

BALTIMORE CITY
PUBLIC SCHOOLS

School Year 2026-2027
FY27 Title I Schoolwide Charter Plan

School Number: 335

School Name: Baltimore International Academy

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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.)
I-Ready (BOY, MOY, EOY) Grades 2-8	I-Ready (BOY, MOY, EOY) Grades 1-8	Climate and Culture/PBIS Data School Survey Data (Student and Family Survey)
Classroom Assessments	Classroom Assessments	Attendance and Chronic Absence Data
DIBELS Assessment (Grades 1-3) Great Minds Assessments	Reveal Math End-of-Unit Assessments Grades K-8 Great Minds Assessments	Suspension Data and Office Referrals
MCAP Grades 3-8	MCAP Grades 3-8	MISA Grades 5 and 8

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:	The areas of need are reading comprehension, phonological awareness, and vocabulary. These were selected based on our most current iReady diagnostic assessments needs.	I-Ready BOY, MOY, and EOY DIBELS, Kindergarten Readiness Assessment (KRA)	Students enter the program in Kindergarten or First Grade and select one of five target language tracks: Spanish, Chinese, Arabic, Russian, or French (SCARF), for full language immersion. All core academic subjects are taught exclusively in the chosen target language, with no English used in the immersion classroom. Beginning in 2nd Grade and continuing through 8th Grade, students receive daily English Language Arts (ELA) instruction for 60 to 75 minutes from a dedicated ELA teacher. Due to the nature of the immersion model, BIA students begin formal English instruction later than typical programs, starting in 2nd Grade rather than Kindergarten. As a result, students often require additional academic support to build vocabulary and foundational reading skills in English. This support is essential to help them achieve grade-level proficiency and meet Annual Measurable Objectives (AMOs) in English Language Arts.

<p>Math:</p>	<p>The areas of need are number and operations, algebraic thinking, measurement and data, and geometry. These were selected based on our current i-Ready diagnostic assessment data needs.</p>	<p>I-Ready BOY, MOY, and EOY Reveal curriculum-based assessments End of Unit Assessments</p>	<p>Students in grades K–8 receive instruction in all core academic subjects, including mathematics, entirely in their selected target language as part of the full immersion model. English is not used in immersion classrooms during content instruction. As a result, many students require targeted academic support to develop English-language math vocabulary and the foundational skills needed to demonstrate proficiency on standardized assessments. These supports are critical to ensuring that students meet the state’s Annual Measurable Objectives (AMOs) in mathematics.</p> <p>To address these needs, the school implements consistent and systematic analysis of student assessment data and classroom performance. This ongoing data review process informs daily and weekly instructional planning, enabling educators to provide differentiated, evidence-based interventions that respond to the diverse academic needs of all learners.</p>
<p>Science:</p>	<p>The areas of need are scientific and engineering practices, constructing information based</p>	<p>MISA Assessment Science Unit Assessments</p>	<p>Students in grades K–8 receive instruction in all core academic subjects, including science, exclusively through their selected target language. English is not used within the immersion classrooms during content instruction. As a result, students often require additional academic support to develop subject- specific vocabulary and foundational</p>

	<p>on evidence, reasoning, problem solving using scientific concepts, applying science to real world situations, and interpretation of charts, graphs, and diagrams. These were selected based on our most current MISA and science unit assessment data needs.</p>		<p>skills in English, particularly in mathematics and science, to increase their overall academic proficiency.</p> <p>The school conducts consistent analysis of student assessments and classroom work to identify individual learning needs. This data-driven approach informs the design and implementation of differentiated instruction on a daily and weekly basis, ensuring that all students receive targeted support aligned with their academic progress and growth goals.</p>
<p>School Climate/Culture:</p>	<p>To bolster the positive school culture by decreasing the number of student conflicts, bullying reports, chronic absences, office referrals and suspensions; Increasing student attendance rate;</p>	<p>Climate and Culture/PBIS Data Attendance Data Suspension data Office Referral data Student and Family Survey</p>	<p>The school serves a high population of socio-economically disadvantaged students and their families, many of whom face significant barriers to academic success.</p> <p>These challenges include chronic illness, exposure to trauma, lack of reliable transportation, and housing instability or homelessness.</p> <p>Also, some students are involved with child welfare systems or under the supervision of child protective services.</p>

	Increase student and family engagement.		
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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**.
- **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 Goal(s)	<p>I-Ready Goal: Increase schoolwide reading proficiency for students in Grades 2–8 by at least 15% as measured by the I-Ready Reading Diagnostic Assessment.</p> <p>MCAP Goal: Increase schoolwide reading proficiency for students in Grades 3–8 by at least 15% as measured by the Maryland Comprehensive Assessment Program (MCAP).</p>
Math Goal(s)	<p>I-Ready Goal: Increase schoolwide math proficiency for Grades 1–8 students by at least 15% as measured by the I-Ready Math Diagnostic Assessment.</p> <p>MCAP Goal: Raise schoolwide math proficiency for Grades 3–8 students by at least 15% as measured by the Maryland Comprehensive Assessment Program (MCAP).</p>
Science	Utilize MISA data to establish current science proficiency levels and set measurable targets.

