



Schoolwide Plan, SY 2023-2024

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Elementary and Secondary Education Act of 1965* (ESEA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school, should be involved in the development of the plan;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public;
- Information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate, the plan should be 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.

The ESEA requires three components to be included in the schoolwide plan – **comprehensive needs assessment, comprehensive schoolwide plan, and annually evaluate the schoolwide plan**. The template below provides a framework that may be used to develop and/or update a schoolwide plan. The narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

If a school has operated as a schoolwide program by virtue of meeting the 40 percent threshold in a prior year, then just as under NCLB it can continue to operate as a schoolwide program if it falls below the threshold in a subsequent year.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the required schoolwide components.



Paul Public Charter School, Inc.

Title I Schoolwide Plan

Select one: ☐ Initial Plan ☒ Revised Plan

Requirements for a Title I school operating a Schoolwide Program are found in Section 1114 of the Elementary and Secondary Education Act (ESEA) and regulations 34 CFR §200.25 – 200.29.

1. Comprehensive Needs Assessment

Component 1 (§1114(b)(6-7(A)(i-iii)(I-III)(IV-V)) and (B))

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. (ESEA section 1114(b)(6)). 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 results of the needs assessment guide the development of the comprehensive schoolwide plan.**

Evidence:

- A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analyses summary must be included which incorporates benchmarks used to evaluate program results. Results of the data analysis must guide the reform strategies that will be implemented to improve instruction for all students.

- A. Describe the composition of the needs assessment team. The comprehensive needs assessment must be developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the schoolwide program plan.
- Paul PCS collects data for our needs assessment from many stakeholders. We use data from teacher evaluations (mid-year, informal observation, formal observation, final evaluations) to determine which teachers need more one-on-one support, and also which content areas need more professional development (ie: if multiple teachers rank low in classroom management, we will hold small group PD around this topic for those staff members). We also collect data through parent surveys. Parent surveys are distributed



bi-annually. We aggregate data by grade so we can identify clear areas where we are excelling or struggling. Additionally, we collect data from board members as they observe and advise us on good practice in and out of the classroom. Board members (two of which are parents of current scholars) and Marketing staff also poll families throughout the enrollment process so we can learn what brings concern to our current and prospective families about our school.

We survey staff in monthly staff meetings, gathering information about their organizational culture desires, and about their understanding of their professional growth areas. We can determine when staff need further support around their practice through these surveys and through staff focus groups. Lastly, and most importantly, our needs assessment data includes testing data from PARCC, interim assessment developed in-house, and MAP testing. We use this data to identify our scholars' greatest areas of growth. We use this data as well as enrollment and demographic data to set priorities that guide our practice each quarter of the school year. Our goal through these needs assessments in each grade level is to be in a constant state of growth and improvement at Paul PCS.

- B. Describe the student academic achievement data that will be used to examine students' most pressing needs and their root causes.
- PARCC
 - MAP Assessment Data
 - Attendance Rates
 - Enrollment / Re-enrollment counts
 - Demographic Info
 - Access Data
- C. Explain how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, and students with limited English proficiency, etc.), particularly the needs of those children who are failing, or at-risk of failing, to meet the challenging State academic standards.
- 99% of our students fall into the category of minority and/or low-income. Given this, during our staffing season, we ensure teacher placement reflects a diverse range of experience on each grade level team. New teachers are assigned coaches through senior in-house teacher staff.
 - Returning staff members identified as needing additional support are assigned coaches and placed on a performance improvement plan.
 - Over 40% of our students are non-native English speakers as well. We provide comprehensive translated materials (from our handbooks to family emails home to our parent-surveys) so that families who do not speak English have access to information and have accessible routes through which to participate in the improvement, development and growth of Paul PCS.



D. As a result of the comprehensive needs assessment, describe the strategies that will be implemented to address the high priority area(s) of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year.

- Approximately every 6 weeks, Paul PCS administers interim assessments for grades 5th-12th. The assessments are given in mathematics and in reading. The assessments are aligned to the Common Core State Standards which drives our curriculum. The data from assessments is used to (1) determine how well scholars have mastered standards, (2) create a plan of action to ensure that non mastered standards are mastered, and (3) determine what scholars might need additional support in literacy and mathematics. The data from the interim assessments is also used to predict how students might perform on the standardized assessment. This information will be shared with teachers during school Data Days/End of Quarter planning sessions and to parents and students during the distribution of progress reports. Students who have not demonstrated mastery of the grade level content will be provided tutoring services during school, after school, or during assigned teacher office hours. These sessions will be provided either in-person *or virtually*.
- Overall improvement in ELA and Math, for all subgroups, is necessary for both Paul MS and HS. Strategies to bolster students' performance in these areas included the implementation of intervention programs to include Read / Math 180, Achieve 3000 (literacy and numeracy), PSAT/SAT support for scholars, Intensive coaching for Math/ELA teachers especially, routine assessment data analysis and action planning to address gaps in scholars' performance, and regular student led conferences to invest scholars in understanding and owning both their data and progress (as well as their parents).
- Current baseline data and related goals for SY24 are as follows (reference PARCC and MAP data):

