BALTIMORE CITY
PUBLIC SCHOOLS

School Year 2026-2027

FY27 Title I Schoolwide Charter Plan

School Number: #323

School Name: The Crossroads School

Principal: Denisse Villaran Zariquiey

Operator: The Living Classrooms Foundation

Additional Title I Points of Contact:

Grants Specialist: Lauren Williams

School Website with FY27 Title I Plan posting:

https://www.thecrossroadsschool.com/

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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 ELA diagnostic testing	I-Ready Math diagnostic data	High School Acceptance Data
Entry/placement assessment data	Entry/placement assessment data	Social-Emotional Longitudinal Study (End of year 3 for a 5 year study)
MCAP Scores	MCAP scores	School Climate Survey from National School Climate Center
Classroom based assessments and exit tickets	Classroom based assessment and exit tickets	

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 *Area of Need* and why was it selected?	**Data to Support**	**What is the root cause of the identified need?**
Literacy:	Our comprehensive needs assessment identified that our students are behind in reading. We are using our Title I funds to focus on both reading and math instruction, with a focus on small group instruction and reading intervention. Our staff model focuses on prioritizing teachers in classrooms, special educators, and a response to intervention model that ensures students are getting what they need based on test monitoring strategies.	MCAP scores, I-Ready diagnostic data, Read 180, Summer Bridge curriculum	Based on our comprehensive needs assessment, the root cause of the need for a focus on literacy is the need for development of grade level skills in reading.
Math:	Our comprehensive needs assessment identified that our students are behind in reading. We are using our Title I funds to focus on both reading and math instruction, with a focus	MCAP Scores, I-Ready Diagnostic data, Read 180, Summer Bridge curriculum	Based on our comprehensive needs assessment, the root cause of our need for a focus on math is the need for development of grade-level skills in math.

	on small group instruction and reading intervention. Our staff model focuses on prioritizing teachers in classrooms, special educators, and a response to intervention model that ensures students are getting what they need based on test monitoring strategies.		
Other:			
Other:			

II. Component 2: Schoolwide Reform Strategies:

- The plan must describe **how the school will improve academic achievement** throughout the school, but particularly for the lowest-achieving students, by **addressing the needs identified in the comprehensive needs assessment.**
- The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to **provide a well-rounded education**.
- Note that **all Title I funded purchases [including positions]** must be an/in support of an, ESSA evidenced-based strategy intervention or goal or in support of an ESEA evidence-based strategy, intervention or goal. [See Guidelines for Federal Spending for more information]. Please ensure all Title I allocations for FY27 are included in some capacity in the goals/strategies below – example: Literacy Goal – Improve literacy outcomes on DIBELS assessment through the use of Wilson Language Program. Title I funds will support Teacher Elementary implementing Wilson program as well as supplemental supplies associated with implementation.

a. Statement of Goals:

Literacy:	Increase of 5% in lowest-achieving students in scoring 3's and 4's in MCAP ELA. Increase of 5% in students scoring 4's and 5's in MCAP ELA.
Math:	Increase in lowest performing students in students scoring 3''s and 4's in MCAP Math by 5%. Increase of 5% in students scoring 4's and 5's in MCAP Math.
Other:	Decrease of 3% in students reaching chronic absence during the 26-27 school year.

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: I-Ready from Curriculum Associates **Person(s) Responsible: Dr. Villaran Zariquiey (Principal)** **Timeframe: 2026-2027 School Year**	
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.	We identify struggling students through various means. We use iReady, our diagnostic assessment, for initial testing. Additionally, we look at student work, exit tickets, and teacher input. We provide instructional interventions in multiple ways and have changed students schedules in the middle of the year to ensure students are being productively challenged. Our classroom teachers differentiate with scaffolded activities in class, differentiated homework, and independent reading books geared towards student frustration levels. Students are identified for tutoring (especially in Spring months) based on their needs shown on iReady testing, classroom testing, and teacher observations. Using small-group instruction, students are provided intervention during the ELA class period by their teacher or special educator. We implement a modified RTI protocol to ensure that low performing students are moving towards proficiency. The data from these events is discussed at our monthly staff meetings, within grade level weekly meetings, and one on one conversations with teachers / administration. Additionally, we use iReady in classroom instruction so that students can be pushed towards advanced. We monitor student progress through 3 diagnostic tests, multiple standards mastery assessments, and informal classroom observations throughout the year. The data from these events is discussed at our monthly staff meetings, within content weekly meetings, and one on one conversations with teachers / administration.

