



TITLE I SCHOOLWIDE PROGRAM PLAN

Las Americas ASPIRA Academy participates in a school-wide Title I program and shall use funds provided by Title I to supplement the amount of funds that would, in the absence of funds under Title I, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.

Comprehensive Needs Assessment

Las Americas ASPIRA Academy engaged in a comprehensive needs assessment to include a review of academic achievement data, attendance and discipline data. The following data sources were used: NWEA, PSAT, RtI results, Fountas and Pinnell Reading Levels and Word Study Inventory, Engage NY math assessments, ACCESS, Smarter Balanced Assessment scores and other curriculum based measures. A comparison of discipline data show from the 19-20 SY (the most recent year when students were in school the majority of the year) and the 21-22 SY there was an upward trend in suspension data for the 21-22SY school year and the total includes both in-school suspensions and out-of-school suspensions. There was an increase in the total number of out of school suspensions (from 41 to 106). There were a total of 146 in-school suspensions for the 21-22 school year, which was an increase of 69 incidents from the 19-20 school year. Some of this increase is due to in school attendance ending in February during the 19-20 school year and the increase in students enrollment with the addition of the high school. ASPIRA

Academy has not had any expulsions or school related arrests. There was 1 reported incidents to law enforcement. Overall during SY22 the average incident per day for K-8 was 8.3 and for the high school was 1.8. It should be noted that incidents include referrals and FYIs which teachers were encouraged to document. These data provide evidence that the school structures in place to support students and families in regard to student behavior are effective. Maintaining LAAA's focus on restorative practices and responsive classroom structures is a focus for SY22 to include SEL lessons and professional development for teachers focused on addressing biases in the classroom. LAAA continues to work with DDOE and its partners to implement a strong MTSS system that addresses the whole child (behavior and academics).

When looking at the data for inexperienced teachers, ASPIRA has 28% of their teachers who have less than 4 years of experience. Teachers who are new to the profession or school receive a mentor and participate in a multi-year mentoring experience. In August of each year new staff members also participate in ASPIRA 101 as part of the onboarding process. Our instructional coaches provide regular support and assistance to all teachers, but focus on supporting the growth of new teachers through observation/feedback cycles and collaborative planning.

A comprehensive needs assessment was conducted and analyzed. We also reviewed our current assessments (NWEA, curriculum based measures and previous year's SBAC). After analyzing this data, we found that our strengths include: A curriculum that is vertically aligned due to collaboration within and among our grade levels. All grade levels utilize the Literacy Framework that provides the outline for our language arts instruction along with daily instruction use of the W.O.L.V. E. S program to support phonics instruction and ELL support.

Our current data show the following:

Math: 42.1% of students (grades 4-8) met their growth goal for Math SBAC in the spring 2022 administration.

ELA: 48.3% of students (grades 4-8) met their growth goal for ELA SBAC in the spring 2022 administration.

A controllable factor contributing to the challenges is that SBAC is a resource for measuring individual student achievement, calculating student growth, projecting proficiency on a high-stakes assessment, and comparing a student's growth to that of students across the country in monolingual schools. Since LAAA is a dual language language school, where students learn both English and Spanish, Herdina and Jessner (2002) argue, "As long as bilinguals are measured according to monolingual criteria, they appear to be greatly disadvantaged both in

linguistic and cognitive terms.” When multilingual competence is assessed using monolingual constructs, test takers are expected to respond exclusively in the target language, even if they have multiple languages in their repertoire. Test takers’ performance are scored using monolingual scoring rubrics, meaning that if they respond using any other language than the target (either partially or completely), their responses are penalized. Monolingual assessments tend to ignore the different needs that bilinguals have for their two languages and do not take into account that bilinguals use these languages for different purposes, with different speakers, and in different contexts (Grosjen, 1989).

