

BALTIMORE CITY
PUBLIC SCHOOLS

School Year 2026-2027
FY27 Title I Schoolwide Charter Plan

School Number: 223

School Name: Pimlico Elementary Middle School

Principal: Nneka Warren

Operator: The Baltimore Curriculum Project

Additional Title I Points of Contact: Alison Ambrose

Grants Specialist: Lauren Blake Williams

School Website with FY27 Title I Plan posting: <https://pimlico223.org/>

Table of Contents

1. Component 1: Comprehensive Needs Assessment
 - a. Data Sources
 - b. Identified Prioritized Needs for SY26-27
2. Component 2: Schoolwide Reform Strategies
 - a. Statement of Goals
 - b. Identification of Strategies
3. Component 3: Parent, Community, and Stakeholder Engagement
4. Component 4: Coordination with other Federal, State, and Local services, resources and programs

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.)
SY25-26 ELA EOY NWEA MAP data	SY25-26 Math EOY NWEA MAP data	Attendance data SY25-26
Spring 2025 ELA MCAP	Spring 2025 Math MCAP	Attendance data SY24-25
Spring 2024 ELA MCAP	Spring 2024 Math MCAP	Attendance data SY23-24

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:	Increase the percentage of students meeting or exceeding grade-level expectations in literacy by strengthening Tier 1 instruction, accelerating learning for students performing below grade level, and improving consistency of evidence-based literacy practices and interventions across grade levels	SY26 NWEA MAP data, SY25 MCAP data, SY24 MCAP data	Root causes include unfinished learning and foundational literacy gaps in reading comprehension, vocabulary, analysis of complex text, and written response to text. While MAP growth data suggests that instructional practices and interventions are supporting student growth, many students continue to enter grade levels below proficiency and require accelerated support to close gaps. Differences in grade-level outcomes also suggest a need for more consistent implementation of evidence-based literacy instruction, intervention, and differentiation across classrooms and grade levels.
Math:	Students need increased support in mathematics to improve grade-level achievement, particularly in foundational numeracy, computation, conceptual understanding, and problem-solving. Schoolwide MCAP math proficiency increased from $\leq 5.0\%$ in 2024 to 5.5% in 2025, and the percentage of students scoring at performance level 1 decreased from 71.1% to 60.8%, showing some movement out of the lowest performance level. However, overall	SY26 NWEA MAP data, SY25 MCAP data, SY24 MCAP data	Root causes include significant unfinished learning and foundational gaps in number sense, computation, mathematical reasoning, and multi-step problem-solving. While data shows some movement out of the lowest performance level, overall math achievement remains substantially below grade-level expectations. This suggests a need for more consistent implementation of evidence-based math instruction, targeted intervention, fluency practice, and opportunities for students to engage in grade-level problem-solving with appropriate support.

	proficiency remains very low, and most students continue to perform in performance levels 1 or 2.		
Other:	Increase overall student attendance and reduce chronic absenteeism across grade bands. Historical data shows that attendance has remained below 85% across all grade bands from SY21-22 through SY24-25, with K–5 decreasing from 84.6% in 2023-2024 to 81.6% in 2024-2025 and grades 6–8 remaining relatively flat at 82.7% in 2023-2024 and 82.4% in 2024-2025	Attendance data from SY25-26, SY24-25, and SY23-24	Root causes include high rates of chronic absenteeism, inconsistent daily attendance habits, and barriers that prevent students from attending school regularly. Although attendance has shown some improvement compared to earlier years, the school remains below the district attendance goal and chronic absence remains high across grade bands. This suggests a need for more consistent attendance monitoring, earlier family outreach, stronger student engagement, and targeted supports for students with repeated absences.
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:	Pimlico EMS will increase 5 percentile points in achievement on the NWEA MAP Reading Assessment from the 35th percentile in SY25-26 to the 40th percentile in SY26-27.
Math:	Pimlico EMS will increase 5 percentile points in achievement on the NWEA MAP Math Assessment from the 25th percentile in SY25-26 to the 30th percentile in SY26-27.
Other:	Pimlico EMS will increase 2 percentage points in attendance from 86% in SY25-26 to 88% in SY26-27.