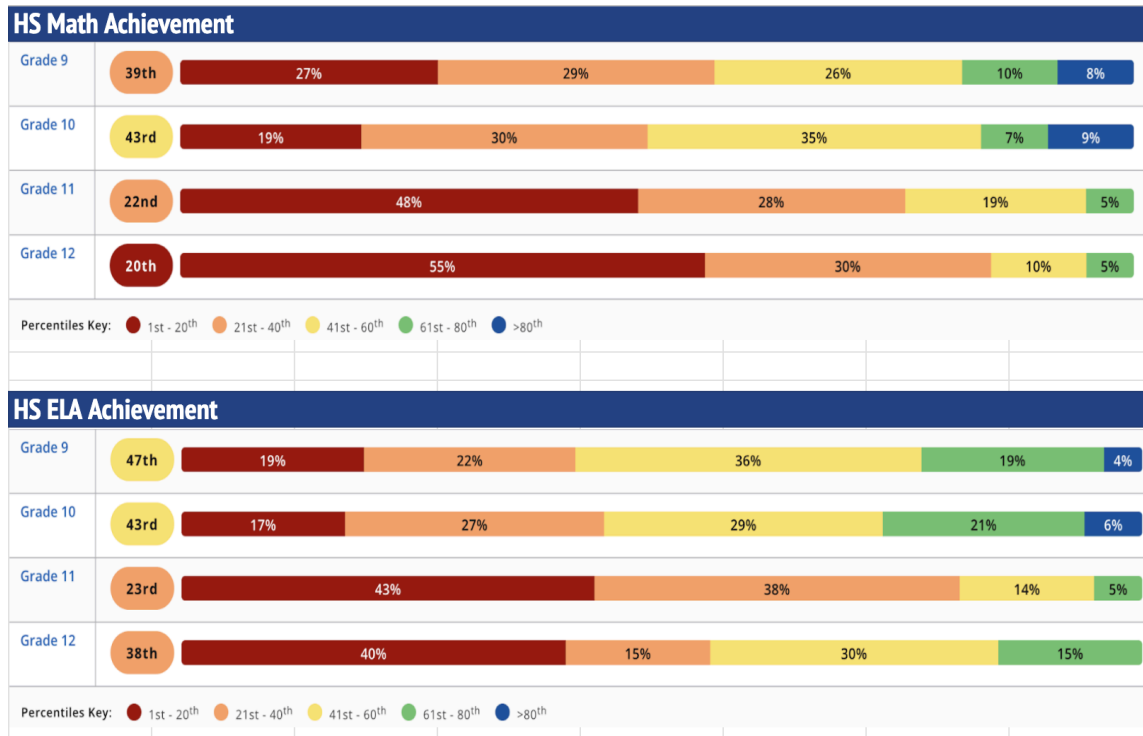
2023-2024 Goals

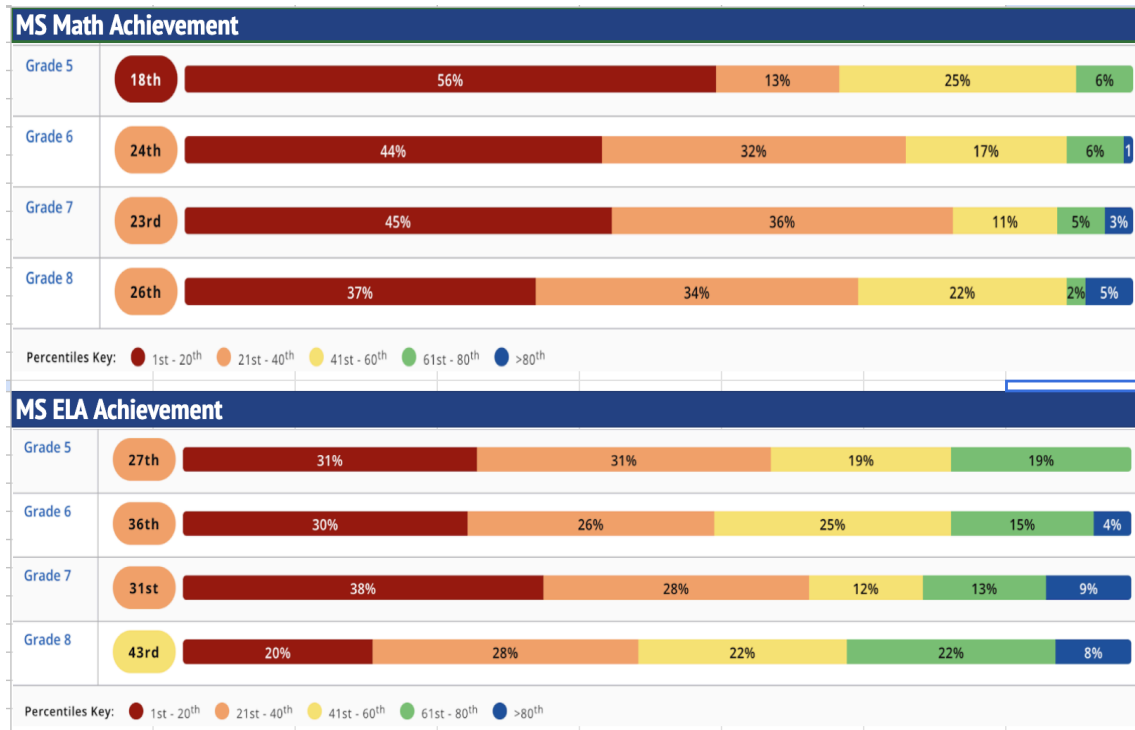


		SY22-23	SY23-24
Middle School	ELA 3+	65.7%	70%
	ELA 4+	44.1%	49%
High School	Math 3+	32%	40%
	Math 4+	11.8%	22%
High School	ELA 3+	46.4%	50%
	ELA 4+	18.8%	30%
High School	Math 3+	20.20%	30%
	Math 4+	2.9%	18%



MAP Data Fall 2023 Baseline





E. Describe the outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.

- Our needs assessment led us to the following conclusions: continue to implement systems that support scholars are effective in improving student achievement. Student data from PARCC and MAP were helpfully predictive and Read/Math 180 was an effective tool for supporting students who had greater than average needs.
- Analysis of critical student progress indicators, student subgroup data, and school/community needs analysis is below:



PARCC Achievement Data



		SY18-19	SY21-22	SY22-23
Middle School	ELA 3+	57.6%	68.88%	65.77%
	ELA 4+	31.8%	42.65%	44.10%
High School	Math 3+	40.2%	34.38%	32.06%
	Math 4+	11.8%	10.17%	11.83%
High School	ELA 3+	45.5%	45.41%	46.49%
	ELA 4+	22%	20%	18.85%
High School	Math 3+	39.5%	15.35%	20.19%
	Math 4+	10.9%	0.41%	2.95%



High School Metrics

	SY21-22	SY22-23
9th Grade on Track	80.9% (Post SS)	76.7% (Post SS)
4 Year ACGR	76% (% 22)	90.79% (% 23)
5 Year ACGR	87.4% (% 21)	86.67% (% 22)
College Acceptance	100%	100%

High School Metrics, continued

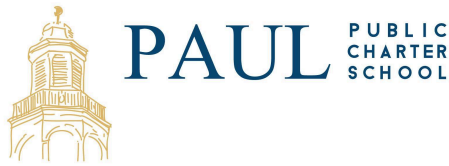
	SY21-22	SY22-23
PSAT Performance (850+)	26.7%	29.63%
SAT/ACT Performance (Combined) (890/16 +)	25.39%	30.26%
SAT/ACT ELA (480/20+)	11.11%	18.42%
SAT/ACT Math (530/22+)	4.76%	3.95%
