

BALTIMORE CITY PUBLIC SCHOOLS

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Schoolwide Plan for the use of Title I Funds

School Number: 362
School Name: Bard High School Early College Baltimore
Principal: Dumaine Williams (Interim)
Operator: Bard College
School Title I Point of Contact: Helene Coccagna (Asst. Principal)
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School Website: <https://baltimore.bard.edu/>

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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.)
<p>Bard analyzed iReady data of its incoming ninth grade students for SY22-23 and found that the proportion of students entering below grade level in English decreased from 75% in SY21-22 to 27%.</p> <p>This data indicates a positive change in preparation for students and over the year, Bard will continue to analyze students’ academic outcomes to better understand how this change impacts students’ overall ability to achieve their academic goals during the year. 27% is significantly lower than the average level of preparation even before the pandemic, which was approximately 50%.</p> <p>The most updated needs assessment data tracks the proportions of students in core English classes who failed at least one quarter from quarter 1 through 3 in SY21-22. Data indicate that this applies to 31% of students in English I, 51% of students in English 2, and 27% of students in SEM 101, which satisfies the requirements for English 3, and 44% of students in SEM 201, which satisfies the requirements for English 4. Although some of these students may average to an overall passing grade in the course, even one failed quarter flags a need for intervention.</p> <p>For English I and English 2, this data shows that slightly more students were failing in SY21-22 than in the previous year, with small improvement for English 3. This indicates more focused attention should be directed to these courses in the coming year through the interventions outlined in this plan.</p>	<p>Bard analyzed iReady data of its incoming ninth grade students for SY22-23 and found that the proportion of students entering below grade level in math decreased from 75% in SY21-22 to 40%.</p> <p>This data indicates a positive change in the previous pattern of increasing gaps in student preparation upon entering 9th grade (in SY20-21 the gap was 50% and in SY 21-22 it was 75%). While the effects of remote learning and other pandemic-related stressors continue to show up in students’ academic metrics, it could be that students are overcoming some challenges through meaningful interventions and will arrive at 9th grade more prepared to engage academically.</p> <p>The most updated data available for needs assessment tracks the proportion of students in core math classes who failed at least one quarter from quarters 1 through 3 in SY22. Data indicate that this applies to 20% of students in algebra I, 48% of students in geometry, and 31% of students in MATH 109: College Algebra (which satisfies the MSDE requirement for algebra II). Although some of these students may average to an overall passing grade in the course, even one failed quarter flags a need for intervention in SY23, particularly given Bard’s accelerated curriculum.</p> <p>Bard is pleased to note that the fail rate is lower than in SY 21, indicating that the interventionist position and tutoring resources did impact students positively.</p>	<p>The school’s needs assessment derived comparative chronic absence data by comparing the number of students already classified as chronically absent, meaning they had missed 18 days of school or more to year over year data on absences collected in March 2020, 2021, and now 2022 (based on the last day of school before COVID closure on March 12, 2020). This comparison reveals an increase in chronically absent students, from 114 in 2020, to 194 in 2021, and 201 in 2022. These numbers represent 22%, 43% and 69% of total enrollment for each year.</p> <p>This year’s data shows that the effects of the pandemic on students continue to impact students’ ability to attend classes. Absence continues to be the main factor identified by faculty as a cause for students failing courses.</p>

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 <i>Area of Need</i> and why was it selected?	What <i>data sources</i> are provided to support findings?	What is the <i>root cause</i> of the identified need?
Literacy	<p>1) For students in grades 9 and 10, scaffolding across both grade levels toward the ability to produce a traditional five-paragraph essay that incorporates secondary research.</p> <p>2) For students in the college program (grades 11-12), scaffolding toward the ability to produce an extended essay with a thesis statement and response to scholarly research.</p> <p>This area of need was chosen because literacy continues to be the most significant set of academic skills that students are behind in as they enter 9th grade and it is the set of skills most necessary for students to progress from grade to grade and earn credits (and eventually graduate and succeed in college).</p>	<p>School leaders surveyed literature faculty to assess specific areas of need based on the department’s vertical alignment goals. They also reviewed individual teacher SLO data submissions.</p> <p>In one set of data of 61 tenth-grade students, 66% completed the minimum requirements for an essay using textual evidence to support a thesis statement, while meeting minimum length requirements (500 words). The mean score, including the 35% of students who did not turn in any work, was 68.8%.</p> <p>In a set of 23 twelfth grade students, 48% completed the minimum requirements for an essay using textual evidence to support a thesis statement, while meeting minimum length requirements (1,000 words). The average score, which reflects students who did not turn in the work or meet the requirements for the assignment, was 72%.</p>	<p>1) Students arriving to Bard in grade 9 with literacy skill gaps from middle school.</p> <p>2) Difficulty absorbing content through remote learning platforms.</p> <p>3) Inconsistent attendance and/or engagement with school as a result of the pandemic and remote learning.</p> <p>4) Limitations on teachers’ ability to provide consistent, iterative feedback on students’ writing as a result of chronic absenteeism and lack of work submission.</p>