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: Reading Intervention small groups Person(s) Responsible: Classroom teachers, paraprofessionals Timeframe: 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>Corrective Reading will provide targeted, equitable support for students reading below grade level through explicit, structured small-group intervention focused on decoding, fluency, and comprehension. The program is designed for elementary and middle school students who need additional reading support, and its sequenced, scripted lessons help ensure consistency across intervention groups. By using ongoing mastery checks and individual reading checkouts, staff can monitor progress and adjust support for the lowest-achieving students. This strategy aligns with the school’s literacy needs.</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>Corrective Reading will strengthen the academic program by providing an additional layer of structured, small-group intervention for students reading below grade level. The program increases both the amount and quality of literacy instruction by giving students targeted, explicit practice with decoding, fluency, vocabulary, sentence reading, and comprehension skills that support access to grade-level texts and core ELA instruction. Corrective Reading is aligned to an ESSA evidence-based strategy at the Strong level for elementary struggling readers, supporting the use of explicit, systematic reading intervention to accelerate foundational literacy growth for students with the greatest academic need.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>NWEA MAP assessments, curriculum-based mastery tests</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>\$565,600 for one paraprofessional and five elementary teacher positions</p>
Evidence-Based Strategy 2: Dynamic small group mathematics instruction using ALEKS Person(s) Responsible: Classroom teacher and paraeducators Timeframe: 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>ALEKS will provide equitable access to individualized mathematics support by using adaptive assessment and learning pathways to identify what each student has mastered and what they are ready to learn next. This allows students to work at an appropriate level of challenge, which is especially important for students performing below grade level who need targeted practice with prerequisite skills. ALEKS also provides real-time progress data and alerts that allow teachers to monitor student learning, identify students who are struggling, and provide</p>

	timely intervention. This strategy will support students in strengthening foundational math skills, building confidence, and progressing toward grade-level mathematics expectations.
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?	ALEKS will strengthen the academic program by providing a coherent, standards-aligned supplemental curriculum with individualized targeted instruction and knowledge checks, digital tools, and embedded supports for intervention and differentiation. The curriculum increases the quality of math learning time by helping teachers adjust instruction, provide targeted practice, and engage students in problem-solving, mathematical reasoning, and real-world applications. ALEKS supports an ESSA promising level evidence-based strategy.
What benchmarks will be used for program evaluation?	NWEA MAP assessments, curriculum-based unit assessments, teacher-created benchmarks
What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?	\$565,600 for one paraprofessional and five elementary teacher positions
Evidence-Based Strategy 3: Family Engagement Person(s) Responsible: Attendance Team Timeframe: Summer 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.	Family engagement will provide more equitable access to school supports by strengthening communication and partnership with families of students who are chronically absent, disengaged, or at risk of falling behind academically. Because attendance is a key barrier to learning, especially for students already performing below grade level, consistent family outreach will help identify barriers such as transportation, health concerns, routines, school connection, or unmet student needs. By partnering with families early and consistently, the school can connect students to targeted supports, improve daily attendance, and increase students' access to instruction, intervention, and enrichment opportunities.
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	Family engagement will strengthen the academic program by improving student attendance, increasing home-school communication, and helping families better understand the connection between regular attendance and academic success. Because attendance and chronic absenteeism have been identified as barriers to student learning, this strategy will increase students' access to core instruction, intervention, and enrichment by reducing missed instructional time. This strategy is aligned to ESSA evidence-based planning because it is

<p>programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?</p>	<p>grounded in a locally identified need, supported by school attendance data, and will be monitored through attendance rates, chronic absenteeism data, family contact logs, and progress for targeted students.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Attendance data reports, Parent/family survey</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>N/A. This evidence-based strategy is financed through other grant funds.</p>

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.

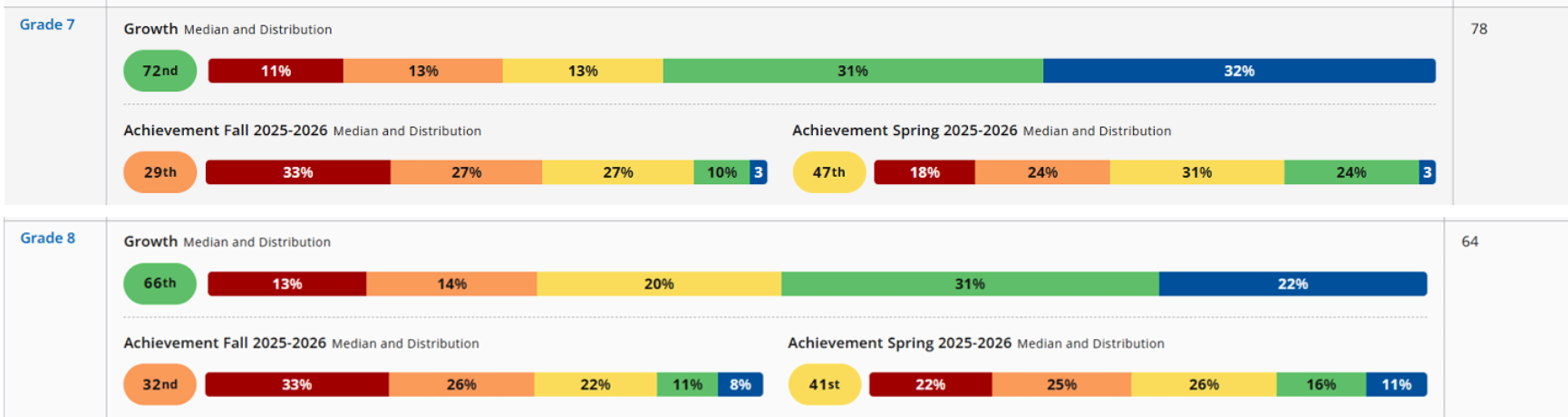
Type(s) of Engagement	Stakeholders	Date(s) of engagement
Community Budget Review	Staff, families, community members	March 17, 2026
Community Budget Forum	Staff, families, community members	March 2, 2026
Community Budget Forum	Staff, families, community members	February 18, 2026
Priority Engagement Session	Staff, families, community members	December 9, 2025