At the high school students were assessed through the PSAT and NWEA MAP. All students take both assessments in the fall and spring as a measure of progress toward benchmarks and to provide information about our students strengths and areas of need. The PSAT measures a students readiness for college while the NWEA measures student achievement in the moment and growth over time,

PSAT 8/9 and PSAT 10	Evidenced Based Reading and Writing	Mathematics
8th grade scholars	89 % proficient in meeting benchmark	37% proficient in meeting benchmark
9th grade	45% proficient in meeting benchmark	11% proficient in meeting benchmark
10th grade	51% proficient in meeting benchmark	11% proficient in meeting benchmark

NWEA MAP	Below the 40th percentile	41st-60th percentile	61st - >80th percentile
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8th grade scholars reading	0%	0%	100%
9th grade reading	33%	0%	67%
10th grade reading	40%	60%	0%
8th grade scholars math	52%	24%	24%
9th grade math	66%	33%	1%
10th grade math	75%	17%	8%

Data from these two assessments show that our students do better in reading than in math although we are not where we need or want to be in either content area. Our current 10th graders have felt the greatest impact from the pandemic as both their 8th and 9th grade years were affected. In all grades reading and responding to fictional text is a strength and reading and responding to informational text is an area for improvement. This becomes increasingly important as well as an emphasis in instruction in our high school content areas where more reading is informational than fiction. In mathematics an area of weakness for our students across all grades is geometry. This makes sense for our 8th and 9th graders as geometry is not addressed in these grades as much as it is in 10th and 11th grades. An additional area of need for 10th grade is operations and algebraic thinking. This gap may be a result of the learning loss due to the pandemic. This content will need to be revisited and reinforced in the 11th and 12th grade math courses.

Schoolwide reform strategies

We believe in providing instructional support to our teachers. One of the strategies we employ to do this is through coaching and support from members of the curriculum and instruction team. For example, our Instructional Technology Coach's time is spent working with teachers as an Instructional Coach to carry out intentional

integration between digital literacy and content objectives, as well as providing professional development and support to educators in designing a creative and collaborative approach to learning. The Instructional Technology Coach also oversees software to support our academic programs: Schoology, Seesaw, STEMscopes, and Google Drive.

A critical component to our balanced literacy framework is high quality, high interest, authentic texts. Our reading instruction relies on research that shows that students need to read a lot of texts, with high comprehension, in order to move up levels of text complexity. Our curriculum is structured to allow students to read (eyes on print) every day in our reading workshop, while self-selecting texts they can read independently, with at least 96% fluency, accuracy, and comprehension. Each year, we update these classroom libraries to include the most recent and culturally relevant titles.

We offer expanded learning opportunities to support our students in their literacy development:

- Summer Reading - We expand quality learning through the summer months, by encouraging all students to participate in our Summer Reading Challenge. All students entering grades 1-8 set personal reading goals and reflect on their goals at the end of the summer. Students also participate in optional meet-ups throughout the summer to read and share book recommendations with other students.
- Accelerating Learning - In response to untaught teaching and learning due to COVID-19, we have designed a 5 week intensive summer program in order to accelerate or provide increased opportunities for students to access grade level content. Summer 22 was the second year accelerating learning was offered to our students. All students performing in the 25th percentile and below were invited to receive in-person instruction in literacy and mathematics. Approximately 70 students in grades Kindergarten - 8th grade were invited to participate in the program for 4 hours, 3 days per week. The core curriculum for summer literacy was Teacher's College Reading and Writing Project (TCRWP)

Summer Units of Study and the core curriculum for mathematics was Zearn. General Education Teachers have received professional development from TCRWP and Zearn, with support from paraprofessionals they utilized these curriculum materials to address student needs during the Accelerating Learning Summer 2021 and Summer 22 Programs.

- Extended School Year (ESY) - ESY services are provided to students with an IEP who evidenced substantial regression and/or recoupment issues during the previous IEP year and/or there is evidence of emerging skills which are referred to as “breakthrough” skills. The focus of the services provided to these students is to maintain previously acquired or learned skills. Additionally, there is a focus on continuing education for students whose rate of progress is insufficient to enable effective progress during the regular school year. The determination for eligibility of services is made annually by the IEP team. ESY runs for 8 weeks and is held for approximately 2.5 hours 2 days per week and takes place during summer break (June through August). Services are provided by certified Special Education teachers. Services are individualized based on student need.
- Before and After School – LAAA’s before and after care program not only provides working families with a safe place for their children before and after school hours, but also provides academic support and enrichment opportunities for students.
- Accelerated Curriculum (QUEST) - QUEST is an academic enrichment program provided to students in grades 3-8. Students in this program are involved in a project-based curriculum that strives to challenge their existing knowledge and build their critical thinking skills.

