

**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**

**School Number: #213**

**School Name: Govans Elementary School**

**Principal: Bernarda Kwaw**

**Operator: Baltimore Curriculum Project**

**School Title I Point of Contact: Victoria Jennings**

**Assigned DMC Title I Specialist: Matthew Malone**

**School Website with FY24 Title I Plan posting: [www.govanselementary.org](http://www.govanselementary.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.)
Direct Instruction Reading and Language Program Progress SY22-23 as of 05.26.23	Student Math Program Progress SY22-23 as of 03.31.23	Climate Data through Spring 2023
NWEA MAP Growth Reading Fall21-Fall22 and Spring 2023 pending	NWEA MAP Growth Math Fall21-Fall22 and Spring 2023 pending	Sept-May Attendance Data School-Wide SY22-23
MCAP Reading Data Spring 2022	MCAP Math Data Spring 2022	Chronically Absent Students SY22-23
MSDE Report Card	MSDE Report Card	Govans Elementary School Data Profile, June 2023 <a href="https://www.baltimorecityschools.org/schools/213">https://www.baltimorecityschools.org/schools/213</a>
Govans Elementary School Data Profile, June 2023 <a href="https://www.baltimorecityschools.org/schools/213">https://www.baltimorecityschools.org/schools/213</a>	Govans Elementary School Data Profile, June 2023 <a href="https://www.baltimorecityschools.org/schools/213">https://www.baltimorecityschools.org/schools/213</a>	
KRA Fall 2022	KRA Fall 2022	

**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>	<p>(1) Early literacy metrics via the Kindergarten Readiness Assessment (KRA) show a need to improve students’ readiness for Kindergarten.</p> <p>(2) K-5 Direct Instruction program reading performance indicates a need to get a higher percentage of students reading on grade level or above.</p>	<p>(1) KRA, based on early literacy metrics at the start of SY22-23, shows:</p> <ul style="list-style-type: none"> <li>• 24.5% (down from 33%) of K students demonstrating readiness</li> <li>• 56.6% approaching readiness</li> <li>• 18.9% emerging readiness</li> </ul> <p>(2) As of March 31, 2023, Direct Instruction program progress indicates:</p> <ul style="list-style-type: none"> <li>• 50% (up from 20%) of K students are on or above grade level</li> <li>• 35% (down from 46%) of 1<sup>st</sup> grade students are on or above grade level</li> <li>• 63% (up from 35%) of 2<sup>nd</sup> grade students are on or above grade level</li> </ul>	<p>The root cause includes students functioning or performing below grade level in the area of literacy. Gaps created during the pandemic, while they are closing, continue to contribute to many students’ underperformance. The number of students who are chronically absent or regularly late also contribute to decreased access to formal instruction in the area of literacy, which occurs in the beginning of the instructional day.</p>