AP / Dual Enrollment	17.5%	164% (125/76)



Additional Goals from Strategic Plan

Goal	SY22-23 Outcome	SY22-23 Target
By June 2025, 100% of 12th grade PIHS students will be accepted to their 4-year match college.	100%	100%
By June 2025, 85% of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 4-year graduation rate.	90.79%	80%
By June 2025, over 88% of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 5-year graduation rate.	86.67%	83%
By June 2025, over 90% of PIHS 9th grade students will earn enough credits to be on track to graduate in four years as measured by 9th grade credit accumulation.	76.7% (Post SS)	85%

- Summary of priorities is as follows:
 - High Expectations and Continuous Improvement
 - Priority 1: Increase scholar access to rigorous and differentiated content so that every student achieves at their highest potential
 - Priority 2: Enhance our culture to create a safe, joyful school environment where stakeholders feel a sense of belonging
 - Priority 3: Deepen family and caregiver collaboration and engagement
 - Priority 4: Effectively promote equity and support for special populations
 - Priority 5: Recruit and retain high-quality staff
 - Priority 6: Ensure our organizational sustainability & future growth



2. Schoolwide Program Planning Team Component 2 (§1114(b)(2))

Schoolwide plans must be developed or revised 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, paraprofessionals present in the school, administrators

(including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Evidence:

- A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques.

