

# BALTIMORE CITY --- PUBLIC SCHOOLS

## School Year 2024-2025 FY25 Title I Schoolwide Charter Plan

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**School Number: 384**

**School Name: Creative City Public Charter School**

**Principal: Traci Johnson Mathena**

**Operator: Creative City Public Charter School Foundation, Inc.**

**School Title I Point of Contact: Traci Johnson Mathena**

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

**School Website with FY25 Title I Plan posting: Pending Approval**

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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.)
2022-2023 MCAP Scores for English/Language Arts	2022-2023 MCAP Scores for Mathematics	Chronic Absence Data 2022-2023
2022-2023 Maryland Report Card Academic Achievement and Academic Progress Metrics for English/Language Arts	2022-2023 Maryland Report Card Academic Achievement and Academic Progress Metrics for mathematics	Parent and Family Survey 2022-2023 2023-24 Attendance Dashboard BCPSS Climate Dashboard (2023-24)
English Language Arts I-Ready Diagnostic Data for BOY and MOY 2023-24	Mathematics I-Ready Diagnostic Data for BOY and MOY 2023-24	2022-23 Maryland Report Card Academic Achievement Metric for School Climate
		MISA Scores 2022-2023

**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*)

	<b>What is the Area of Need and why was it selected?</b>	<b>Data to Support</b>	<b>What is the root cause of the identified need?</b>
<b>Literacy:</b>	<ul style="list-style-type: none"> <li>Reading Acquisition and Skill Achievement</li> </ul>	<ul style="list-style-type: none"> <li>Student ELA Proficiency Scores on MCAP are statistically the same across two administrations of the test (SY22 = 20%/ SY23 – 19%) and much below half of the students in the tested grades.</li> <li>ELA I-Ready data for BOY and MOY 23-24 demonstrates growth (10 percent increase of students scoring Proficient or better) however, it is still below half of the student population. Approximately 75% of our students are performing 1or more levels below grade level in ELA</li> </ul>	<ul style="list-style-type: none"> <li>Lack of strong Tier I Instructional Materials aligned to Best Practices in Reading and Language Arts.</li> <li>Inconsistent staff capacity and application of interventions/strategies to support struggling learners</li> <li>Chronic Absence is currently trending toward ending the year at 46%. This projection is lower than where we ended in June 2023 (52%), but nearly half of our students are trending chronically absent.</li> </ul>
<b>Math:</b>	<ul style="list-style-type: none"> <li>Math Concepts Acquisition and Skill Achievement</li> <li>Increased exposure to STEM/Problem-Solving opportunities for students</li> </ul>	<ul style="list-style-type: none"> <li>Student Math Proficiency Scores on MCAP increased from 5% to 8% between SY22 and SY23, but it is much below half of the students in the tested grades.</li> <li>Math I-Ready data for BOY and MOY 23-24 demonstrates growth (10</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent staff capacity and application of interventions/strategies to support struggling learners</li> </ul>

		<p>percent increase of students scoring Proficient or better) AND students performing 2 or more grade levels below decreased by 15%. However, it is still below half of the student population. Approximately 75% of our students are performing 1 or more levels below grade level in ELA</p>	<ul style="list-style-type: none"> <li>Chronic Absence is currently trending toward ending the year at 46%. This projection is lower than where we ended in June 2023 (52%), but nearly half of our students are trending chronically absent</li> </ul>
<p><b>Other:</b></p>	<p>Out of School Time Enrichment Opportunities for students</p>	<ul style="list-style-type: none"> <li>Opportunities that support student exposure academic, social-emotional, and artistic enrichment remains a priority to our stakeholders, according to feedback we have received from various surveys.</li> <li>Participants in SY23-24 Budget Input Survey identified that Before and After school Programming, Arts-and Music Programming, Social Emotional Programming, and STEM Programming continue to be areas we need to prioritize.</li> </ul>	

## 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](#) 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:

Literacy: Data/Instruction	Increase Student Proficiency on MCAP in ELA from 20% to 36%
Math: Data/Instruction	Increase Student Proficiency on MCAP in Mathematics from 8% to 24%
Other: Climate	Reduce Chronic Absenteeism to 41%