	<p>(3) MCAP and MAP data reflects reading skill deficits that include analyzing literary text, comprehending informational text, and understanding grade-level vocabulary. Writing deficits include written expression and knowledge of language conventions.</p>	<ul style="list-style-type: none"> <li>• 59% (down from 62%) of 3<sup>rd</sup> grade students are on or above grade level</li> <li>• 55% (up from 46%) of 4<sup>th</sup> grade students are on or above grade level</li> <li>• 56% (up from 34%) of 5<sup>th</sup> grade students are on or above grade level</li> </ul> <p>(3) MCAP and MAP</p> <p>Spring 2022 <b>MCAP ELA</b> data shows:</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade – 16.3% Proficient</li> <li>• 4<sup>th</sup> grade – 25% Proficient</li> <li>• 5<sup>th</sup> grade – 25.5% Proficient</li> </ul> <p>Fall 2022 <b>MAP READING*</b> data shows the following % of students who met the projected growth:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup>: no growth data available</li> <li>• 2<sup>nd</sup>: 38% (no % to compare)</li> <li>• 3<sup>rd</sup>: 56% (up from 42%)</li> <li>• 4<sup>th</sup>: 38% (down from 52%)</li> <li>• 5<sup>th</sup>: 67 % (up from 32%)</li> </ul> <p><i>*Spring 2023 data is still pending</i></p>	
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<p><b>Math:</b></p>	<p>(1) Kindergarten readiness results (from start of SY22-23) show a need to improve students' readiness for Kindergarten.</p> <p>(2) K-5 math performance indicates a need to get a higher percentage of students on grade level.</p>	<p>(1) (1) KRA, based on early literacy metrics at the start of SY22-23, shows:</p> <ul style="list-style-type: none"> <li>• 24.5% (down from 33%) of K students demonstrating readiness</li> <li>• 56.6% approaching readiness</li> <li>• 18.9% emerging readiness</li> </ul> <p>(2) As of the end of quarter 3 in 2023, students in K have averaged a rate of one lesson for every two school days in the Connecting Math Concepts Level A (CMCA) program. CMCA data for Kindergarten shows:</p> <ul style="list-style-type: none"> <li>• K = average of 87.3% of students scoring proficient or advanced on CMCA Mastery Tests.</li> </ul> <p>As of the end of quarter 3 in 2023, students in grades 1-5 have completed an average of 5.8 grade level chapters in the newly adopted My Math curriculum.</p> <p>My Math data shows the following average % of students scoring proficient or advanced on benchmark assessments:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup>: 79.6%</li> <li>• 2<sup>nd</sup>: 75.2%</li> <li>• 3<sup>rd</sup>: 86.3%</li> </ul>	<p>The root cause includes students lacking foundational and prerequisite skills to complete and/or solve complex grade-level mathematical computations and problems. Similar to the area of literacy, gaps created during the pandemic, while they are closing, continue to contribute to many students' underperformance. The number of students who are chronically absent also contribute to decreased access to formal instruction in the area of mathematics.</p>
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	<p>(3) MCAP and MAP data reflects math skill deficits include conceptual understanding, fluency, and application.</p>	<ul style="list-style-type: none"> <li>• 4<sup>th</sup>: 58%</li> <li>• 5<sup>th</sup>: 65%</li> </ul> <p>(3) MCAP and MAP</p> <p>Spring 2022 <b>MCAP Math</b> data shows:</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade – 14.3 % Proficient</li> <li>• 4<sup>th</sup> grade – &lt;=5% Proficient</li> <li>• 5<sup>th</sup> grade – 12.8% Proficient</li> </ul> <p>Fall 2022 <b>MAP MATH*</b> data shows the following % of students who met the projected growth:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup>: no growth data available</li> <li>• 2<sup>nd</sup>: 54%</li> <li>• 3<sup>rd</sup>: 21% (up from 17%)</li> <li>• 4<sup>th</sup>: 80% (up from 32%)</li> <li>• 5<sup>th</sup>: 70% (up from 32%)</li> </ul> <p><i>*Spring 2023 data is still pending</i></p>	
<p><b>Attendance:</b></p>	<p>There is a need to:</p> <p>(a) increase student attendance at Govans Elementary by at least 3.7% (to reach the State Goal of 94%) in SY23-24, and</p> <p>(b) reduce the % of chronically absent students.</p>	<p>(a) The attendance rate as of May 25, 2023 is 90.3% (up from this time last year which was 87.26%.)</p> <p>(b)The % of chronically absent students as of May 25, 2023 is</p>	<p>The root causes include challenges with housing security, family routines, families prioritizing, responding to family trauma and death, and mental health issues.</p>

		37.8%, compared to last year's rate of 55%.	
<b>Student Wholeness:</b>	Social Emotional Development continues to be a priority for our students and families. There have been students who have struggled to be successful with interpersonal and social skills in a school setting. Expectations have had to be taught, re-taught, and reinforced regularly for select groups of students.	Although there was only 1 Beacon alert* this school year compared to 5 last school year (*GoGuardian alerts due to online searches of harm to self or others), Govans has experienced an increase in suspensions during SY22-23.  # Suspensions in SY21-22 = 3 # Suspensions in SY22-23 = 14	(1) Students and families not having the social emotional tools to effectively respond to challenging circumstances presented in a school setting and/or instructional environment.  (2) Select teachers needing professional development around classroom management, social-emotional learning, and response to trauma.