- A. Describe the composition of the planning team. The planning team assumes responsibility for planning and implementing the schoolwide program in accordance with all applicable Title I rules and regulations.
- The Planning Team includes the Executive Team (CEO, Executive Director of Schools, Executive Director of Student Support Services, Executive Director of Operations, Executive Director of Talent), School-based Leadership, Academic Network support, Instructional Specialists, Parent Board Trustees, the Parent Action Group (PAG). All of these participants engage throughout the year in topics relevant to the achievement of the school's strategic plan. School-based leadership also have instructional councils that collect data and feedback from teachers.
- B. Explain the process used to develop the plan, including information about meeting dates and agenda items/topics as well as future meeting dates.
- Paul Public Charter School's 2022-2025 Strategic Plan is designed to support the Paul community to focus on establishing sustained, high levels of student achievement and transformative outcomes for students, set both the middle and high schools on a path towards high performance, and support the organization to earn its 25-year charter renewal and AALE re accreditation in four years. To create this plan, the Paul Executive team reviewed multiple organizational strategic plans, current Paul data, and resources to improve school quality and student achievement, including evidence-based practices from TNTP's Greenhouse Schools study (2015) and Education Resource Strategies' Igniting the Learning Engine (2017). The draft plan includes 3-year goals grounded in critical student achievement indicators, 1-year benchmark goals, strategies to achieve these goals, and measures to assess our progress towards these goals. In the plan, specific goals are indicated to align to critical indicators on the Charter Sector's and State's



Accountability frameworks. The 2022-2025 strategic plan is aligned to our school model, commonly referred to as the Paul 5. The five model components are as follows:

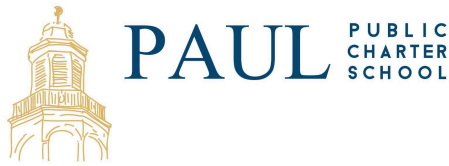
- o High Expectations and Continuous Improvement
- o College and Career Ready Academics
- o Culture of Community
- o High Performing, Committed Educators
- o International Studies
- Each section of the strategic plan begins with a brief narrative and then provides an overview of the strategic direction of that section. The leadership teams had 6 day-long meetings, utilized the support of a consultant/expert in educational strategic planning, over the course of five months. These strategic planning meetings consisted of diverse stakeholders. Monthly follow-up meetings that include teacher-leaders, parents, school-based leaders, executive staff and more, have recurred consistently through the execution of this strategic plan to ensure Paul PCS is meeting targets. These meetings will occur throughout the duration of this strategic plan.

C. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.

- Information is distributed in multiple task forces: Accountability, Enrollment, and otherwise. New to Paul staff receive thorough training on the Strategic Plan during our August Professional Development Institute (PDI), so they begin the school year with thorough knowledge of the priorities of Paul PCS. All Staff are required to review the strategic plan during PDI each year.
- Paul has a very transparent process for progress monitoring as well. During the SY17-18 school year, Paul PCS implemented various web-based platforms to support our critical review of teacher performance data. These remain intact and have helped us closely monitor teacher performance in connection to student outcomes. In particular, we use a program called Teachboost, which gives us a continuous view into teacher performance and allows for closer, in-the-moment tracking, evaluation and feedback. We use that data to inform our monthly cycle of professional development programming. We also use internal school audits and performance meetings where we compare data collected on teacher performance to that of student outcome data to guide and inform interventions for teachers -- both those that are struggling and those that are already high-achievers. We utilize this data to put performance plans in place for our teachers that are struggling the most, with an intent of supporting them to strengthen their skills as teaching professionals.



- D. Describe the process for involving stakeholders and how their input was used to develop the schoolwide plan.
- All stakeholders engage throughout the year in topics relevant to the achievement of the school's strategic plan. Surveys distributed to parents, teachers, board members, and leaders alike were used to collect meaningful information that contributed to the development of the schoolwide plan. School-based leadership also have instructional councils that collect data and feedback from teachers. To create this plan, the Paul Executive team reviewed multiple organizational strategic plans, current Paul data, and resources to improve school quality and student achievement, including evidence-based practices from TNTP's Greenhouse Schools study (2015) and Education Resource Strategies' Igniting the Learning Engine (2017). The draft plan includes 3-year goals grounded in critical PMF-aligned indicators, 1-year benchmark goals, strategies to achieve these goals, and measures to assess our progress towards these goals. All Staff are required to review the strategic plan during PDI each year, in 1:1 check-ins with leaders, and on Data Days each quarter.



3. Schoolwide Plan

Component 2 (§1114(b)(7)(A)(i-iii))

Preparing a **comprehensive schoolwide plan** that 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. (ESEA section 1114(b)(7)). 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. **This plan may be integrated into an existing improvement plan.**

Evidence:

- Evidence-based strategies or other effective strategies based on identified needs designed to raise the achievement level of all students on challenging State academic standards. Include a description of how the reform strategies will be evaluated for effectiveness.
- A process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.
- Evidence-based strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate.

A. Explain the school's implementation of strategies that will address the needs of all children in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards.

