

**School Year 2025-2026**

**FY26 Title I Schoolwide Charter Plan**

**School Number: 321**

**School Name: Midtown Academy**

**Principal: Kimberly Campbell-Davis**

**Operator: Michael Booth**

**School Title I Point of Contact: Kimberly Campbell- Davis**

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

**School Website with FY26 Title I Plan posting:** [**https://themidtownacademy.org/**](https://themidtownacademy.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:****(Attendance, Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)** |
| --- | --- | --- |
| MCAP | MCAP | Attendance |
| iReady | iReady | DESSA  |
| Classroom Data | Acaletics | Well Cheq |
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**b. Identified Prioritized Needs for SY25-26:** 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)*

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|  | **What is the *Area of Need* and why was i**t **selected?** | **Data to Support** | **What is the root cause of the identified need?** |
| **Literacy:** | After a thorough analysis of recent ELA data, it is evident that while students are receiving strong instruction in foundational literacy skills (e.g., phonics, phonemic awareness, and decoding), these skills are not consistently transferring to reading comprehension and fluency. This indicates a gap between skill acquisition and application.To address this, students need significantly more opportunities to engage with leveled books and a wide range of informational texts. Regular exposure to appropriately leveled texts will support the development of fluency, build background knowledge, and strengthen comprehension strategies across content areas. | iReadyMCAP | Need to increase frequency of targeted professional developmentNeed to increase parental and familial support and follow upMore professional development around Benchmark Advance – Our new ELA curriculum |
| **Math:** | Students may be missing foundational math skills from earlier grades (e.g., number sense, operations fluency, place value, math fact fluency) Students also lack a sense of excitement and confidence when we consider the subject of math.  | iReadyMCAPAcaletics | Gaps in CurriculumInstructionally - Lack of concept understanding in higher gradesFact fluencyNumber sense(Lower grades solidifying foundational skills) |
| **Other:** | Character Building for Students and SELStaff Professional Development We are planning to continue implementing Capturing Kids Hearts next school year.At Midtown, **Character Building and Social-Emotional Learning (SEL)** have been identified as a critical area of need based on student behavior data, classroom observations, and teacher feedback. We recognize that academic achievement is deeply connected to students’ ability to manage their emotions, develop empathy, build positive relationships, and make responsible decisions.Many of our students face social, emotional, or environmental challenges that impact their ability to fully engage in learning. Some students enter school with underdeveloped self-regulation, problem-solving, or communication skills. In middle grades, the transition to adolescence often brings increased peer pressure, emotional intensity, and a need for stronger identity formation and interpersonal skills.Without intentional instruction and support in SEL and character development, students may struggle with:* Peer conflict and negative social interactions
* Inattention, disengagement, or lack of motivation
* Difficulty handling frustration, disappointment, or feedback
* Poor decision-making that leads to disciplinary consequences

Because we serve students across a wide developmental span—from early childhood through adolescence—embedding SEL and character education throughout our school culture helps establish:* **A safe, supportive learning environment**
* **Consistent expectations and shared values** across grade levels
* **Life skills** that promote academic success and long-term well-being
* **Positive student-teacher and peer relationships**, which are foundational for learning

Developing strong character and social-emotional skills early sets the stage for long-term success both in and out of the classroom. When students feel **seen, respected, and emotionally equipped**, they are more likely to thrive academically and socially. | Well CheqAttendanceDESSASuspension Data as recorded in Infinite Campus | Root Causes include an excessive use of social media and tech devices in this day in age. Students need to build the capacity for demonstrating compassion, being kind, showing grace for one another. Students also struggle with conflict resolution, integrity and self-esteem. All of which lead back to character building. |
| **Other:**  |  |  |  |

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# **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](https://www.baltimorecityschools.org/procurement-federal-funds) for more information]. Please ensure all Title I allocations for FY26 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:**

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| Literacy: | By June 2026, students in grades K-2 will increase ELA proficiency by at least 5% as measured by Amplify Mclass, iReady and classroom assessments By June 2025, students in grades 3-8 will increase ELA proficiency by at least 5% as measured by state assessments and classroom assessments. |
| Math: | By June 2026, students in grades K-2 will increase Math proficiency by at least 5% as measured by iReady, Acaletics, and classroom assessments. By June 2026, students in grades 3-8 will increase Math proficiency by at least 5% as measured by state assessments and classroom assessments |
| Other: | By June 2026 will decrease referral/suspension data by at least 5% and out of school suspensions from 12-7. |