We meet the educational needs of historically underserved populations by being a 1:1 school, meaning all students have access to their own Chromebooks to complete necessary online learning both in school and at home. Students must have access to books at home in order to participate in our summer learning projects and continue remote learning. Students will be encouraged to sign up for access to the public library’s digital and audiobooks through applications like Libby and Sora. Students who may not have access to books at home will be given the

opportunity to come select free books at our school, as well as access books online through a variety of platforms. Additionally, we will host two in-person meet-ups outside as an opportunity for students to share and discuss what they have been reading, listen to stories, as well as give and receive book recommendations.

In order to meet the needs of all children in the school, but particularly the needs of low-achieving students and those at risk of not meeting grade level standards the following interventions/curriculum supplements are needed:

- Teachers College Reading and Writing Project Virtual Teaching Units - resources to supplement our current units of study curriculum, including mini lesson videos for teacher professional development and for virtual/hybrid learners, as well as resources for parents and caregivers.

Instruction by Highly Qualified Teachers

We ensure all employees have completed their criminal background checks, TB test, and drug screening prior to employment. We also check their references and their license and certification to make sure they qualify for the position and have all the required certification.

High-Quality, Ongoing Professional Development

LAAA is an immersion school. K-5 teachers noticed that their students were not becoming as proficient in the Spanish language arts as they were in the English language arts. They sought resources to assist in providing a research-based articulated curriculum in which to deliver instruction. Research also supports strengthening students' first language to improve their acquisition of a second language. Over 60% of LAAA students come from homes where Spanish is the first language for students. However, students are not fluent in all domains of the

language. The Spanish language arts curriculum will be a support to strengthen students speaking and listening but also their writing and reading in Spanish. During school year 2021-2022 teachers implemented new materials. They will continue to receive on-going professional development and coaching to support implementation with fidelity.

As we returned to face to face learning this past year, staff continued their training and focus on SEL and trauma-informed practices in order to support our students socially, emotionally, and academically.

Instructional coaches continue to provide on-going coaching and feedback for core content area teachers to improve instructional delivery and student outcomes. Math scores for ASPIRA lag behind those in ELA. The math supervisor provides ongoing instructional coaching and support especially in the middle and high school grades where math students are less proficient. The two ELA instructional coaches will support K-8 teachers. A need for continued professional development to improve ELA and Math instruction is additionally supported through NWEA MAP and PSAT data.

Recruitment and Retention of Highly Qualified Teachers

- Educator Effectiveness: Providing more frequent and targeted professional learning opportunities to teachers; hiring instructional coaches to support teaching effectiveness.
- LAAA bases its teacher salaries on the Christina School District scale. In the initial year of employment, an individual's salary is set at 100% of the previous year's scale. Plus-credit and degree increases are effective with the completion or conferral date, so teachers are not required to wait until the next school year to be compensated for their achievement.
- Child care: LAAA has a licensed Early Childhood Development Center on the K-8 premises. This bilingual center provides care and learning experiences for staff children and community members from infants through Pre-K. Parents may visit with their children throughout the day, and a room is provided for nursing mothers. The cost to staff is kept as low as possible and staff have preference in filling the positions. For a

minimal fee, care is also provided on professional development days for staff children who attend LAAA K-8.

There are plenty of opportunities made available to current staff to earn extra pay for extra responsibilities (EPER) to add to their salaries.

Parent Involvement

Las Americas ASPIRA Academy Administration and Leadership Team routinely involve stakeholders (school, family, and the ASPIRA school community) in the design, implementation and evaluation of the school-wide plan thru: “Back to School Night” data collection, parent teacher meetings, parent coffees with the Principal, monthly staff meetings, ASPIRA leadership team meetings, staff surveys, and parent surveys. Activities for families include: Curriculum nights, Hispanic Heritage Celebration, One Book One School, Back to School Night and New Parent Orientation. The data from a variety of these activities are collected and factored into the design, implementation and evaluation for the ASPIRA Schoolwide Plan. Given that a large number of families have English as their Second Language, interpreting services are provided to insure linguistic equity to each school activity.

Coordination with Early Childhood Programs

As a K-8 Charter School, we do not currently have a preschool program and our students are admitted to our kindergarten program based on a lottery. Students attend LAAA from all across New Castle County with a few also from Kent County, making collaboration among existing preschool programs a challenge. However, school leadership does meet with local Head Start programs and area daycares to share information about the school and the school choice process.