### 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: In-School and Out-of-School (OST) Reading Intervention Programming**  
**Person(s) Responsible: Classroom Teachers and Instructional Support Staff Members, OST Staff**  
**Timeframe: August/September 2024 through June 2025**

<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>As part of our schoolwide academic recovery program, students will participate in targeted-intervention sessions during and after school to accelerate learning and address learning gaps. Staff hired to implement the programming will review assessment data and use it to determine flexible groupings for students performing 2+ years below grade level, 1-2 years below grade level, on grade level, and above grade level so that the appropriate strategies will be implemented to support improvement and achievement.</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?  <b>What ESSA Evidence-based strategy will it support?</b></p>	<p>Response to Intervention (RTI) studies show us that poor readers in elementary school who do not receive special assistance are particularly at risk for dismal academic careers. (Wang &amp; Algozine, Nov 2009). By implementing this strategy with our student population, especially our most struggling readers, we will support building the skills they need to achieve and later accelerate their learning</p> <p><b>We will be using I-Ready ELA Personalized Instruction program with our students. Additionally, we will be adopting EL Education K-8 Language Arts Curriculum as our Core Instructional Program for SY 24-25.</b></p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Student reading levels are assessed each trimester using I-Ready ELA Benchmark and Progress Monitoring Assessments. Students will also participate in the I-Ready Personalized Instruction Reading Program, an adaptive online lesson program. These assessments will be used to measure student progress.</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>Human Resources such as Teacher Oma Graham and a Paraeducator (currently being hired) as well as instructional and support materials will be funded through Title I.</p>
<p><b>Evidence-Based Strategy 2: In-School and Out-of-School (OST) Mathematics Intervention Programming</b>  <b>Person(s) Responsible: Classroom Teachers, Instructional Support Staff, OST Staff</b>  <b>Timeframe: August/September 2024 through June 2025</b></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 will receive evidence-based instruction during the day through the Eureka Math curriculum. As part of our schoolwide academic recovery program, students will participate in targeted-intervention sessions during and after school to accelerate learning and address learning gaps. Staff hired to implement the programming will review assessment data and use it to determine flexible groupings so that the appropriate strategies will be implemented to support improvement and achievement. Students will receive quality, evidence-based instruction through their daily math classes using Eureka Math and receive individualized and small group support during and after school through</p>

	<p>the supplemental curriculum offered through the iReady Personalized Instruction Mathematics Program, an adaptive online lesson program.</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?  <b>What ESSA Evidence-based strategy will it support?</b></p>	<p>Oftentimes, students who struggle academically have to miss out on non-academic afterschool enrichment programming because the daily nature of the academic intervention prohibits them from participating in anything else. This strategy will allow students to improve their math skills AND take part in other OST activities as well. Instructional Coaches will guide classroom teachers' implementation of during school intervention work while students can also strengthen their skills using iReady Personalized Instruction Mathematics Program during afterschool coaching sessions individually targeted for their personal growth. They can also be pulled for smaller group intensive support using the Bridges to Mathematics Intervention series.</p> <p><b>We will be using I-Ready Mathematics Personalized Instruction program with our students.</b></p>
<p>What benchmarks will be used for program evaluation?</p>	<p>The iReady Mathematics Benchmark Assessment will be administered to students each trimester to monitor progress toward Common Core-aligned goals. Students will also participate in the iReady Personalized Instruction Mathematics Program, an adaptive online lesson program. These assessments will be used to measure student progress. Additionally, student performance on the summative assessments for the skills in which they receive assessment support as well as progress reports and report card grades will provide evidence of program effectiveness.</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>Human Resources such as Teacher Oma Graham and a Paraeducator (currently being hired) as well as instructional and support materials will be funded through Title</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, and/or others determined by the school. [Section 114(b)(2)]

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Title I BOY Meeting	Parents, School Staff, and Community Members, CCPCS Board of Director	September 18 <sup>th</sup> , 2023
Priority Engagement Meeting	Parents, School Staff, and Community Members, Charter Board Operator	January 17 <sup>th</sup> , 2024
Title I Budget Forum	Parents, School Staff, and Community Members, Charter Board Operator	February 26 <sup>th</sup> , 2024

**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.**