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).

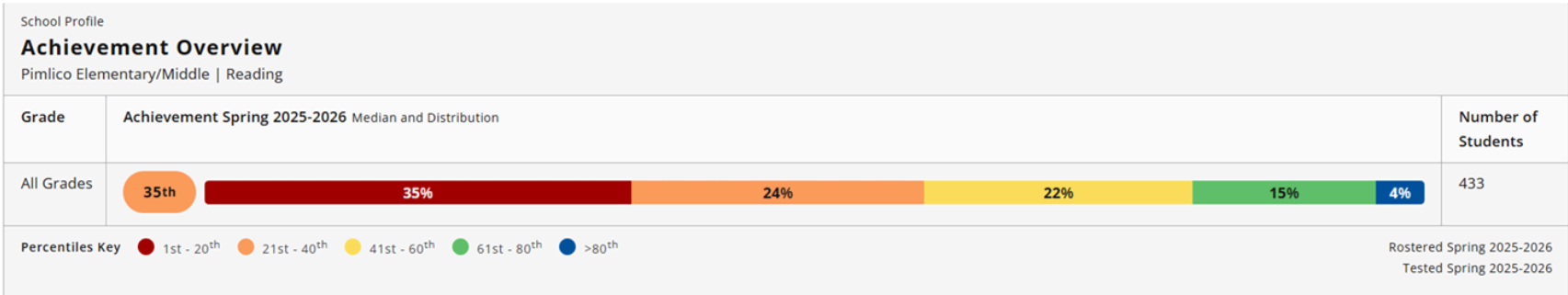
The budget development and approval process satisfies this requirement.