## 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:	<ul style="list-style-type: none"> <li>For Pre-K students, 80% (the goal of 80% last year was met; 100% reached this goal!) will be on kindergarten grade level as measured by Direct Instruction reading programs (i.e. at mastery at lesson #40 (instead of lesson #20) in Reading Mastery Signature Edition K).</li> <li>For K-5<sup>th</sup> grade students, at least 65% (goal of 65% last year not met) in each grade will be on or above grade level by EOY as measured by Direct Instruction reading programs.</li> <li>For 1<sup>st</sup>-5<sup>th</sup> grade students, at least 60% will reach their projected growth target on the NWEA Reading from Fall 2023-Spring 2024.</li> </ul>
Math:	<ul style="list-style-type: none"> <li>For Pre-K students, 100% (keep at 100%) will complete 30 lessons (1/4 of the CMCA kindergarten program) at mastery by EOY.</li> <li>For K students, at least 85% (the goal of 60% last year was reached with at least 82% reaching the goal!) will score in progress or proficient as measured by CMCA Mastery Tests.</li> <li>For 1<sup>st</sup>-5<sup>th</sup> grade students, at least 72% (all but one grade reached the 60% goal last year) in each grade will score proficient or advanced as measured by progress and benchmark assessments in the newly selected <i>My Math</i> curriculum.</li> <li>For 1<sup>st</sup>-5<sup>th</sup> grade students, at least 50 % will reach their projected growth target on NWEA Math from Fall 2023-Spring 2024.</li> </ul>
Attendance:	<ul style="list-style-type: none"> <li>Achieve an attendance rate of 94% (the state standard).</li> </ul>

### 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.*

<p><b>Evidence-Based Strategy 1:</b>                  The school will strengthen the core academic program by utilizing applicable instructional programs in the Direct Instruction ELA curriculum (i.e. <i>Reading Mastery Signature Editions K and 1, Reading Transformations, Decoding A, B1, B2, and Horizons</i>) in all grades as applicable; using <i>DISTAR</i> and <i>Connecting Math Concepts A</i> in grades PK-K only; continuing with the newly selected math program called <i>My Math</i> in grades 1-5; implementing <i>Rocket Math</i> to ensure math fact fluency; continuing the implementation of the <i>Core Knowledge (CK)</i> curriculum in all grades; and implementing the instructional materials and programs available through the iReady program for our students with disabilities. Note: All curricular materials are aligned to the CCSS.  <b>Person(s) Responsible:</b> Principal, Assistant Principal, and ILT  <b>Timeframe:</b> August. 2023-June 2024</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>The school uses the Direct Instruction Reading curriculum and Direct Instruction Connecting Math Concepts programs, which address the learning needs of all students in the school by identifying students’ current functional levels, meeting students at those levels, and requiring students to meet the high standards at each level prior to moving them to the next level. Direct Instruction is used to support both low-performing and high-performing students at performance levels appropriate for their achievement, regardless of grade-grouping, so that they may achieve proficient and advanced levels. The My Math mathematics curriculum provides students access to their grade-level math skills and addresses students’ deficits through scaffolding, differentiation, and a modification of instructional materials as necessary. Rocket Math is an online math fact fluency program that ensures fact fluency. A math consultant has been hired to analyze our students’ progress in both the DI CMC programs and My Math modules to create lessons and materials to maximize instructional time and support students’ math facts knowledge and their transition from CMC to My Math. The Core Knowledge curriculum addresses content knowledge at all grade levels in the areas of science, health, social studies, geography, and literacy. Govans Climate &amp; Equity Committee is also continuing to work to enhance the CK curriculum with culturally relevant content and activities.</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 in the school by providing teachers with a research-based, field-tested, and scripted Direct Instruction curriculum that has been field-tested and proven to improve student achievement. Although the new <i>Transformations</i> reading program has not been field-tested as extensively as other DI programs, the teaching strategies inherent in the program are staples that have been proven effective. My Math is the curriculum that has been selected by the staff and charter after a review of options before last school year. My Math will be in its second year of implementation. The My Math curriculum allows for carefully sequenced mathematical progressions into expertly crafted modules. My Math provides a flexible way to diagnose and fill gaps in understanding. It offers in-class resources and instructional strategies, and the actionable data</p>