- Paul has a through Response to Intervention program that ensures the early identification of at-risk students so we can then put in place additional interventions to support their learning and achievement of grade-level standards. Students identified as below grade-level participate in our Read/Math 180 intervention courses, which are taught by highly effective staff year-over-year. Secondly, Paul ensures that we consistently have sufficient staff in our staff model to serve all SpEd and EL scholars. This staffing model provides the opportunity of our highest need students to receive services catered directly to their needs.
- Paul PCS has allotted several resources in the Title IIA application specifically to address the retainment/recruitment of highly effective teachers, as we believe that



teachers who have the most on-the-ground encounters with students are the ones having the most substantive impact on our highest-needs scholars. (EdTrust 2008) Paul PCS has partnered with Teach for America to provide returning staff members deemed highly effective during the 2022-2023 and six new teachers. Paul PCS offers signing bonuses to teachers that are highly effective in hard to fill roles like SPED and STEM teachers. Paul PCS also works to retain highly effective teachers, principals and other staff members through professional development.

- Paul PCS holds data days used to benchmark internal assessments and a week-long Professional Development Institute (PDI) that occurs annually to analyze and reflect prior year student performance. These efforts are used to provide real time alignment to the school curriculum.
- Furthermore, the creation of extended day and recovery programming ensures students have opportunities that extend beyond the normal school day for both remediation, intervention, and acceleration.

B. Provide a description of how the methods and instructional strategies used will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, including programs and activities to provide a well-rounded education.

- We develop scholars to become responsible, independent thinkers and leaders. A strong culture of achievement is the foundation for the high standards of learning we create in our classrooms and school environments. We base our decisions on data, strive to continuously improve, and hold each other accountable for excellence. Our goals and strategies under this model component will support us to...
 - Ensure our students are equipped with the academic skills and experiences necessary to be successful in any college or a career.
 - Foster and build key character attributes in our students that are essential for their success in college or a career.
 - Create systems and interventions to support the success of at-risk students.
- Achieving our goals related to college gateway measures will...
 - Build a college-going culture within our school and shift students' mindsets around their ability to compete in rigorous academic environments.
 - Allow our students to qualify for National Merit and other scholarships which can support
 - college tuition and access.
 - Increase the number of our students who are competitive college applicants, significantly improving their college options and their future career pathways.
 - Ensure that our students matriculate and complete college at higher rates, effectively leading to better long-term outcomes for our students and reductions in poverty rates.
- Our methods and instructional strategies will strengthen the academic program through strong professional development, thorough data review, and substantive extended day programming available for all students.



- o Professional Development: Professional development efforts are internal (provided by principals and instructional coaches) and external (provided by outside vendors). Development funds are available to all staff members and are provided upon request and/or need in a particular subject area. This investment in staff development provides teachers, principals and other staff the ability to become better for our scholars. Also, teacher-leaders are participating in a year-long PD opportunity through School Leaders Lab. Internal PD is consistently aligned to the needs as identified during routine instructional observation and evaluation. We ensure teachers are adequately prepared to deliver instruction that results in improved and acceptable outcomes for all students...
 - o Data Days: Our data days increase quality time b/c they give us the opportunity to formally examine data and indicators that let us know if our efforts are on track. They will tell us whether and how our day-to-day strategies need to be adjusted to further increase and improve the quality of educational services that all students, but especially high-need or at-risk students, are receiving high quality services.
 - o Extended Day: As secondary schools, we routinely work w/ students who come to us with significant learning gaps that cannot solely be addressed in the 6 hours instructional day. As such, we have both developed and staffed a Programming and Outreach Manager role to develop an extended day program that will ensure that students have additional time to master skills that may slow their learning if otherwise not developed. Additionally, extended day learning targets those students who are also exceeding grade-level expectations to make sure that they too maintain a strong cadence in their learning over the course of the year.
- C. Describe the benchmarks for evaluation of program results.
- Our benchmarks are based on goals and overarching objections that we strive to accomplish each day. These are outlined in our strategic plan. Those benchmarks are listed here:
 - Priority 1: Increase scholar access to rigorous and differentiated content so that every student achieves at their highest potential
 - o When every scholar has reached their highest potential, they will be able to use their skills as independent, discerning thinkers to lead successful lives, and utilize their unique gifts and skills to have a meaningful, positive impact on the local, regional and global community. Ultimately, the rigor of what our scholars experience in our classrooms will teach them to embrace healthy, productive struggle, view “mistakes” as opportunities for growth, and strengthen them as leaders equipped to navigate any circumstance with perseverance, effort, and grit.
 - o Outcome Metrics - by 2024-25



