



**School Year 2026-2027**  
**FY27 Title I Schoolwide Charter Plan**

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**School Number: 385**

**School Name: Baltimore International Academy West**

**Principal: Keting Xiao**

**Operator: Dr. Kona- Facia Freeman-Nepay**

**Additional Title I Points of Contact: Dr. Velma Taboada**

**Grants Specialist: Tray Harris**

**School Website with FY27 Title I Plan posting: <https://biawest.org>**

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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:<br>(Attendance, Student Wholeness, College and Career Readiness, Science, Social Studies, etc.) |
|---|---|--|
| i-Ready Data BOY, MOY, EOY                              | i-Ready Data BOY, MOY, EOY  | Climate and Culture/PBIS Data School Survey Data (Student and Family Survey)                           |
| DIBELS Assessment (Grades 1 -3) Great Minds Assessments | Reveal Math End-of-Unit Assessments Grades K-8<br>Great Minds Assessments | Attendance, Chronic Absence Data   |
| MCAP Grades 3-8   | MCAP Grades 3-8   | MISA Grades 5 and 8  |
| Classroom Assessments                                   | Classroom Assessments   | Attendance and Chronic Absence 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.

|                        | <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>  |
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| <b>Literacy:</b>       | Our students continue to need explicit instruction in foundational reading skills as identified by i-Ready BOY and MOY data.  | i-Ready BOY data and MOY, EOY DIBELS, Kindergarten Readiness Assessment (KRA)                                      | The students begin receiving formal reading instruction in English in g 2.   |
| <b>Math:</b>           | Our students need explicit instruction in foundational math skills as identified by i- Ready BOY data and MOY data  | i-Ready BOY data and MOY Foundations, Intensive Intervention<br>Reveal Math Assessment<br>EOM                      | <b>Gaps in foundational math skills</b> impact student achievement.<br><br><b>Attendance and loss of instructional time</b> have contributed to unfinished learning for some students.   |
| <b>Science</b>         | The areas of need are scientific and engineering practices, constructing information based 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. | MISA Data<br>Unit assessments data   | <b>Academic language and reading comprehension challenges</b> are affecting students’ ability to solve problems, analyze texts, and explain scientific thinking.   |
| Attendance and Climate | To bolster the positive school culture by decreasing the number of student conflicts, bullying reports, chronic absences, office referrals and suspensions; Increasing student  | Climate and Culture/PBIS Data Attendance<br>Data Suspension data Office Referral data<br>Student and Family Survey | The school serves a high population of socio-economically disadvantaged students and their families, many of whom face significant barriers to academic success. These challenges include chronic illness, exposure to trauma, lack of |

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|  | attendance rate; Increase student and family engagement. |  | reliable transportation, and housing instability or homelessness. Also, some students are involved with child welfare systems or under the supervision of child protective services. |
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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:

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| Literacy: | I-Ready Goal: Increase schoolwide reading proficiency for students in Grades 2–8 by at least 20% as measured by the I-Ready Reading Diagnostic Assessment. MCAP Goal: Increase schoolwide reading proficiency for students in Grades 3–8 by at least 20% as measured by the Maryland Comprehensive Assessment Program (MCAP). |
| Math:     | 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. MCAP Goal: Raise schoolwide math proficiency for Grades 3–8 students by at least 15% as measured by the Maryland Comprehensive Assessment Program (MCAP).                   |

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| Science                    | <p>Utilize MISA data to establish current science proficiency levels and set measurable targets.</p> <p>Increase schoolwide science proficiency by at least 12% as measured by the Maryland Integrated Science Assessment (MISA).</p>   |
| 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. 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.*

**Evidence-Based Strategy 1:**

**Person(s) Responsible:**

**Timeframe:**

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| <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 intended to promote equity by intentionally identifying students with the greatest academic needs and providing targeted, data-driven interventions. By emphasizing personalized support across multiple content areas, the approach ensures that struggling students receive the resources, instructional support, and differentiated learning opportunities needed to reduce achievement gaps and gain equitable access to academic success alongside 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?<br/> <b>What ESSA Evidence-based strategy will it support?</b></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. 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: 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"> <li>• I-Ready Diagnostic Assessments (Math and Reading)</li> <li>• DIBELS (Reading fluency and foundational skills)</li> <li>• Classroom-Based Assessments (Formative and summative assessments across all subject areas)</li> </ul> <p>School Climate and Engagement Data:</p> <ul style="list-style-type: none"> <li>• Student and Family Surveys measuring engagement, satisfaction, and support services</li> </ul> <p>Attendance Data, including average daily attendance and chronic absenteeism rates. These benchmarks will provide a comprehensive understanding of student progress, instructional effectiveness, and overall program impact.</p>  |
| <p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>  | <p>ELA: 2 /0.5s FT Employees, Remedial Curriculum</p> <ul style="list-style-type: none"> <li>• Provides Tier II interventions for struggling readers using evidence- based tools (e.g., 95% Group, Leveled Literacy Intervention)</li> <li>• Assists with targeted interventions by providing scaffolded support during small group instruction Reinforces foundational math and literacy skills under the guidance of the intervention teachers and coaches</li> <li>• Uses I-Ready and DIBELS data to group students and monitor progress.</li> </ul>  |