	<p>personalizes learning to accelerate instruction, target each student’s learning, and ensure algebra readiness. Core Knowledge explicitly teaches content knowledge. This strategy will increase the amount and quality of learning time due to the pacing guides and lesson progress charts (weekly LPCs) that our instructional leaders use to monitor program implementation. This strategy will help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education, because all curricular materials are aligned to the CCSS at all grade levels.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>The school will use the following benchmarks for program evaluation: Direct Instruction mastery tests and reading fluency tests (administered after every five or ten lessons); My Math progress checks, chapter tests, and quarterly benchmarks; Rocket Math fluency tests; Fall, Winter, and Spring NWEA data; Core Knowledge science unit assessments; and Core Knowledge social studies unit assessments.</p>
<p><b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b></p>	<p>Title I funded resources will be used to purchase instructional materials and certified teachers to support the implementation of ELA, Math, and Science instruction.</p>
<p><b>Evidence-Based Strategy 2:</b> The school will increase the quality and quantity of instruction using evidence-based methods.  <b>Person(s) Responsible:</b> Principal, Assistant Principal, and ILT  <b>Timeframe:</b> August 2023-June 2024</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>The school will add an additional certified teacher to the following grade levels: Kindergarten, second, and fourth with the aim of reducing class sizes. The school will transition to the position of a part-time intervention teacher who will collaborate with teachers, assess needs, and provide targeted intervention. The school will also utilize certified resource teachers to provide reading instruction, intervention, and student support to small groups throughout the school day and as needed and to target both our lowest performing students, students who are above grade level, and our identified GAL students. The school will provide mentoring and instructional intervention by utilizing trained tutors from Towson, Morgan, NDMU, and Loyola via university partnerships (e.g. CELP – Community Engaged Literacy Program from Loyola University) to provide tutoring support for children having difficulty. Additional tutoring provided by certified staff via a Struggling Learners Grant will also be offered after school. The school will also provide access to academic online resources such as Scholastic News, Dyna Math, ReadWorks, Prodigy, and Rocket Math. The school will utilize the strategies of re-teaching to mastery and small-group differentiated instruction to allow for additional support that all of our students, including our lowest-achieving students, may need. The</p>

	school will also address student absences through the support of the school Social Worker, one Social Worker Intern, one full-time Professional School Counselor, and an Attendance Committee. The school will pay a stipend to staff members who provide additional support outside of school hours to build academic skills.
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?	The school will increase the amount and quality of academic learning time and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education by providing a STEM-based after-school program, Monday-Thursday, that allows for developing skills in: coding, robotics, instrumental music, vocal music, theater arts, culinary arts, visionary arts, reading, math, physical education, media skills, and research skills. Additionally, the Social Worker, Social Worker Intern, and Professional School Counselor, along with the Attendance Committee, will work to address the issues that prohibit students from attending school regularly. A Restorative Practices Facilitator/Student Wholeness Specialist will also be on staff full-time to resolve any conflicts that may interfere with students' access to learning and to proactively address students' social-emotional needs for the purpose of supporting students' readiness for learning.
What benchmarks will be used for program evaluation?	The school will use the following benchmarks for program evaluation: Direct Instruction mastery tests and reading fluency tests (administered after every five or ten lessons); My Math progress checks, chapter tests, and quarterly benchmarks; Rocket Math fluency tests; Fall, Winter, and Spring NWEA data; Core Knowledge science unit assessments; and Core Knowledge social studies unit assessments. In addition, the efficacy of the CELP (Community Engaged Literacy Program) with Loyola University will use assessments and surveys to collect data to determine if the program contributes to an increase in student reading levels. There will be a pre- and post-survey for teachers and parents.
<b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b>	Title I funded resources will be used to purchase instructional materials and certified teachers to support the implementation of ELA, Math and Science instruction.
<b>Evidence-Based Strategy 3:</b> The school will regularly and systematically determine if students' needs are being met and address concerns in a timely manner. <b>Person(s) Responsible:</b> Principal, Assistant Principal, and ILT <b>Timeframe:</b> August 2023-June 2024	
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.	Students will be grouped according to current reading levels for reading instruction. Instruction in all other subjects is based on grade-level content and skills, and instruction is differentiated based on development of those concepts and skills. Teachers will meet with their colleagues at least one time per week during weekly team meetings to discuss academic gains and areas of concern. During this time teachers will plan collaboratively and make instructional adjustments based on data. Teachers