Teacher involvement in assessments decisions

Teachers are involved in decisions about the academic assessments used to inform and improve the instructional program. Teachers have participated in professional learning opportunities and development in which they learned that the assessments best suited to guide improvements in student learning are quizzes, tests, writing assignments, and other assessments (formative and summative) that teachers administer on a regular basis in their classrooms. Teachers design these assessments based on what is being taught in the classroom. Since teachers are involved in the design of the assessments and they know that they have a direct relation to classroom instructional goals, they trust the results from these assessments. Additionally, teachers value the immediacy of results and the ease of analyzing students on an individual level. Teachers see their assessments as an integral part of the instruction process and as crucial for helping students learn. The results are then used to make improvements. Results and concerns are discussed at weekly team meetings in which a team leader, instructional coach, and/or administrator are present. Information discussed and concerns are then taken back to the ILT team. Before diagnostic screeners and other forms of assessment are chosen, they are presented to grade-level teams. Members of the team are permitted to provide feedback and ask questions prior to the implementation of new assessments and screeners.

Additional Timely Assistance

At the beginning of each school year, students will undergo a screening process (Fountas and Pinnell Benchmark Assessments and math common assessments) to capture a baseline score in ELA and mathematics. Once all students have completed the screening process, grade-level teams, team leaders, instructional coaches, ILT members, and administrators review the results and begin to group students based on instructional need. At the first meeting, scores of the screening process and state test scores are reviewed in addition to teacher and team input. If it is decided that a student falls into a tier that requires intervention due to lack of progress or proficiency, the student is placed in an intervention group in which he or she receives additional support and focused instruction in the skill area of need. Intervention groups are held each day and are instructed by teachers certified in the area of need. At the end of a six-week period, the instructional teams meet again to discuss individual student progress and determine whether a student requires ongoing or increased intervention. This decision-making process occurs every

six weeks for the duration of the school year. When a student is provided with intense intervention for 3 cycles and does not make adequate progress towards proficiency, the student is referred to be evaluated for special education services.

When reviewing collected data, it was found that students were more proficient in ELA than mathematics. Administration and the Instructional Team determined a need for mathematics support. A Supervisor of mathematics was hired to provide guidance on mathematics instruction, curriculum, and implementation of programs necessary for students to near proficiency levels.

Coordination with Federal, State and Local Services

Title programs funds are used to supplement, not supplant the programs and services delivered to Las Americas ASPIRA Academy students. All Title fund allocations are used to support the identified needs for improving teaching and learning using the strategies and methods being implemented at LAAA for the maximum benefit of each child.

ASPIRA has a family resource center through which many parent education opportunities happen. Information is sought from parents via surveys, Cafe con Margie sessions with the Chief Executive Officer and through parent teacher meetings to determine the needs of parents and the kind of educational sessions they wish to engage in during the year. It is through these activities that the Family Resource Center has offered English learner classes, classes with the UD Cooperative Extension about healthy eating, and sessions with Stand By Me to help parents prepare for college. ASPIRA will continue to engage the parents and the community in a variety of ways outside of the family resource center in order to get the greatest involvement from a variety of stakeholders. Activities that may be held include: morning coffees, Hispanic Heritage Activities, parent teacher conferences, curriculum nights, back to school events, holiday events, concerts, etc. LAAA's website has a link to the family resource center where activities are identified and resources can be located. In addition, ASPIRA uses Remind to communicate upcoming events and activities in which parents, families and the community can participate.

The assessments administered during the school year will be reviewed regularly throughout the year. Curriculum based assessments will be key in helping the team to determine root causes for any identified needs. In addition to these data, the school community will review end of year SBAC, NWEA, PSAT/SAT, AP, Access and DESSA data to determine needs for professional development and instructional changes for the following year. However, because LAAA will be reviewing and planning based upon regular data, the state level assessment results should come as no surprise, but should only serve to confirm what yearlong data is showing. These data will also be used to determine intervention needs for the coming year and grouping of students based on needs. Discipline and attendance data will be reviewed to assess how we are doing in developing a positive climate and culture. Interventions and professional development will be identified to address these needs. Surveys to families will also be used to provide feedback around parent satisfaction, student growth, and sense of school safety and comfort.