<p>Math</p>	<p>Students in grades 9-12 need support in mastering foundational skills in algebra and geometry that are needed for success in these high school courses, and which serve as the basis for more complex work in college math courses.</p> <p>1) Algebra goals: Analyzing and interpreting functions that arise in applications in terms of the context; building new functions from existing functions; constructing and comparing linear, quadratic, and exponential models and solving problems.</p>	<p>School leaders surveyed mathematics faculty to assess specific areas of need based on the department’s vertical alignment goals. They also reviewed individual teacher SLO data submissions.</p> <p>*Four sections of Algebra I included a total of 84 students separated into two differentiated groups. Of these, none of the students met the teacher-created target on a pre-assessment that specifically addressed skill acquisition ninth grade Algebra.</p> <p>*After receiving instruction, post-assessment data indicated that a majority of test takers (85%) did achieve a teacher-established level of mastery, indicating progress made in SY22 and to be advanced in SY23.</p> <p>*The final exam data from a college-level course on Advanced Algebra and Functions reflects a 70% mean for the class of 31 students, with the class average of only one of the six skills assessed falling outside of the passing range.</p>	<p>1) Students arriving to Bard in grade 9 with math skill gaps from middle school.</p> <p>2) Difficulty absorbing content through remote learning platforms.</p> <p>3) Inconsistent attendance and/or engagement with school as a result of the pandemic and remote learning.</p>
<p>Other: 504 student supports</p>	<p>Intervention strategies and teacher coaching to support learning gaps from remote learning both for students with 504 plans in place prior to SY22-23 and for the students newly receiving plans this year.</p>	<p>22% of students in SY21-22 had 504 plans, almost 1 in 5 students. This indicates that students with 504 plans are a significant population and should be addressed through all school-wide strategies.</p>	<p>The effects of the pandemic exacerbated many students’ anxiety and/or depression and impacted their academic performance in ways that previously had not affected their learning.</p>

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:

Literacy	Increase in student attainment of literacy skills noted in section Ib above, leading to a reduction in failure rates in core English courses; course pass/fail rates for 504 students are proportionate to their representation in the total enrollment.
Math	Increase in student attainment of math skills noted in section Ib above, leading to a reduction in failure rates in core math courses; course pass/fail rates for 504 students are proportionate to their representation in the total enrollment.
Other:	Improvements to attendance rates and college application metrics described in section Ib above.

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.*

Which Strategy will be your Equity Focus? (This one)

Evidence-Based Strategy 1: Supplemental academic support for all students provided by full-time Intervention Specialist
Person(s) Responsible: Intervention Specialist (supervised by School Leaders)
Timeframe: 09/01/2022-6/30/2023