	<p>will be frequently observed informally, and regularly observed formally, and given actionable feedback on instructional strategies and practices. Collaborative planning time will also be used to review student work. Professional development will be designed around and based upon the instructional needs of teachers and the academic needs of students. A weekly Data Analysis Conference (DAC) will be held with instructional coaches, a curriculum consultant, the charter operator, and a school administrator during which the team will analyze weekly data submitted by teachers to identify areas of concern, develop an action plan, and follow up on previously implemented action plans to evaluate their effectiveness and impact on student achievement. Daily SEL lessons will be taught at the beginning of each school day and will be facilitated by the homeroom teachers. A Restorative Practices Facilitator/Student Wholeness Specialist will also be on staff full-time to resolve any conflicts that may interfere with students’ access to learning and to proactively address students’ social-emotional needs for the purpose of supporting students’ readiness for learning. Trained coaches from the Coppermine Organization will provide structured outdoor and indoor recess to support positive social interactions and foster effective coping strategies.</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 in the school by utilizing collaborative meetings to discuss student data, progress, areas of concern, and areas of growth. The school will increase the amount and quality of learning time by allowing for vertical planning during teacher planning times and the monitoring of lesson progress on a weekly basis. Planning will allow teachers to prepare lessons that are enriching and that accelerate the curriculum by including programs and activities necessary to provide a well-rounded education. Teachers and other school staff will be given opportunities to give feedback and share in the decision-making process about the school-wide plan at team meetings, mid-year conversations, professional development sessions, and faculty meetings.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>The school will use the following benchmarks for program evaluation: Direct Instruction mastery tests and reading fluency tests (administered after every five or ten lessons); My Math progress checks, chapter tests, and quarterly benchmarks; Rocket Math fluency tests; Fall, Winter, and Spring NWEA data; Core Knowledge science unit assessments; and Core Knowledge social studies unit assessments. In addition, data around office referrals, student support team referrals, restorative practice interventions, and surveys around SEL curricula will be collected and analyzed.</p>

<b>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</b>	Title I funded resources will be used to purchase instructional materials and certified teachers to support the implementation of instruction in ELA, Math, Science, and SEL curricula.
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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, others determined by the school [Section 114(b)(2)]*

Type(s) of Engagement	Stakeholders	Date(s) of engagement
<b>Professional Development:</b> Presentation to staff on SY22-23 data reports and SY23-24 school-wide goals	Faculty, staff, and charter operator	August 21-25, 2023
<b>Back-To-School Night</b>	Faculty and Staff, Families, Students, Community Members, Govans Partners, Govans Stakeholders, Representatives from the Baltimore Curriculum Project	September 21, 2023 5:00pm-7:00pm
<b>Monthly Staff Meetings</b>	Faculty and staff	<b>1<sup>st</sup> Mondays, Monthly:</b> September 11, 2022 October 2, 2023 November 6, 2023 December 4, 2023 January 8, 2024

		February 5, 2024 March 4, 2024 April 8, 2024 May 6, 2024 June 3, 2024
<b>Instructional Leadership Team Meetings (ILT)</b>	Administration, Instructional Coaches for Literacy and Math, grades PK-2 representative, grades 3-5 representative, special education representative, Community Schools Coordinator	<b>2nd Mondays, Bimonthly:</b> September 18, 2023 November 13, 2023 January 22, 2024 March 11, 2024 May 13, 2024 Week of June 10, 2024 (Retreat)
<b>School Family Council Meetings (SFC)</b>	Govans administration, committee chairpersons, parent, Community School Coordinator	<b>2nd Mondays, Bimonthly:</b> October 9, 2023 December 11, 2023 February 12, 2024 April 15, 2024 June 10, 2024
<b>Parent/Teacher Organization Meetings (PTO)</b>	Members of the PTO, Faculty and Staff, Community School Coordinator, Parent Advisory Board, Govans Stakeholders	<b>Last Tuesdays of the month - 6:00pm-7:00pm Bimonthly:</b> September 26, 2023 November 28, 2023 January 30, 2024 March 19, 2024 May 28, 2024
<b>Weekly Data Meetings</b>	Instructional Coaches for Literacy and Math, Teachers, Educational Consultants (when applicable)	<b>Mondays</b> weekly during collaborative planning times
<b>Weekly Data Analysis Conferences (DAC)</b>	Administration, BCP representative, Direct Instruction Educational Consultant, Instructional Coaches for Literacy and Math	<b>Mondays</b> weekly at 1:30pm
<b>STEM and Literacy Night</b>	Students, Faculty, Families, Community Members, Community Partners representatives	<b>Spring 2024</b> Date TBD

<b>Govans International Day</b>	Students, Faculty, Families, Community Members, Community Partners representatives	<b>Spring 2024</b> May 18, 2024
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**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.**