- Increase 4-year graduation rate from 75% to 85%
- Increase 5-year graduation rate from 85% to 90%
- Increase the percentage of scholars scoring Level 3 & 4 or higher on PARCC (baseline set in 2022)
- Increase the median growth percentage on PARCC (baseline set in 2023)
- o Strategies
 - **1.A: Monitor and respond to student progress to ensure all students are prepared for and have access to rigorous instructional content.** The Paul team will ensure that a common definition of rigor exists and is shared by all stakeholders through norming and professional learning for staff. We will use regularly available student data to support teachers to adjust their instruction so that all students are receiving the support they need to master grade-level content.
 - **1.B Develop a comprehensive 6th - 12th college and career readiness program that significantly strengthens the possibility of matriculation and acquisition of a degree and/or viable employability.** The Paul team will establish structures for individualized post-secondary planning, including internship opportunities and college visits. Opportunities for exposure and a college-going mindset. Provide support for students with matriculation into college. We will also start up an alumni support network to assist graduates with successfully navigating the first year of college.
 - **1.C: Implement a differentiated approach to instructional coaching and professional learning that acknowledges and leverages strengths of teachers and cultivates opportunities for all teachers and leaders to grow as instructors, educators, and leaders.** Through the cultivation of reciprocal, growth-based feedback processes, we will ensure that individual teachers have what they need to be effective in their classrooms. We will broaden our toolkit of instructional coaching that allows a range of experience to support teacher growth. We will implement a strategy & structure to meet the unique needs of first year teachers based on input from new and returning Paul teachers.
- Priority 2: Enhance our culture to create a safe, joyful school environment where stakeholders feel a sense of belonging
 - o At Paul PCS, we value our staff, scholars, families and other stakeholders. Our school culture plan is an intentional, living document that allows us to provide the best environment and education to all Paul PCS members. Our goal is to



celebrate the diversity of our staff and students to ensure every individual is able to learn from one another and celebrate our differences and values. The culture plan builds community through developing, affirming, and validating scholars' and staff authentic selves and fosters common ways of communicating and interacting that positions our scholars to be leaders now and in the future. Our school culture plan allows all stakeholders to interact and focuses on scholars being prepared and being successful inside and outside of the Paul environment.

- o Outcome Metrics - by 2024-25
 - Increase in-seat attendance rates to 94% (middle school) & 92% (high school)
 - Increase in student sense of safety, joy & belonging as measured by selected data from stakeholder surveys (baseline set 2022-23)
 - Decrease suspension rates for student populations disproportionately impacted, including SWIEPS and boys to 8% (middle school) and 9% (high school)
- o Strategies
 - **2.A: Enhance the scholar experience to be consistent across the organization, including rituals & traditions, social-emotional learning (SEL) tiered support, and leadership opportunities for scholars.** Paul PCS' comprehensive school culture plan is the blueprint that allows scholars to feel safe and a sense of belonging in order to promote academic success. Our other stakeholders (staff and families) will feel a sense of responsibility in supporting our scholars in achieving success inside and outside of the Paul community.
 - **2.B: Develop and implement processes, structures and activities to support strong in-seat attendance and reduce chronic absenteeism.** Utilize data reviewed in attendance impact meetings to provide direct, individualized support to scholars and their families to increase attendance. Based on themes from attendance impact meetings, identify process improvements to close loopholes and ensure families are engaged in supporting their scholar. Identify and implement incentives, particularly at times of the year when attendance trends lower. Develop community partnerships focused on behavior response and attendance.
 - **2.C: Develop and implement processes, structures and activities to support the whole child by focusing on maximizing instructional time.** Support scholars to develop healthy habits for learning, both in behavior and academics through consistent classroom management, quality SEL instruction and restorative justice practices.



- Priority 3: Deepen family and caregiver collaboration and engagement
 - Family Engagement work is essential to the growth of the organization to create generational enrollment, community stakeholders, and collaborations amongst staff and caregivers. Priority 3 is deeply connected to the long standing mission of Paul of creating MERIT scholars and value in family. The MERIT Value is an essential cornerstone of family and caregiver collaboration.
 - Outcome Metrics - by 2024-25
 - Stabilize re-enrollment rates to 86% in both middle and high school.
 - Rates of parental engagement as measured by increased participation in the bi-annual parent survey.*
 - Increase the percentage of parents/caregivers attending at least one engagement event from 50% by Spring 2023 to 65% by Spring 2025.
 - Strategies
 - **3.A: Develop and implement a varied menu of engagement activities, outreach efforts and internal/external resources to appeal to and address the needs of families and students at all grade levels (5-12).** We have to engage parents in a differentiated way - no “one size fits all.” Offering a varied menu of opportunities to engage with and communicate with families. Providing specific resources and connection to existing community resources to meet needs of families - and strengthening community partnerships to be able to provide those.
 - **3.B: Create an annual parent engagement strategy that focuses on consistent, transparent communication to families (in varied modes) to strengthen home-school collaboration.** This includes clarity on the purpose for the “touchpoint” at the beginning of the engagement and the familial ask/need at the close. Becoming streamlined and methodical about the way we communicate with parents so that they always understand the reason for the communication. Varying models of communication (e.g., growing social media engagement) that meet the needs of our families.
 - **3.C - Develop systems to gather, analyze and respond to feedback collected from families/parents.** Development of a consistent way to gather feedback from families. Calendared routines for reviewing the data from surveys.
- Priority 4: Effectively promote equity and support for special populations
 - Equity ensures that all scholars get what they need in order to experience success, feel a sense of belonging, and fulfill their potential. Equity relies on having a variety of supports, systems, and resources available to students based on their



individual needs. A team with the capacity to know when and how to provide them so that students have greater academic, social emotional and post secondary outcomes. When we provide our scholars with an inclusive and equitable school experience, we can be confident that we are building in them the capacity to become responsible citizens, independent thinkers, and leaders