	Increase schoolwide science proficiency by at least 15% as measured by the Maryland Integrated Science Assessment (MISA).
School Climate and Culture	<p>School Climate and Safety Goal: Reduce the overall school suspension rate by at least 15% to ensure a safe and supportive learning environment.</p> <p>Attendance and Engagement Goal: Increase the annual average student attendance rate by at least 5% and decrease the chronic absenteeism rate by at least 15%</p>

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.*

<p>Evidence-Based Strategy 1: Targeted, Data-Driven Interventions Person(s) Responsible: Administrative team, Title I Team and Homeroom Teachers, Literacy Coach, Math Coach, Para-educators Timeframe: August 2026-June 2027</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 is designed to promote equity by systematically identifying students who demonstrate the greatest academic need and providing them with targeted, data-driven interventions. By focusing on personalized support across multiple subject areas, this approach ensures that the lowest-achieving students receive the resources, instructional time, and differentiated instruction necessary to close achievement gaps and access the same academic opportunities as their peers.</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>This strategy will strengthen the academic program by enhancing the quality and effectiveness of instructional time through targeted, differentiated instruction tailored to students' specific learning needs. By using data to identify learning gaps and provide timely interventions, the strategy increases the impact of each instructional minute. It also supports an enriched and accelerated curriculum by ensuring all students, including struggling students, have access to high-quality learning experiences that build foundational skills while promoting higher-order thinking.</p> <p>Furthermore, the strategy contributes to a well-rounded education by integrating evidence-based practices that address academic, social-emotional, and cognitive development, ensuring students are prepared for success across disciplines.</p> <p>ESSA Evidence-Based Strategy Supported:</p> <p>This approach aligns with ESSA Tier I or Tier II evidence-based strategies, such as targeted small-group instruction, high-dosage tutoring, or data-driven intervention models that have demonstrated statistically significant improvements in student achievement, particularly among historically underserved populations.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Program effectiveness will be evaluated using a variety of quantitative and qualitative benchmarks, including Student Achievement Data:</p> <ul style="list-style-type: none"> • I-Ready Diagnostic Assessments (Math and Reading) • DIBELS (Reading fluency and foundational skills) • Classroom-Based Assessments (Formative and summative assessments across all subject areas) <p>School Climate and Engagement Data:</p> <ul style="list-style-type: none"> • Student and Family Surveys measuring engagement, satisfaction, and support services

	<p>Attendance Data, including average daily attendance and chronic absenteeism rates.</p> <p>These benchmarks will provide a comprehensive understanding of student progress, instructional effectiveness, and overall program impact.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Math: 1 FT Employee, Remedial Curriculum, Classroom-based technology ELA: 1 FT Employee, Remedial Curriculum, Classroom-based technology</p> <p>Intervention Teacher (ELA) 1.0 - \$179,067</p> <ul style="list-style-type: none"> • Provides Tier II interventions for struggling readers using evidence-based tools (e.g., 95% Group, Leveled Literacy Intervention) • Uses I-Ready and DIBELS data to group students and monitor progress <p>Intervention Teacher (Math) 1.0 - \$ 106,775</p> <ul style="list-style-type: none"> • Provides small-group support in foundational math skills using high-impact tutoring models (ESSA Tier II) • Uses I-Ready and formative assessments to track and adjust instruction
<p>Evidence-Based Strategy 2: Standards-Aligned Curriculum and Professional Development Person(s) Responsible: Administrative team, Title I Team and Homeroom Teachers, Literacy Coach, Math Coach, Para-educators Timeframe: August 2026-June 2027</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 promotes equity and expands opportunities by ensuring that all students—particularly the lowest-achieving—receive instruction that is grounded in evidence-based practices. Through sustained professional development and support, teachers will be equipped to deliver rigorous, differentiated instruction that meets the diverse academic needs of their students.</p> <p>The strategy also ensures that all classrooms are equipped with high-quality, standard-aligned instructional materials that support student engagement and accelerate learning. By targeting</p>