ELA BOY to EOY Growth and Achievement by Grade

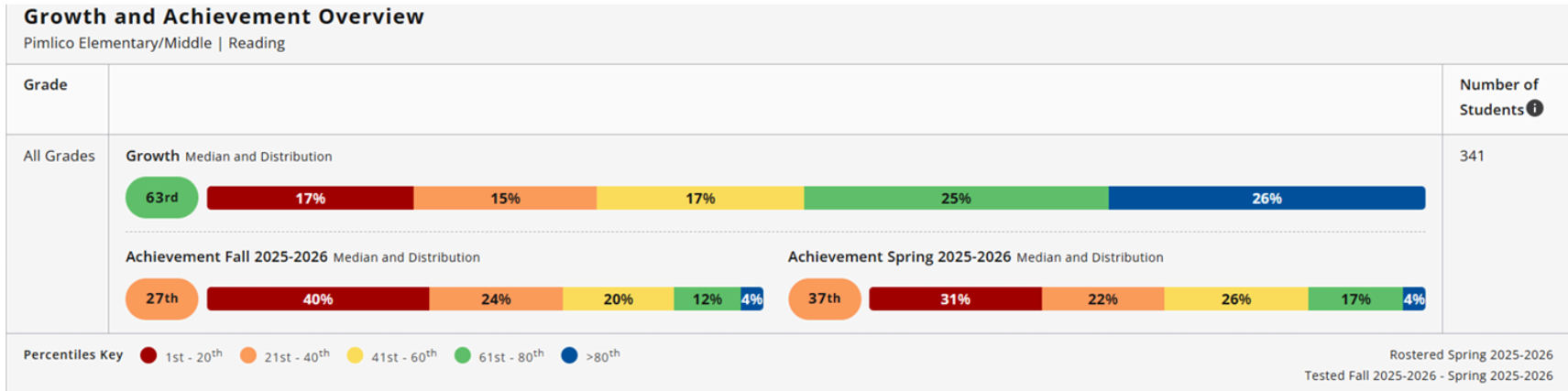




ELA EOY Achievement



ELA BOY to EOY Growth



PERCENT PROFICIENT

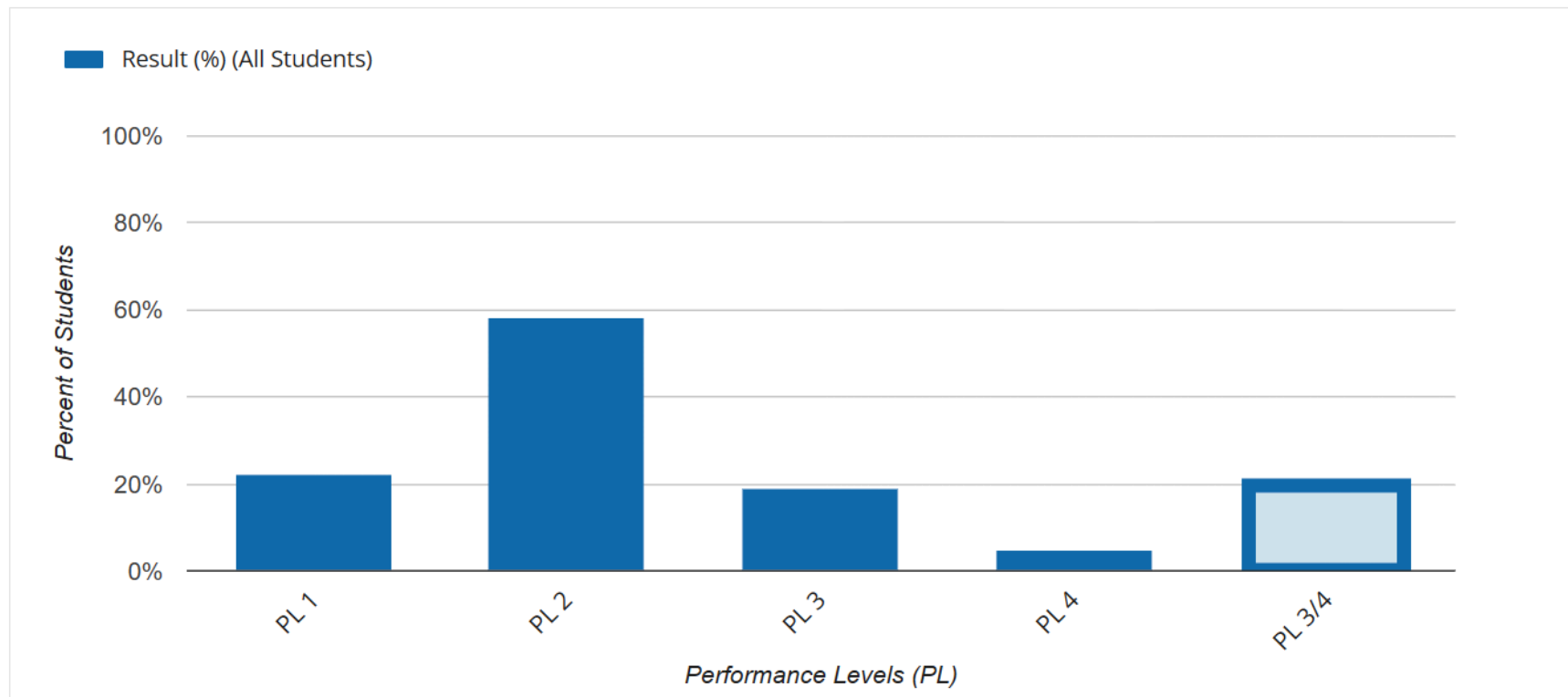
SCHOOL: **19.7%**

SHOW

- Year
- Trend

English Language Arts Data (2025) ?