- o Outcome Metrics - by 2024-25
 - Increase percentage of students with IEPs who meet their prescribed spring growth targets on the MAP assessment.*
 - Increase percentage of English Learner students who meet their prescribed language acquisition growth scores.*
 - Increase in ACCESS scores*
- o Strategies
 - **4.A: Develop and implement a holistic support process for students who are EL and have formalized education plans (IEP and 504) to ensure they are on-track and have access to postsecondary options including college exposure strategies.** Ensure that our understanding of student needs is accurate through an audit of existing supports and student achievement data. We will design a comprehensive menu of offerings supporting those needs, including behavioral, social-emotional, academic and postsecondary readiness. The menu will address gaps we identified through the audit. Students identified for support as part of this process will receive appropriate programming that meets their individual needs and prepares them for postsecondary success.
 - **4.B: Enhance school wide philosophy and language around equity and supporting the special population.** We will revise school wide language and terminology to be rooted in equity and asset-based, and ensure that all literature and policies are consistent in their language. We will work with our community to develop and enhance equity mindsets in all adults and students in alignment with our mission.
 - **4.C: Build the capacity of our staff to meet the diverse needs of our students.** By equipping teachers with research-based strategies for data driven Tier 1, 2 and 3 instruction, they will have an expanded toolbox of effective instructional practices in order to serve all students in their classrooms. Develop standard expectations and support for co-teaching relationships that effectively enhance student learning and agency.
 - **4.D - Align Paul systems and measures of accountability to support this work.** We will audit, develop, implement, and partner with stakeholders in the areas of academics, testing, instructional coaching, and



special population programming to ensure that these systems and measures are inclusive of the needs of the special population.

- Priority 5: Recruit and retain high-quality staff
 - Retention of effective instructors and staff is important because it is the biggest lever of success for our scholars. Less turnover in staff equates to a more stable environment for our team and scholars. Increasing the number of bilingual/culturally competent staff allows us to communicate better with our students and increase parent involvement.
 - Outcome Metrics - by 2024-25
 - Increase retention of effective and highly effective staff members from 85% to 87% organization-wide.
 - Strategies
 - **5.A - Support meaningful, consistent initiatives to create and maintain positive staff morale and stabilize staff attrition.** Providing more high-quality differentiated professional development for staff. Mentorship opportunities for novice teachers. Increased focus on staff morale - activities to support/boost morale throughout the year. Empowering team-level leads to do team bonding activities.
 - **5.B - Create a leadership pathway for career development for high performing teachers.** Have clear opportunities presented for teachers who wish to develop themselves professionally. These opportunities will help teachers determine their next step, whether it is to leave the classroom for administrative roles or to remain in the classroom but improve their effectiveness.
 - **5.C - Actively hire to address and accommodate our Spanish-speaking community, specifically within leadership teams.** As our Spanish-speaking population increases in our community, we need to intentionally have staff members who either have the same cultural background as our scholars or can at least empathize with our scholars' various needs and understand all of their strengths. This can mean staff members who identify as Latino/Latina/Latinx, who can speak Spanish, and/or have the cultural competency to work with our diverse population.
- Priority 6: Ensure our organizational sustainability & future growth
 - Because of our belief in our mission, we are committed to sustaining Paul and making it a vibrant part of the surrounding community and a source of pride for Paul students, staff and alumni. In three years we envision maintaining an enrollment wait list due to high reenrollment, high staff retention, strong family



engagement, being highly ranked in accountability frameworks, being financially cash-neutral and having a positive net income most years.