	<p>resources and training the areas of greatest need, the strategy helps close achievement gaps and fosters a more inclusive, supportive learning environment where every student has the opportunity to succeed.</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>This goal will strengthen the academic program by increasing the quality of instructional time with quality instructional materials.</p> <p>Science is central to human lives and helps us understand the world around us. Therefore, science education is crucial to students, as it prepares them to be successful in their educational, personal, and professional endeavors. An excellent science education prepares students for long-term success in science and beyond.</p> <p>The new science curriculum is designed based on how students learn best and prepares students to thrive in and outside the classroom. Students learn through an iterative process, building new understanding and knowledge; discover, investigate, and construct understanding with their peers; and develop their ability to solve problems, ask questions, interpret data, and argue from evidence.</p> <p>Tier 4 - Demonstrates a Rationale</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Classroom-based assessments, MISA results.</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>Funds to support teacher professional development, purchase of science curriculum and materials for grades 6-8, classroom-based technology, and science lab</p> <p>Math Coach 0.5 - \$ 89,481</p> <ul style="list-style-type: none"> • Supports implementation of standards-aligned math curriculum and data-driven instructional planning • Provides side-by-side coaching, modeling, and professional development for teachers • Trains staff on using formative data to group and differentiate instruction

Evidence-Based Strategy 3: Small Group Instructions, Small Group Intervention Person(s) Responsible: Title I Coordinator, Intervention Teachers, Homeroom teachers, Literacy Coach, Para-educators Timeframe: September 2026-June 2027	
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.	This strategy will address the learning needs of all students, particularly the lowest-achieving students, by providing them with small group support in math and reading with a qualified tutor.
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>This strategy will strengthen the school's academic program by extending the instructional day with more reading and math support.</p> <p>DIBELS, I-Ready, and classroom assessments have identified students who benefit from this support as below grade level and struggling with foundational skills in reading and/or math. Homeroom teachers need support and tools to provide explicit and systemic instruction, so these students grow and meet their grade-level reading and math expectations.</p> <p>The activities will include a 30-45-minute intervention block with an intervention teacher, learning resources, and small group instruction based on test scores and teacher recommendations.</p> <p>Tier 4 - Demonstrates a Rationale</p>
What benchmarks will be used for program evaluation?	<p>i-Ready BOY, MOY, and EOY (1-8)</p> <p>DIBELS (1-3)</p> <p>Kindergarten End of Unit Assessments</p> <p>School Student and Family Surveys, Attendance Data</p> <p>MCAP Grades 3-8 data</p>
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	Remedial Curriculum, Classroom-based technology, and Funds to support the hiring of instructional support staff to serve students

	<p>Intervention Teachers (ELA & Math)</p> <ul style="list-style-type: none">• Deliver 30-45-minute tutoring blocks during after-school or intervention periods• Use diagnostic data (i-Ready, DIBELS) and teacher input to plan and deliver targeted, high-impact sessions <p>Offers behavior and engagement support during tutoring to maximize learning time</p>
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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
Community Budget Preview	Administration, Parents, Students, Teachers, and Staff	January 2027
Community Budget Priority	Administration, Parents, Students, Teachers, and Staff	November 2026
Community Budget Review	Administration, Parents, Students, Teachers, and Staff	March 2027
New Student Information Night	Administration, Parents, Students, Teachers, and Staff	August 2026
Back to School Night	Administration, Parents, Students, Teachers, and Staff	September 2026
Title I Parent Information Night	Administration, Parents, Students, Teachers, and Staff	September 2026
Literacy and Math Night	Administration, Parents, Students, Teachers, and Staff	February 2027
BIA International Night	Administration, Parents, Students, Teachers, and Staff	May 2027
Hispanic Heritage Month	Administration, Parents, Students, Teachers, and Staff	October 2026
Chinese Cultural Week	Administration, Parents, Students, Teachers, and Staff	February 2027
Arabic Cultural Week	Administration, Parents, Students, Teachers, and Staff	April 2027
Russian Cultural Week	Administration, Parents, Students, Teachers, and Staff	January 2027

National French Week	Administration, Parents, Students, Teachers and Staff	November 2026
English Cultural Week	Administration, Parents, Students, Teachers and Staff	March 2027
Black History Month	Administration, Parents, Students, Teachers and Staff	February 2027
Winter Concert	Administration, Parents, Students, Teachers and Staff	December 2026
Spring Concert	Administration, Parents, Students, Teachers and Staff	May 2027

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.