Data Last Updated: 8/7/2025



PERCENT PROFICIENT

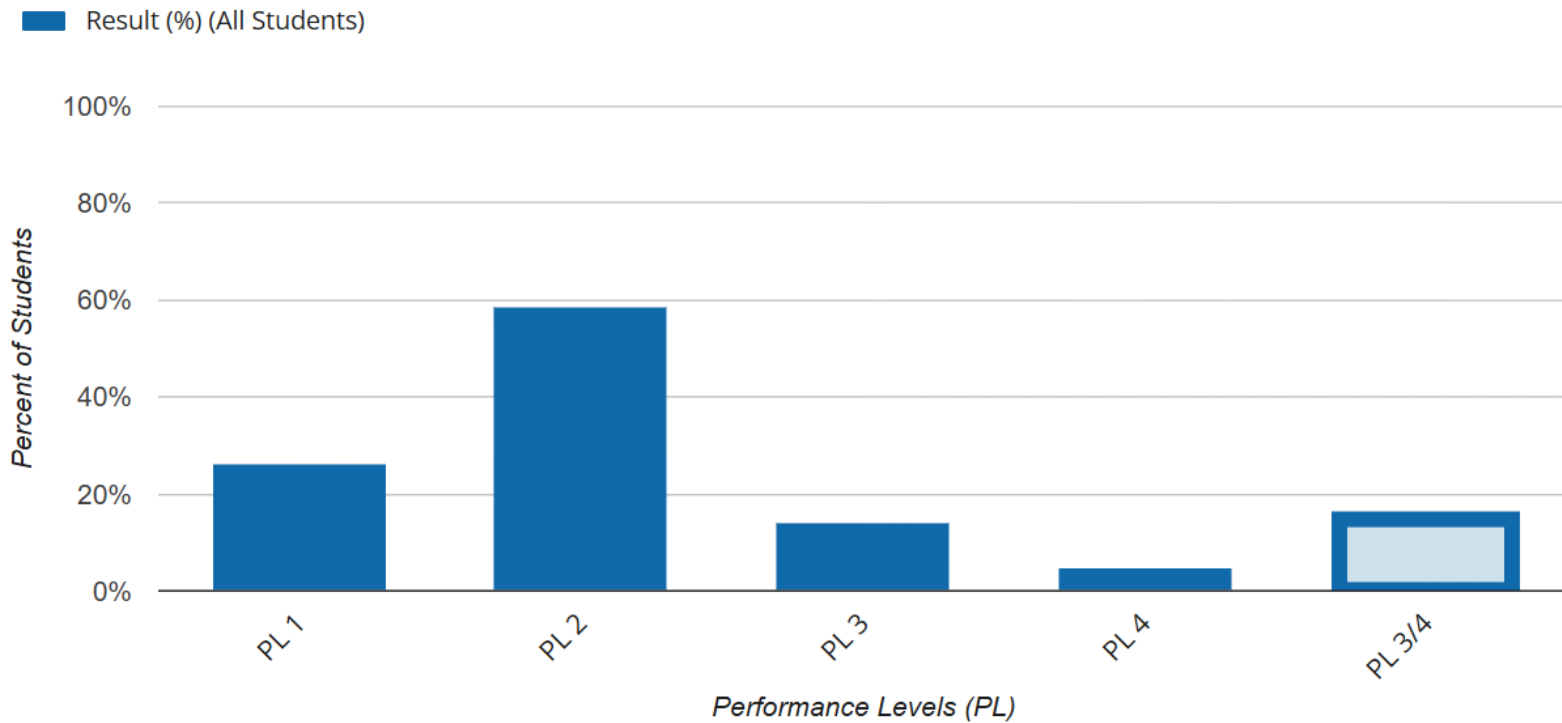
SCHOOL: **15.1%**

Show:

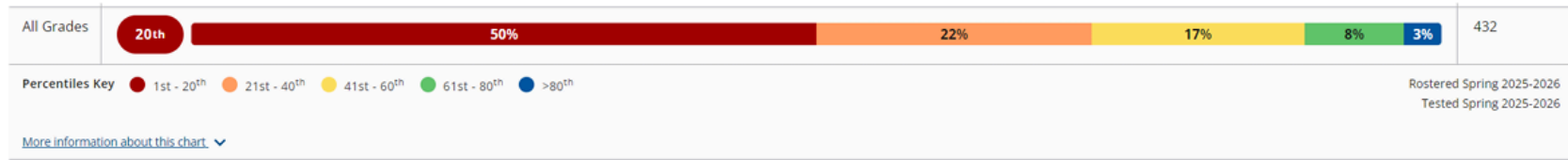
- Year
- Trend

English Language Arts Data (2024) ⓘ

Data Last Updated: 8/7/2025

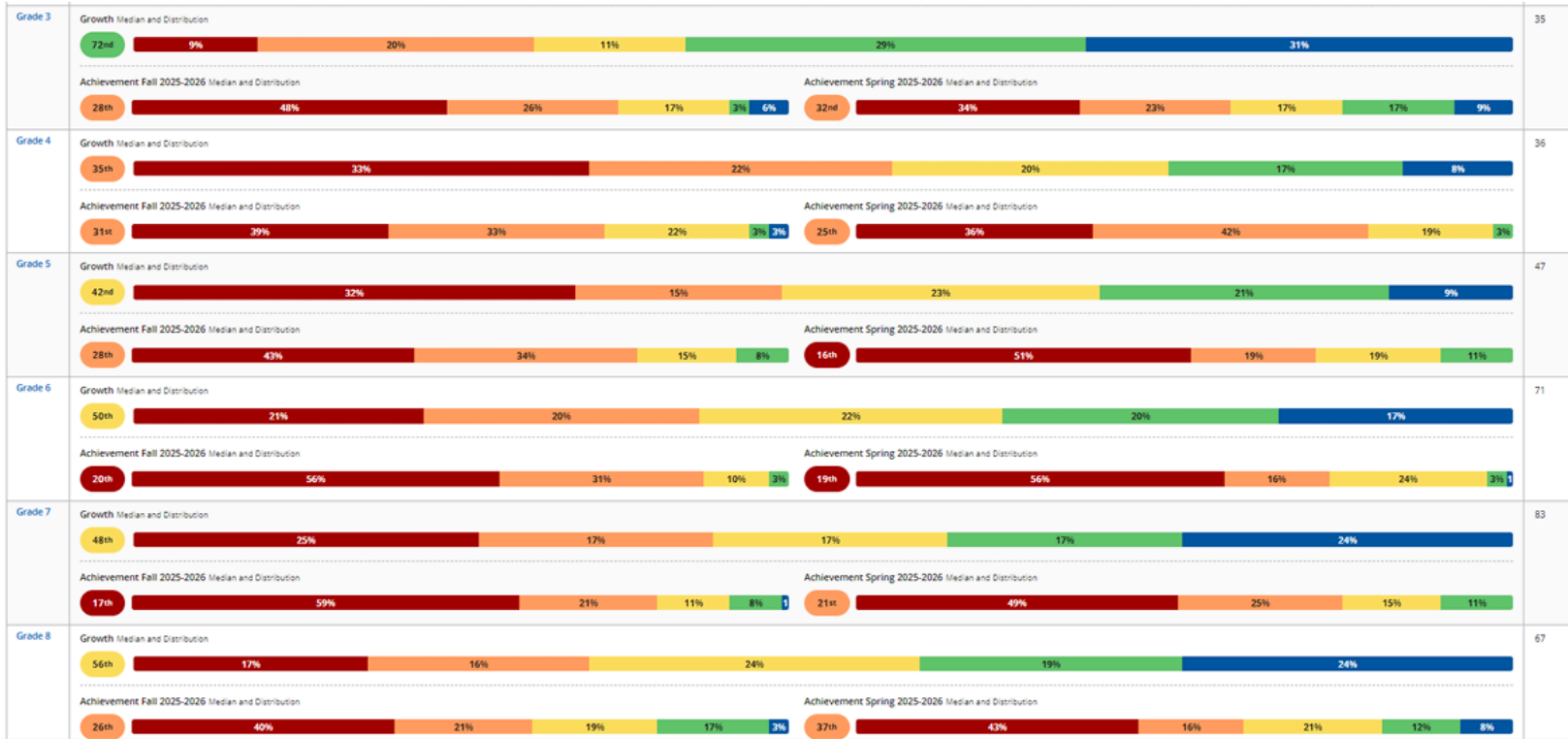
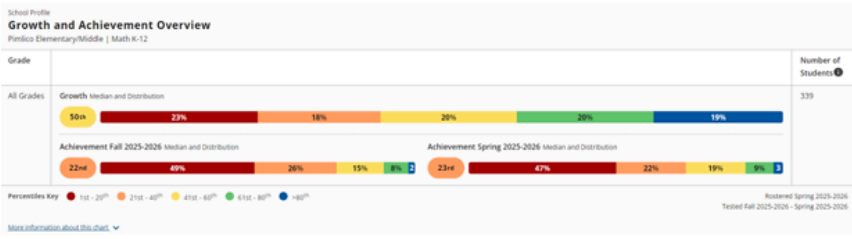


EOY – Achievement Data – Grades 3 – 8



School Profile			
Achievement by Grade			
Pimlico Elementary/Middle Math K-12			
Grade ↑	Achievement Spring 2025-2026 Median and Distribution	Sort by -- select an option --	Number of Students
Grade 3			53
Grade 4			51
Grade 5			61
Grade 6			89
Grade 7			97
Grade 8			81

