administration, Parents, Students, Teachers and Staff	
English Cultural Week	Administration, Parents, Students, Teachers and Staff	
Black History Month	Administration, Parents, Students, Teachers and Staff	
Winter Concert	Administration, Parents, Students, Teachers and Staff	
Spring Concert	Administration, Parents, Students, Teachers and Staff	

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 FY25 School Composite Report.