

**Brandon M. Scott**  
Mayor, City of Baltimore

**Johnette Richardson**  
Chair, Baltimore City Board  
of School Commissioners

**Dr. Sonja Brookins Santelises**  
Chief Executive Officer

**School Year 2023-2024**

# **Charter School Comprehensive Title I Schoolwide Plan for the use of Title I Funds**

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**School Number: 386**

**School Name: Clay Hill Public Charter School**

**Principal: Emily Augustine**

**Operator: Patterson Park Public Charter School, Inc.**

**School Title I Point of Contact: Emily Augustine**

**Assigned DMC Title I Specialist: Tray Harris**

**School Website with FY24 Title I Plan posting: <https://clayhillpcs.org/about-us/school-performance/>**

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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.)
STAR Early Literacy	STAR Math	Attendance
MD Report Card	MD Report Card	Wholeness referrals
WIDA Access	WIDA Access	Climate Snapshot 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)*

	<b>What is the <i>Area of Need</i> 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>	The area of need is literacy proficiency.	MCAP data Star Literacy Data MD Report Card Data	The root cause is English Language proficiency.
<b>Math:</b>	The area of need is math proficiency.	MCAP data Star Math data MD Report Card data	The root cause is English Language proficiency.
<b>Other:</b>	Attendance	MD Report Card Data School Profile Wholeness Referrals	The root cause is shifting family/caregiver mindsets regarding the importance of attendance.
<b>Other:</b>			

## **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:	80% of students will make 1+ years growth in literacy through the use of the EL Curriculum as measured by the STAR Literacy Assessments by June 2024.
Math:	80% of students will make 1+ years growth in math through the use of the EUREKA Math curriculum as measured by the STAR Math Assessments by June 2024.
Other:	80% of ESOL students will exceed expected annual growth through the use of the EL Curriculum as measured by the WIDA Access by June 2024.

**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.*

<b>Evidence-Based Strategy 1: High quality educators implementing the EL curriculum in literacy and Eureka curriculum in math</b> <b>Person(s) Responsible: Emily Augustine</b> <b>Timeframe: August 2023-June 2024</b>	
<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 provides equity and opportunity to address the learning needs of all students in the school by ensuring that tier 1 instruction is of high quality in all classrooms. The EL Curriculum is ESSA approved.</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 EL curriculum is ESSA approved. The EL curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instructional approach to education. General educators use all components of this curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.</p> <p>The Eureka curriculum is also ESSA approved. Similar to EL, the Eureka curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instruction approach to education. As stated above, general educators use all components of the curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Clay Hill uses the STAR Literacy Assessment and STAR Math assessments as benchmark assessments</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>1 FTE: Early Childhood Teacher</p>
<b>Evidence-Based Strategy 1: High quality tutors implementing the EL curriculum in literacy and Eureka curriculum in math.</b> <b>Person(s) Responsible: Christine Farber</b> <b>Timeframe: August 2023-June 2024</b>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the</p>	<p>This strategy provides equity and opportunity to address the learning needs of all students in the school, particularly the needs of the lowest achieving students, by providing them with small-group tutoring using EL and Eureka, which are both ESSA approved curriculums.</p>

<p>school, particularly the needs of the lowest-achieving students.</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 EL curriculum is ESSA approved. The EL curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instructional approach to education. General educators use all components of this curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.</p> <p>The Eureka curriculum is also ESSA approved. Similar to EL, the Eureka curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instruction approach to education. As stated above, general educators use all components of the curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Clay Hill uses the STAR Literacy Assessment and STAR Math assessment as benchmark assessments.</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>1 Temp position</p>
<p><b>Evidence-Based Strategy 3: Instructional supplies for ESSA approved curriculums in literacy and math</b>  <b>Person(s) Responsible: Christine Farber</b>  <b>Timeframe: August 2023-June 2024</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>This strategy provides equity and opportunity to address the learning needs of all students in the school, particularly the needs of the lowest achieving students, by providing them with instructional supplies to supplement the EL and Eureka curriculum, which are both ESSA approved curriculums.</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>The EL curriculum is ESSA approved. The EL curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instructional approach to education. General educators use all components of this curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.</p> <p>The Eureka curriculum is also ESSA approved. Similar to EL, the Eureka curriculum was chosen because it aligns to the school’s mission, vision, values, and whole-child instruction approach to education. As stated above, general educators use all components of the curriculum, which strengthens the academic program and provides an enriched and well-rounded education to all students.</p>

<p>What ESSA Evidence-based strategy will it support?</p>	
<p>What benchmarks will be used for program evaluation?</p>	<p>Clay Hill uses the STAR Literacy Assessment and STAR Math assessment as benchmark assessments.</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>Instructional Supplies</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
Priority Engagement Session	Parents, Staff, Administration	January 12, 2023
Survey	Parents and staff	January – February 2023
Forum	Parents and Staff	February 23, 2023
Presentation at public PPPCS, Inc. Board meeting	Staff, Board	March 15, 2023
Title I TA to SW Transition Team	Staff, Administration, Parents	Monthly – Sept 2022-April 2023

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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.**