Achievement BOY to EOY



PERCENT PROFICIENT

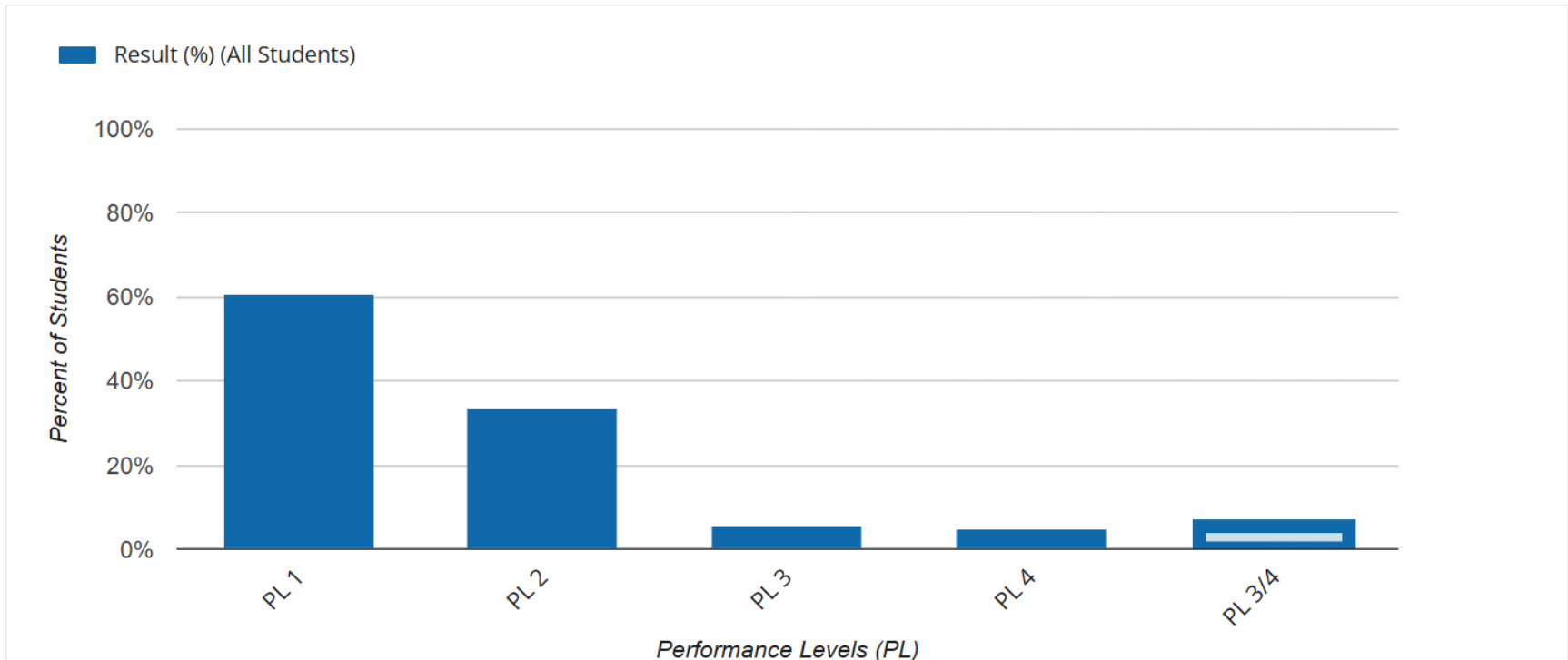
SCHOOL: **5.5%**

SHOW

- Year
- Trend

Mathematics Data (2025) ?