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?	Small-group instruction allows all students to access the curriculum and receive all necessary supports and intervention to succeed and access the grade-level standard for their respective content area and grade. Crossroads is fortunate that we are a small school so small-group instruction is something that we prioritize and are able to strengthen the academic program.
What benchmarks will be used for program evaluation?	We monitor student progress through diagnostic tests, multiple standards mastery assessments (iReady and teacher created), and informal classroom observations throughout the year. The data from these events is discussed at our monthly staff meetings, within collaborative planning meetings, and one on one conversations with teachers / administration. This is also the first summer that we will begin this strategy during our summer school program which we hope will pay off for getting students ready for the school year.
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	Teachers and curricular materials. Paraeducator position- $37,540.00 Paraeducator position- $55,404.00 Supplemental materials- $56.00
Evidence-Based Strategy 2: Standards Based Grading **Person(s) Responsible: Dr. Villaran Zariquiey (Principal)** **Timeframe: 2026-2027 School Year**	
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.	The Crossroads School utilizes standards-mastery in all subjects. The standards-mastery grading, assessments and feedback allow teachers to track and provide feedback to students and families about specific standards and skills students have mastered. By moving to full mastery, teachers will be able to more effectively provide re-teaching opportunities and remediation, as well as acceleration based on students' mastery performance. This strategy will continue to be communicated with parents, staff, and students.

	Our ELA teachers shifted to standards-based grading with the support of a teacher-coach and the school-based standards-mastery team. Through the norming activities, professional development and outside support, our ELA teachers will provide standards-based feedback and grades for students in her English class.
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?	By using standards-based grading, students will own their learning and mastery of standards. The strategy allows a true snapshot of students' mastery of content, without the padded grades of homework, behavior, and attendance. This focus on standards informs teachers, students, and families exactly what the students know and can do by the end of a quarter. This approach gives teachers a clear understanding of student's procedural and conceptual understanding, to better address misconceptions and push student learning to the next level.
What benchmarks will be used for program evaluation?	Standards-based-grading Report Cards (Quarterly), Standards-based assessments
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	Teacher, instructional resources and materials. Paraeducator position- $37,540.00 Paraeducator position- $55,404.00 Supplemental materials- $56.00
Evidence-Based Strategy 3: **Person(s) Responsible:** **Timeframe:**	
Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.	
How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and	

accelerated curriculum, including programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?	
What benchmarks will be used for program evaluation?	
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	

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

- Through the needs assessment, **a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community**, **and examine relevant academic achievement data to understand students' most pressing needs and their root causes.** Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- The plan must be made available to the local educational agency, parents, and the public and is in an understandable and uniform format and, to the extent practicable*, provided in a language that the parents can understand.
- **A school operating a schoolwide program shall develop (or amend) a comprehensive plan that is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan** including teachers, principals, other school leaders (including administrators of programs), paraprofessionals,, the LEA, tribal organizations, if applicable, specialized instructional support personnel, technical assistance providers (secondary), school staff, and/or others determined by the school.

Type(s) of Engagement	Stakeholders	Date(s) of engagement
Back to School Night	School staff, students, families, Living Classrooms staff	Fall 2027 (exact date TBD)
Quarterly School Family Council Meetings/Parent Celebration and Recognition: Through quarterly SFC meetings, all parents are able to provide input, brainstorm school-wide budget priorities and strategies to support the school in accomplishing their goals. Parents are communicated with regularly by the school using phone calls home, flyers, emails and text messages.	School staff, students, families, Living Classrooms staff.	Quarterly
Incoming Student Orientation, Shadow Days, School Tours, and Virtual Home Visits: Through summer orientation	Instructional staff, families, incoming students and their families, Crossroads' staff members	April-June 2027

and virtual home visits, incoming students and families are able to learn about the Crossroads community, begin to build relationships with staff and staff can begin to identify needs/supports for students entering the Crossroads school.		

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.