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| <b>Evidence-Based Strategy 2: Standards-Aligned Curriculum and Professional Development</b><br><b>Person(s) Responsible:</b> Administrative team, Title I Team and Homeroom Teacher, Math Coach, intervention teachers<br><b>Timeframe:</b> 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>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. 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 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?<br/> <b>What ESSA Evidence-based strategy will it support?</b></p> | <p>This goal will strengthen the academic program by increasing the quality of instructional time with quality instructional materials. 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. 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. Science is supported by another funding source.</p> |
| <p>What benchmarks will be used for program evaluation?</p>   | <p>Classroom-based assessments, MISA results.</p>   |
| <p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>  | <ul style="list-style-type: none"> <li>• Funds to support teacher professional development, purchase of science curriculum and materials for grades 6-8, classroom-based technology, and science lab</li> <li>• Supports implementation of standards-aligned math curriculum and data-driven instructional planning</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Provides side-by-side coaching, modeling, and professional development for teachers</li> <li>• Trains staff on using formative data to group and differentiate instruction</li> </ul> <p>This is supported by another funding source.</p>  |
| <p><b>Evidence-Based Strategy 3: Small Group Instructions, Small Group Intervention</b><br/> <b>Person(s) Responsible:</b> Administrative team, Title I Team and Homeroom Teacher, Math Coach, intervention teachers<br/> <b>Timeframe:</b> 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.  | 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?<br><b>What ESSA Evidence-based strategy will it support?</b> | This strategy will strengthen the school's academic program by extending the instructional day with more reading and math support. 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. 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. The math intervention is from another funding source. |
| What benchmarks will be used for program evaluation?   | i-Ready BOY, MOY, and EOY (1-8) DIBELS (1-3) Kindergarten End of Unit Assessments<br>School Student and Family Surveys, Attendance Data MCAP Grades 3-8 data.   |
| <b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b>  | Remedial Curriculum, Classroom-based technology, and Funds to support the hiring of instructional support staff to serve students<br>Intervention Teachers (2/.5 ELA ) Math Intervention teacher is hired through another funding source. <ul style="list-style-type: none"> <li>• Use diagnostic data (i-Ready, DIBELS) and teacher input to plan and deliver targeted, high impact sessions</li> <li>• Deliver 30–45-minute tutoring blocks during after-school or intervention periods (using another funding source)</li> </ul>   |

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|  | The total cost for intervention teachers and supplies is \$162,020. |
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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 |
|--|---|-----------------------|
| Back to school Night                     | Families, Teachers, school administrators, BIA Board members, school partners, Community coordinator, PTO | September 2026        |
| Annual Title 1 Family Engagement Meeting | Families, Teachers, School administrators, PTO  | September 2026        |
| PTO - Meetings                           | Officers, School Community Coordinator, Teachers  | Each Month 2026       |
| BIA International Night                  | Administration, Parents, Students, Teachers, and Staff  |                       |
| Back to school night jam                 | Teachers, families, community partners,   | August 2026           |
| Family Night                             | Teachers, families, community partners,   | 12/2026               |
| Title I Parent Information Night         | Administration, Parents, Students, Teachers, and Staff  | September 2026        |
| Partnership luncheon                     | Community Partners  | May 2027              |
| American education week                  | Administration, Parents, Students, Teachers, and Staff  | November 2026         |
| 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           |

|                              |  |               |
|------------------------------|--|---------------|
| Literacy and Math Night      | Administration, Parents, Students, Teachers, and Staff | February 2027 |
| Hispanic Heritage Month      | Administration, Parents, Students, Teachers, and Staff | October 2026  |
| Chinese New Year Celebration | Administration, Parents, Students, Teachers, and Staff | February 2027 |
| National French Week         | Administration, Parents, Students, Teachers, and Staff | November 2026 |
| 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.**