Data Last Updated: 8/7/2025



PERCENT PROFICIENT

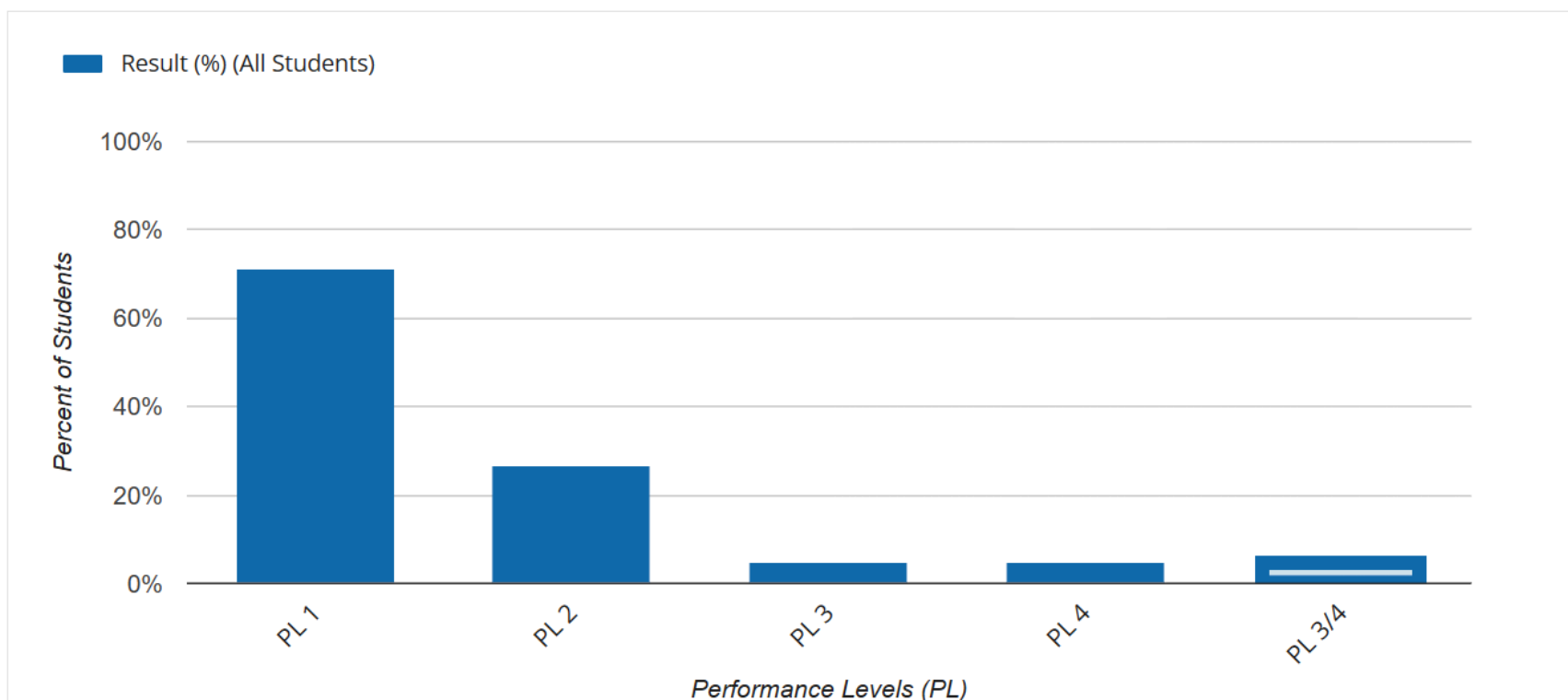
SCHOOL: 5.0%

SHOW

- Year
- Trend

Mathematics Data (2024) ?

Data Last Updated: 8/7/2025



**School Climate -
Attendance,
Chronic Absence,
Suspensions**

School Number

School

MSDE Grade Band SY24-25 Grades Served

223

Pimlico Elementary/Middle School

EM

PK to 8

SY2020-2021: Attendance, Chronic Absence, and Suspensions are not displayed because of the virtual school environment experienced during this school year.

*Student groups with fewer than 10 students display a * rather than the Attendance or Chronic Absence Rate.

**Attendance Rate by Gradeband and Year -
All Students**

Gradeband	2021-2022	2022-2023	2023-2024	2024-2025
PreK	77.3%	82.6%	81.9%	83.6%
K to 5	79.0%	81.4%	84.6%	81.6%
6 to 8	79.6%	83.7%	82.7%	82.4%

**Attendance Rate by Gradeband and Year -
General Ed Students**

Gradeband	2021-2022	2022-2023	2023-2024	2024-2025
PreK	76.9%	82.2%	81.4%	84.9%
K to 5	78.4%	81.5%	84.8%	81.4%
6 to 8	79.5%	83.8%	83.3%	82.0%

**Attendance Rate by Gradeband and Year -
SWD**

Gradeband	2021-2022	2022-2023	2023-2024	2024-2025
PreK	*	*	*	*
K to 5	83.1%	80.8%	82.5%	83.2%
6 to 8	80.0%	83.3%	80.7%	83.9%

**Chronic Absence Rate by Gradeband and
Year - All Students**

Gradeband	2021-2022	2022-2023	2023-2024	2024-2025
PreK	87.3%	65.5%	68.6%	78.8%
K to 5	74.0%	75.5%	62.1%	69.1%
6 to 8	74.6%	65.3%	69.1%	69.2%

**Chronic Absence Rate by Gradeband and
Year - General Ed Students**

Gradeband	2021-2022	2022-2023	2023-2024	2024-2025
PreK	88.7%	66.0%	68.9%	75.9%
K to 5	73.5%	75.9%	61.8%	69.6%
6 to 8	73.5%	63.7%	67.1%	70.7%

**Chronic Absence Rate by Gradeband and
Year - SWD**

Gradeband	2021-2022	2022-2023	2023-2024	2024-2025
PreK	*	*	*	*
K to 5	77.5%	71.8%	65.7%	64.9%
6 to 8	78.4%	70.2%	76.0%	62.5%

BALTIMORE CITY
PUBLIC SCHOOLS

Hey, School Community!

Tell us what you think is important for our school.
Share your ideas and let your voice be heard!



You're invited to
Pimlico Elementary/Middle

Priority Engagement Session

Join us for a conversation about our school's priorities for the

Community Budget Forum

The entire School Community is invited to attend.
Your feedback is Valued.

Pimlico Elementary/Middle School

Wednesday, February 18, 2026

3 PM

Zoom Meeting ID: [837 2573 4836](#)

**An opportunity for the entire school community to learn
about our school budget for next year!**

Community Budget Forum

The entire School Community is invited to attend.
Your feedback is Valued.

Pimlico Elementary/Middle School

Monday, March 2, 2026

3 PM

Zoom Meeting ID: [837 2573 4836](#)

**An opportunity for the entire school community to learn
about our school budget for next year!**

BALTIMORE CITY
PUBLIC SCHOOLS

Hey

**PARENTS AND
FAMILIES!**

What's working at your school,
and what could we do better?



Take the parent and family survey!

Share your feedback on how we're doing.