

BALTIMORE CITY
PUBLIC SCHOOLS

School Year 2026-2027
FY27 Title I Schoolwide Charter Plan

School Number: 347

School Name: KIPP Harmony Academy

Principal: Tieast Harris, Davalyn Cunningham

Operator: KIPP Baltimore, Inc.

Additional Title I Points of Contact: Marsha Reeves

Grants Specialist: Trayvon Harris

School Website with FY27 Title I Plan posting: www.kippbaltimore.org

Table of Contents

1. Component 1: Comprehensive Needs Assessment
 - a. Data Sources
 - b. Identified Prioritized Needs for SY26-27
2. Component 2: Schoolwide Reform Strategies
 - a. Statement of Goals
 - b. Identification of Strategies
3. Component 3: Parent, Community, and Stakeholder Engagement
4. Component 4: Coordination with other Federal, State, and Local services, resources and programs

I. Component 1: Comprehensive Needs Assessment: 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

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.)
Dibels (K-8)	iReady (K-8)	Attendance Data
MCAP (3-8)	MCAP (3-8)	Suspension Data

b. Identified Prioritized Needs for SY26-27: 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. 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.

	What is the <i>Area of Need</i> and why was it selected?	Data to Support	What is the root cause of the identified need?
Literacy:	Fluency and comprehension growth according to DIBELS in grades 4-8.	Students well below benchmark (WBB) and below benchmark (BB) in grades 4-8 are demonstrating growth in the subtest score for accuracy in the Fluency subtest, which demonstrates that our decoding and multi-syllabic word decoding routines during intervention. We see that growth on the ORF and MAZE scores for DIBELS BOY to MOY is slow, demonstrating a continued need to improve fluency over 50% of students BB have improved their accuracy and are at benchmark in their fluency score. Those same students are BB and WBB on their ORF and MAZE score.	While there are a variety of issues, we know that teachers in grades 4-8 need to improve their content knowledge around fluency and comprehension instruction of inference, so they can improve their responsiveness in the Tier 1 block of instruction and improve the intervention implementation during small group instruction for automaticity and fluence.
Math:	Students 2+ years behind on iReady in grades 3-8 who did not meet their stretch goal and are far below grade level on Numbers and Operations as a substrand.	In grades K-5 at MOY, 5% of students 2 years behind on iReady met their stretch growth goal and 23% met their typical growth goal; of students 3+ years behind on iReady 1% met their stretch growth goal and 13% met their typical growth goal. In grades 6-8 at MOY, 12% of students 2 years behind on iReady met their stretch growth goal and 33% met their typical growth goal; of students 3+ years behind on iReady 19% met their stretch growth	The root cause we recently identified is unfinished or missed learning in fact fluency for foundational and derived facts. This was also due to a gap in content knowledge for our teachers in understanding the strategies to teach our students to build their automaticity and accuracy in mastering foundational and derived addition, subtraction, multiplication, and division facts.

		goal and 40% met their typical growth goal.	
Other:	Increasing our daily attendance rates and reducing our chronic absence rates. This will be year 2 of a five year goal aligned to the KIPP Foundation 2030 strategic plan. Our goal is to reduce chronic absence over the 5 year period by 15% per year in the first 2 years and then by 20% per year resulting in a chronic absence rate of 19% or less by school year 2029-2030.	Our chronic absence rates remain very high (over 50%) compared to pre-pandemic rates of closer to 20%. Along with myriad external research to support the impact of chronic absence on academic outcomes, we have done our own internal analysis and have seen much higher rates of students not reaching grade level proficiency who are missing 10% or more school days this year.	While there are myriad issues that contribute to student attendance, we saw the biggest dip in attendance (increase in CA) during the winter months. We are planning this summer to engage in empathy interviews with families of students with attendance rates between 80-89% this summer in order to do some more detailed discovery of the biggest attendance barriers and to determine what we can do as a school community to address some of those barriers.
Other:			

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**.
- **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 FY27 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:	<ul style="list-style-type: none"> ● 71% of K-2 students end the year on grade level or above as measured by the DIBELS. <ul style="list-style-type: none"> ■ <i>Kinder: 75%</i> ■ <i>1st: 68%</i> ■ <i>2nd: 65%</i> ● 34% of students are Proficient or above on MCAP ELA in grades 3-5. <ul style="list-style-type: none"> ○ 3rd: 34% ○ 4th: 34% → 37% ○ 5th: 34% ● 27% of students are Proficient or above on MCAP ELA in grades 6-8. <ul style="list-style-type: none"> ○ 6th: 25% → 28% ○ 7th: 28% ○ 8th: 28%
Math:	<ul style="list-style-type: none"> ● 28% of students are Proficient or above on MCAP Math in grades 3-5. (Reach: 35%) <ul style="list-style-type: none"> ○ 3rd: 24% → 35% ○ 4th: 35% (no reach) ○ 5th: 24% → 35% ● 20% of students are Proficient or above on MCAP Math in grades 6-8. (Reach: 33%) <ul style="list-style-type: none"> ○ 6th: 10% → 33% ○ 7th: 15% → 33% ○ 8th (OVERALL): 33% (no Reach)

Other:	Our goal is to reduce chronic absence over the 5 year period by 15% per year in the first 2 years and then by 20% per year resulting in a chronic absence rate of 19% or less by school year 2029-2030.
--------	---

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.
- 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.
- *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: Maintain Reduced Class Sizes Person(s) Responsible: Natalia Adamson Timeframe: August 2026-June 2027	
<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>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.</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>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>

What ESSA Evidence-based strategy will it support?	
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 iReady for math.
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	5.5 Elementary lead teachers (K-5); 1.0 7th grade and 1.0 8th grade math teacher, totalling approximately \$1.125 million in salaries and benefits, and \$661 in instructional supplies
Evidence-Based Strategy 2: Person(s) Responsible: Timeframe:	
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.	
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?	
What benchmarks will be used for program evaluation?	
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	

Evidence-Based Strategy 3:	
Person(s) Responsible:	
Timeframe:	
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.	
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?	
What benchmarks will be used for program evaluation?	
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	

III. Component 3: Parent, Community, and Stakeholder Involvement

- 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. 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.
- 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.

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Budget Priority Meeting	Families	January 14, 2026
Pre-submission Budget meeting	Board of Directors/SFC	February 17, 2026
Pre-submission Budget Meeting	Families	February 26, 2026
Pre-submission Budget meeting	Staff	February 24, 2026
Post-submission Budget meeting	Board of Directors/SFC	March 24, 2026
Post-submission budget meeting	Families	March 19, 2026

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).

The budget development and approval process satisfies this requirement.