# **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.*

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| **Evidence-Based Strategy 1: READING**Integrate daily opportunities for independent and guided reading of leveled texts into classroom instruction. Additionally, increase access to informational texts during content-area learning to promote reading stamina, vocabulary growth, and comprehension of nonfiction structures. iReady Intervention and Benchmark Assessment programming will be implemented. Catapult Learning will facilitate Staff and Principal PD for instruction and Data Analysis. Fundations (Wilson Language Training) – Virtual and Fundations materials will be used for phonics and language intervention. Students would also benefit from increased time and instruction around small group reading, discussions andwriting. Increasing time in these areas would give students more opportunities to:• Read• Increase fluency• Discuss text• Learn and apply a variety of comprehensionstrategies• Write intelligently about what they read andprovide evidence for their responses**Person(s) Responsible: Teachers, Interventionists, Administration, Connect Families****Timeframe: Ongoing** |
| 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. | These literacy strategies promote equity by ensuring that **all students—particularly our lowest-achieving learners—receive the targeted support, access, and instructional time they need to grow as readers and writers.**By **integrating daily opportunities for independent and guided reading of leveled texts**, instruction is tailored to students’ current reading abilities. This differentiation ensures that each student is appropriately challenged and supported, regardless of their starting point. It allows struggling readers to experience success and build confidence while receiving the scaffolding necessary to accelerate growth.**Increased access to informational texts during content-area learning** expands students’ exposure to academic vocabulary and real-world knowledge, which is especially critical for students who may not have consistent access to such content outside of school. This strategy promotes both equity and rigor by engaging all learners with high-quality texts and strengthening their ability to navigate nonfiction structures—skills essential for success across disciplines and on high-stakes assessments.Furthermore, **dedicating more time to small-group instruction, reading discussions, and writing in response to text** creates additional entry points for students with diverse learning needs, including English learners, students with IEPs, and those reading below grade level. Small groups allow for close monitoring, individualized feedback, and just-in-time teaching of targeted skills.These instructional practices increase opportunities for students to:* **Engage deeply with text** in ways that are culturally and academically relevant
* **Develop fluency** through repeated reading and oral practice
* **Learn and apply comprehension strategies** that foster independence and metacognition
* **Communicate understanding through writing**, using text evidence to build and support ideas

By building a literacy-rich environment that is responsive to individual needs, this strategy advances **educational equity** and creates a pathway for **all students to access grade-level content and develop as confident, proficient readers and thinkers**. |
| 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? | This strategy strengthens the academic program by embedding intentional, literacy-rich instruction across all content areas, which ensures that reading and writing are not confined to ELA blocks alone. By increasing access to informational texts during content-area learning, students build background knowledge, academic vocabulary, and content comprehension—all of which are foundational to success in science, social studies, and beyond. This cross-disciplinary approach not only supports reading growth but also enhances content mastery, leading to deeper and more meaningful learning experiences.Expanding time and instruction for small group reading, discussion, and writing increases both the amount and quality of learning time by:* Providing more targeted, differentiated instruction that meets students where they are
* Allowing for frequent, meaningful practice with complex texts
* Giving students extended opportunities to build fluency, comprehension, and writing skills in ways that directly support state standards and readiness for advanced work

Together, these practices enrich the curriculum by fostering a classroom culture of inquiry, analysis, and academic conversation. Students engage in high-level thinking, text-based dialogue, and evidence-driven writing—skills that are essential for college, career, and civic life. The emphasis on reading comprehension, nonfiction text structures, and analytical writing directly supports a well-rounded education that prepares students to thrive in all disciplines.This approach aligns with ESSA Tier I and Tier II evidence-based strategies, particularly in the following areas:✅ Guided Reading and Leveled Text Instruction (Tier I & II) Fountas and Pinnell, Benchmark * Research shows that guided reading using leveled texts, when implemented with fidelity, improves reading outcomes by providing scaffolded support matched to student needs

✅ Content-Area Literacy Integration (Tier I)* Integrating reading and writing in content areas is a proven strategy to support academic achievement and comprehension of complex texts.

