

**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: 347**

**School Name: KIPP Harmony Academy**

**Principal: Tieast Harris**

**Operator: KIPP Baltimore/ Marsha Reeves**

**School Title I Point of Contact: Chastity Viera**

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

**School Website with FY24 Title I Plan posting: [kippbaltimore.org](http://kippbaltimore.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.)
NWEA MAP Assessment (K-8)	NWEA MAP Assessment (K-8)	Attendance Data
DIBELS (K-5)		Suspension Data
MCAP (3-8)	MCAP (3-8)	School Culture Diagnostic

**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 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>	Early literacy K-2 and supporting below grade level readers K-8	This is the second year of a multi-year early literacy initiative. As of the middle of year DIBELS assessment, 51% of K-5 students were below or well below benchmark, which is 11 percentage points improved from the beginning of year. We also saw 10 percentage points of growth in the students above benchmark from beginning of year to mid-year. Given this continued positive momentum for the second year, we know that our strategies are working, but we also know that we will not close all gaps in a single year, which is why we committed to a multi-year initiative at the start of school year 2021.	An assessment of our early literacy year 1 results revealed the need to focus on Tier III instruction for our below benchmark students who were not making the expected levels of growth.
<b>Math:</b>	We will be piloting a new math curriculum in our middle grades and certain elementary grades in school year 2023-24	Our math state assessment results declined significantly from pre-pandemic PARCC results. In addition, our math results on MAP are not showing progress against SY21-22 data. A bright spot, however, was our 8th grade Algebra MCAP results, demonstrated the effectiveness of our advanced math program.	Through a professional learning community and shared priority development with other KIPP regions, we have identified the lack of rigor in our math curriculum as a key contributing factor to our math results. We have identified a curriculum to pilot next year and will engage in a professional learning community with other KIPP regions piloting the same curriculum to compare data and build upon shared best practices.

<p><b>Other:</b></p>	<p>We will be launching an initiative in SY23-24 designed to improve our chronic absence and tardiness rates</p>	<p>Our chronic absence rates remain very high (over 50%) compared to pre-pandemic rates of closer to 20%. In addition, our tardiness rates are very high and are resulting in too many students missing key instructional time. For our middle schools students, this is SEL time an for our elementary students, this is often the phonics block.</p>	<p>We will work through additional analysis over the summer as we know there are often multiple contributing factors to students attending school at high rates and on time, especially given that we are a city wide school and that our students are not provided transportation.</p>
<p><b>Other:</b></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 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:	Our Early Literacy initiative goal is for 90% of our K-2 students to be at or above benchmark on the DIBELS assessment by the close of SY23-24. We have not yet set a specific DIBELS goal for all grades.
Math:	Our goal is for 40% of students K-8 to meet their tiered growth goals on the NWEA 2024 spring assessment (using Fall 2023 baseline data).
Other:	Our goal is to improve chronic absence rates by 10 percentage points in SY23-23, reducing from 51% 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.*

<b>Evidence-Based Strategy 1: Maintain Reduced Class Sizes</b>	
<b>Person(s) Responsible: Natalia Adamson</b>	
<b>Timeframe: August 2023-June 2024</b>	
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.	We have reduced our enrollment cap from 1572 this year to 1368 in SY23-24. This will allow us to reduce our class sizes in all grades. Our prior class sizes were 27(K-1), 28(2-4), and 31(5-8). With our new enrollment cap, our class sizes are planned as 22(K), 25(1-5), 27(6-8). We are using Title I funds to maintain the same number of lead teachers with this reduced enrollment. This reduced class size allows more time to target skill gaps that students have academically and socio-emotionally. We would be able to do differentiated phonics, reading intervention, and math intervention, and math concept development lessons based upon assessment data. Our students that are lowest-achieving would visit reading and math intervention groups 1 time each day, versus 2-3 times a week.
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>	Structured intervention blocks supported by strong data from the general reading and math teachers will provide targeted support to our lowest level of readers. Additionally, our K-2 interventionist is utilizing Orton-Gilliam to support students with phonics and phonemic awareness gaps.
What benchmarks will be used for program evaluation?	DIBELS data and curriculum embedded assessments (mid and end of module assessments) will be used along with interim assessment data using NWEA (MAP).
<b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b>	5.53 lead teachers (K-5), 1.0 lead teachers (grade 7), and instructional supplies
<b>Evidence-Based Strategy 2:</b>	
<b>Person(s) Responsible:</b>	
<b>Timeframe:</b>	
Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the	Continuation of the KIPP Wheatley curriculum (adopted in SY19) will: (i) provide common core aligned daily reading and writing exit tickets that will support our teachers in the using the Daily Data Dive (D3) protocol to know the extent to which students mastered the standard taught and develop re-teach plans and intervention

<p>school, particularly the needs of the lowest-achieving students.</p>	<p>plans where needed to improve literacy of all students and (ii) will provide daily writing tasks and 1 on demand writing opportunity per module (at a minimum) for our students to improve in their writing skills.</p> <p>Our intervention blocks will support our lowest achieving readers by providing small group instruction in the specific reading skills targeted</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>Structured intervention blocks supported by strong data from the general reading and math teachers will provide targeted support to our lowest level of readers. Additionally, our K-2 interventionist is utilizing Orton-Gilliam to support students with phonics and phonemic awareness gaps.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>DIBELS data and curriculum embedded assessments (mid and end of module assessments) will be used along with interim assessment data using NWEA (MAP).</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>2.0 intervention teachers</p>
<p><b>Evidence-Based Strategy 3:</b>  <b>Person(s) Responsible:</b>  <b>Timeframe:</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>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</p>	



programs and activities necessary to provide a well-rounded education? <b>What ESSA Evidence-based strategy will it support?</b>	
What benchmarks will be used for program evaluation?	
<b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b>	

### 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
Board Community Meeting	Board of Directors, community members, parents, school-level leadership	Dec 13th, 2022
Community Budget Priority Discussion	Parents, teachers, school-level leadership	December 8th, 2022
Community Budget Review	Parents, teachers, school-level leadership	February 23, 2023

**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.**