<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>Bard Baltimore proposes to hire an academic intervention specialist to address student learning gaps through small group instruction, building on moderate success in SY22. The ESSA strategy employed here is to implement a school-wide progress monitoring plan, expected to impact the academic success of all students at the school, including those at risk of failing courses.</p> <p>Approach: School administrators, with the intervention specialist, will analyze data monthly to identify students that need additional intervention and then the intervention teacher will work with faculty to provide support and continue to check in during the semester. Bard teachers are trained to scaffold rigor into their classes in order to meet each student where they are and empower them to achieve their learning goals. The intervention specialist will be able to bring focus to specific math skill building and reading and literacy skills.</p> <p>Both push-in help within challenging courses, as well as time outside of the classroom (both led by this specialist) will be used to focus on specific academic concepts and skills. Academic goals and students needing help will be identified by faculty, coordinated with student services. By teaching small groups of students, or one student specifically, this specialist can focus students on growth in their critical thinking and analysis skills in a student-guided process.</p>
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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>Incoming 9th graders in particular are often challenged to a level they have not been pushed before as they enter early college study, and will benefit from this intervention by making a smoother transition into early college/high school courses. Students in every grade will benefit from this service since many are struggling with concepts and skills. In particular, Bard is concerned about general literacy and critical reading skills, which are important in ELA courses, as well as social sciences, math, and science.</p> <p>Studies show that literacy is a key predictor of success in math and science, both areas that are important in today's economy. Specialized reading instruction, while still needed in high school, is almost completely absent and most faculty do not have the training to provide specific support in this area.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>The school will determine the ultimate effectiveness of the program by analyzing students' mid-year English and math grades; the school's regular quarterly data analysis that measures student performance against a beginning-of-year baseline; and end of year course passage, failure, or need for summer school.</p>
<p>What Title I funded resources [including positions] are needed for implementation?</p>	<p>Title I resources are needed to hire one full-time (1.0 FTE) Intervention Teacher.</p>
<p>Evidence-Based Strategy 2: Provide academic support services through an ESSA evidence-based tutoring platform Person(s) Responsible: Timeframe: 9/1/2022 - 6/30/2022</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>Bard is researching options and will select an ESSA evidence-based tutoring program for SY 23, moving away from the approach of hiring part-time tutors to meet with students outside of class.</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>Using the tutoring program that is selected, Bard Baltimore staff will be able to supplement students beyond the early college pedagogy already in place to address student learning gaps through small group instruction. Bard teachers are trained to scaffold rigor into their classes that help to push each student to a new level. For incoming 9th graders, they are often pushed to a level they have not been pushed before. Extra sessions with teachers, after class, whether in-person or by zoom, will be offered, with ESSA evidence-based tutoring used as a supplement to this model. By teaching to small groups of students, or one student specifically, teachers can focus students on growth in their critical thinking and analysis skills in a student-guided process.</p> <p>By providing one-to-one and small group tutoring in specific subject areas where students struggle, Bard will increase the amount of learning time for students who need increased instruction or support in specific subjects or skill areas by as much as one hour of instruction per day on average.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Bard Baltimore will determine the ultimate effectiveness of the program by analyzing students’ mid-year English and/or math grades; the school’s regular quarterly data analysis that measures student performance against a beginning-of-year baseline; and end of year course passage, failure, or need for summer school.</p>
<p>What Title I funded resources [including positions] are needed for implementation?</p>	<p>Title I resources will fund adoption of the ESSA evidence-based tutoring program that is selected from the ESSA catalog, including hiring a part-time employee to implement the program.</p>

Evidence-Based Strategy 3: Schoolwide progress monitoring plan for attendance
Person(s) Responsible: Principal
Timeframe: September 2022 – June 2023

<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>Bard Baltimore will utilize a schoolwide progress monitoring plan to address absenteeism in a holistic way that addresses the basic need for all students to get adequate time in the classroom in order to achieve their learning goals.</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>As in many places around the country, Bard Baltimore students have struggled since initial pandemic lockdown with high rates of absenteeism. This contributes to course failure and other academic struggles. Bard will use an ESSA evidence-based schoolwide strategy to address absenteeism over 2022-23 in order to provide students the best opportunity for learning.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>The school administration will measure attendance daily and compare quarterly aggregate reports against previous years.</p>
<p>What Title I funded resources [including positions] are needed for implementation?</p>	<p>No resources are requested at this time.</p>

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
Parent and Community Meeting	School staff, parents, students, community-at large	Jan 24, 2022
Parent and Community Meeting	School staff, parents, students, community-at large	Feb 7, 2022
Parent and Community and Advisory Board Meeting	School staff, parents, students, community-at large, hosted by Advisory Board	Feb 28, 2022
Parent and Community Meeting	School staff, parents, students, community-at large	Mar 14, 2022
Parent and Community and Advisory Board Meeting	School staff, parents, students, community-at large, hosted by Advisory Board	Mar 28, 2022
Advisory Board Meeting	Advisory Board, School staff	Apr 25, 2022

Parent and Community Meeting	School staff, parents, students, community-at large	May 22, 2022
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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.