✅ Small Group Instruction & Differentiated Support (Tier I & II) using Fundations (Wilson) and iready intervention platform (in school and at home)* Studies demonstrate that small-group instruction allows for more responsive teaching, personalized feedback, and accelerated growth, especially for struggling readers .

✅ Writing in Response to Reading (Tier I)* Writing about text as a strategy to improve reading comprehension and critical thinking.

Allotment: $113,970.00 |
| What benchmarks will be used for program evaluation? | MclassiReadyClassroom Assessments |
| **What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?** | Teacher/InterventionistStipends for TutoringBenchmark Advance consumablesBenchmark Advance PD refresherAllotment: $113,970.00 |
| * **Evidence-Based Strategy 2: Math**

Implement: Acaletics Math Wrap Around programming, iready Intervention and lessons for next steps, Catapult Learning will provide Staff instructional PD and data analysis. Zearn platform will be used in class and at home for intervention. Continue and increase: * Diagnostic assessments to identify skill gaps
* Tiered intervention systems
* More time for skill-building and remediation
* Curriculum audit for alignment with state standards
* Stronger vertical alignment across grades
* Supplementary materials that build conceptual understanding

**Person(s) Responsible: Teachers, Math Tutors, Interventionist, Administration, Connect Families****Timeframe: Ongoing** |
| 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. | These strategies promote **educational equity in math** by:* Diagnosing and addressing individual learning needs
* Providing tiered supports and increased time for mastery
* Ensuring all students access rigorous, standards-based instruction
* Supporting conceptual understanding through diverse learning tools
* Structuring curriculum and instruction to reduce learning gaps over time

Together, these actions create a more **inclusive, effective, and equitable math program** that gives every student the opportunity to succeed and grow—no matter their starting point. |
| 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? | These comprehensive math strategies will significantly strengthen the school’s academic program by ensuring that all students—particularly those who are underperforming—receive equitable access to high-quality, standards-aligned instruction and targeted support.Increasing the Amount and Quality of Learning Time* Diagnostic assessments allow for precise identification of each student’s strengths and needs. This enables educators to deliver more focused instruction, eliminating time spent on unnecessary review and allowing for more efficient and impactful use of instructional minutes.
* Through tiered intervention systems and increased time for skill-building and remediation, students who require additional support will receive extended, personalized instruction—both within and beyond the core math block. This increase in instructional time directly addresses unfinished learning and accelerates progress toward grade-level proficiency.
* Supplementary materials that build conceptual understanding provide multiple access points for students to grasp complex math concepts, making learning more meaningful and accessible, and helping all students—especially those in Tier II and III—engage more deeply with content.

Enriched and Accelerated Curriculum* A curriculum audit for alignment with state standards ensures that all students are receiving instruction that is rigorous, coherent, and grade-level appropriate. This avoids over-remediation and ensures that struggling students are not left behind grade-level expectations, but supported in accessing them.
* Stronger vertical alignment across grade levels ensures that students are building on a solid foundation of knowledge year after year. This minimizes gaps, prevents repetition, and creates a more cohesive, enriched learning experience that scaffolds toward advanced mathematical thinking.

Together, these elements promote a well-rounded education by blending intervention with enrichment, ensuring that students not only catch up, but also move forward with the skills and knowledge necessary for success in later grades and real-world applications.This approach supports multiple ESSA Tier I and Tier II evidence-based strategies, including: iready intervention, Zearn platform practice and intervention, Catapult PD – Data analysis and Instructional PD✅ Formative and Diagnostic Assessment Practices (Tier I)* Research supports the use of frequent diagnostic and formative assessments to guide instruction and improve student learning outcomes.

✅ Multi-Tiered Systems of Support (Tier I & II)* A well-implemented framework with targeted interventions has a strong evidence base for improving outcomes for struggling students.

✅ Extended Learning Time (Tier I)* Additional, structured time for learning (both during and outside the school day) has been shown to positively impact academic achievement when it is focused and aligned to student needs.

✅ Curriculum Alignment and Coherence (Tier I)* Ensuring that curriculum is aligned both vertically and with standards is a key component of improved student achievement.

✅ Conceptual Math Instruction with Visual Representations (Tier I)* Using tools and materials that build conceptual understanding—such as manipulatives, number lines, and models—helps students make meaning of math and supports deeper, more lasting learning.
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| What benchmarks will be used for program evaluation? | iReadyClassroom AssessmentsAcaletics Scrimmages |
| **What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?** | Acaletics Wrap Around programmingStipends for TutorsTeacherCurriculumAllotment: $113,970.00 |
| **Evidence-Based Strategy 3: Continue to Implement Capturing Kids’ Hearts (K-8) Second Step (K-2), Assessments: DESSA and Well Cheq****Person(s) Responsible: All Staff****Timeframe: Ongoing SY 25-26** |
| 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. | **1. Builds Inclusive, Safe, and Supportive Learning Environments**Capturing Kids’ Hearts and Second Step explicitly teach social-emotional competencies—such as self-awareness, responsible decision-making, empathy, and relationship-building. These programs establish classroom norms rooted in mutual respect and trust, creating learning environments where *every* student feels emotionally safe, valued, and included. This is especially critical for students who have experienced trauma, face systemic barriers, or struggle with self-regulation.**2. Addresses Root Causes of Underachievement**Many low-achieving students are not struggling due to academic deficits alone, but due to unmet social-emotional needs or inconsistent adult relationships. Capturing Kids’ Hearts prioritizes building positive adult-student relationships, while Second Step gives young learners tools to manage emotions and solve problems. This dual approach reduces discipline incidents, improves behavior, and strengthens students' readiness to learn.**3. Data-Driven Interventions through DESSA and Well Cheq**DESSA and Well Cheq allow staff to *proactively* identify students with social-emotional gaps or at risk for disengagement, regardless of academic performance. This data helps educators implement early, targeted interventions and monitor growth over time, ensuring no child "falls through the cracks." This is particularly beneficial for students who might not yet be flagged through academic assessments but still face barriers to learning.**4. Promotes Equity through Universal Access to SEL**By embedding SEL into the daily curriculum across **all grade levels**, the school ensures that every student—regardless of background, academic level, or behavior profile—has equitable access to foundational skills critical for success in school and life. This includes students with disabilities, English learners, and those with behavioral challenges.**5. Empowers Students as Agents of Their Own Growth**Both Capturing Kids’ Hearts and Second Step emphasize student voice, accountability, and goal-setting. These skills not only improve classroom culture but empower students—especially those from historically marginalized backgrounds—to advocate for themselves and make choices aligned with their success. |
| 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? | ESSA Evidence based strategies: Capturing Kids’ Hearts and Second StepThis strategy strengthens the academic program by creating a safe, supportive, and respectful school culture where students are emotionally ready to learn. **Capturing Kids’ Hearts** and **Second Step** build critical social-emotional skills—like self-regulation, focus, and collaboration—that directly impact students' ability to engage in rigorous academic tasks.By reducing behavioral disruptions and increasing student engagement, **more instructional time is preserved**, and the quality of learning time improves. The use of **DESSA and Well Cheq** allows staff to identify and address barriers early, ensuring all students—especially those who struggle—receive timely support.This approach also lays the foundation for **enriched and accelerated learning** by helping students develop confidence, resilience, and a growth mindset, which are essential for success in advanced coursework, project-based learning, and extracurricular programs. In short, this strategy helps create a well-rounded educational experience that supports both the academic and personal growth of every student. |
| What benchmarks will be used for program evaluation? | DESSA, Wellcheq, and CKH student, parent and staff surveys |
| **What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?** | Catapult, Capturing Kids Hearts, Second Step. SEL materials to include tactile items, books, SEL equipment for calming corners in each classroomAllotment: $113,970.00 |

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# **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)]*

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| **Type(s) of Engagement** | **Stakeholders**  | **Date(s) of engagement** |
| In Person Meet and Greet | Parents/Guardians/ Team Leads | Summer 2025 |
| Back to School Night | All Stakeholders | September 2025 |
| LAMPS (Language Arts, Art, Math, PE, Science/ Social Studies) | All Stakeholders | November 2025 |
| Family Game Night | All Stakeholders | December 2026 |
| International Day | All Stakeholders | February 2026 |
| Black History Soiree | All Stakeholders | February 2026 |
| Town Hall Meetings | All Stakeholders | Monthly |
| Science Fair | All Stakeholders | March 2026 |
| EOY Celebrations | All Stakeholders | May/June 2026 |
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**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 and approval process satisfies this requirement.**