- o Outcome Metrics - by 2024-25
 - Increase 5th grade enrollment to 40 by its second year
 - Stabilize and increase 6th grade enrollment from 79 to 100
 - Stabilize re-enrollment rates to 86% in both middle and high school.
 - Increase in mission-aligned programs - up to three in each mission area.
- o Strategies
 - **6.A: Create a plan to expand grade level offerings to serve a greater population of Washington DC students.** Paul PCS will offer a diverse array of experiences to our students that is based on the needs and desires of current and future families, one that caters to the diversity of the areas we serve, and one that serves to support the ongoing sustainability of our organization. We will expand grade level offerings (adding a 5th grade), HS course offerings in the 8th grade, and Honors and AP programming in the HS. We will spend concerted efforts assessing the needs established by our community and projecting the demands of our city as well.
 - **6.B - Assess and plan to address sixth grade enrollment volatility.** Our primary entry grade levels (6th and 9th) have the longest term impact upon our enrollment and thus our financial sustainability due to the years-long ripple effect that they impact. While 9th grade has been stable and strong (above targets), our 6th grade enrollment has been volatile for nearly a decade. We will spend concerted efforts researching and strategizing about how to stabilize 6th grade enrollment. Research will include categories including effective marketing routines and tactics, city-wide trends of where rising 6th grade families will be living in the coming years, and strategies around community engagement and name recognition.
 - **6.C - Develop a stronger narrative about the gifts, successes, and opportunities of the school that meets the interests of all stakeholders.** Gather, write, share, and support others in sharing more (all!) of the accomplishments of our esteemed children and their educators. Ensure that the narrative is compelling, digestible, repeatable by diverse stakeholders (catered elevator pitches).
 - **6.D - Proactive, mission-aligned, future-oriented budget and financial management processes.** Establish & refine process for reviewing financial obligations/buckets and ensuring they are financially stable



longer-term. This can include strategic investments, increasing philanthropic engagement.

- Paul PCS uses various web-based platforms to support our critical review of teacher performance data. This gives us a continuous view into teacher performance and allows for closer, in-the-moment tracking, evaluation and feedback. We use that data to inform our monthly cycle of professional development programming. We also use internal school audits and performance meetings where we compare data collected on teacher performance to that of student outcome data to guide and inform interventions for teachers -- both those that are struggling and those that are already high-achievers.
- D. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- a. n/a
- E. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).
- Paul PCS is a college preparatory school. We ensure scholars are college and career ready and do not provide explicit programming for career and technical education. We provide financial literacy classes for HS scholars and our counseling team provides career education through their guidance programs; additionally, many scholars are exposed to multiple careers through the community service hours that are now a graduation requirement. Currently, Paul PCS supports the continued development of gifted and talented students through robust AP course offerings and honors courses. Paul PCS also has a National Honor Society program for eligible students. Title funds support covering costs to employ staff to facilitate/teach the programs and advance courses for this group of students (gifted and talented). Currently Paul PCS has 8 AP course offerings for 11th and 12th grade students. Honors classes begin in the MS where students are given the opportunity to start earning HS credits in grade 8. This then fast tracks their ability to start working on college credits in Paul's dual enrollment programming in the HS. High School students, as early as grade 9, are able to engage in dual enrollment offerings through OSSE initiatives and through the University of the District of Columbia. This includes summer programming at some of the nations most highly regarded post secondary institutions.
- F. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated



with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

- Paul has a thorough Response to Intervention program that ensures the early identification of at-risk students so we can then put in place additional interventions to support their learning and achievement of grade-level standards. The Student Support Services department exists at Paul PCS to ensure that we are intentionally meeting the needs of all of our scholars, regardless of the barriers that face them, and that we do so through the continuous use of data driven practices. Our goal is to support scholars in their journey to be college ready. We believe that all scholars are capable of going to college and we work daily to ensure that they have access to college, regardless of their learning needs. We achieve this goal by working with school based teams to ensure that all scholars master grade level standards, as well as ensuring that interventions are available and utilized so that students can master these standards. Our team has an expertise in the delivery and implementation of specialized interventions that support students academically, culturally, socially and emotionally. This team prioritizes developing instructional staff members to support students within their classrooms, specifically scholars who have Individual Education Plans, 504 accommodations or who are English-Language Learners. We manage legal responsibilities for the implementation of all aspects of the IDEA law, ensuring that we are in compliance with governmental standards, and are aligned across both schools. Furthermore, they support students through attendance interventions to ensure that they are in school daily and on time. We also provide testing services for students who may need more support to master grade level standards. The Student Support Process (or SSP) is a grade-level recurring data-based meeting where teachers review data of the highest need students and ensure effective interventions are implemented and adhered to. Student Support Coordinators guide these meetings and help identify students who need additional support. Review meetings are held at minimum monthly.

- G. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Teachers at Paul PCS receive two weeks of professional development prior to the start of the school year and one full day of PD a month for the remainder of the year. The professional development at the start of each school year, known as Professional Development Institute (PDI), is directly aligned to the network and school-wide goals for the year. Within that time teachers receive professional development related to school culture, trauma-informed schools, brain-based learning and research-based instructional practices.

Content and grade level leads receive direct professional development from the school principal and assistant principal as well as the network leadership team. Teachers participate in coaching cycles that are determined by instructional specialists. These coaching cycles focus on teacher needs. All teachers also receive weekly 30 minute



observations and feedback by their direct supervisor. In Content Team meetings, Thursday professional development series and Reset Days (that occur after long holidays such as winter and spring breaks), teachers and leaders are developed through meaningful programming that is determined and specialized according to teacher-effectiveness and performance data. Professional development efforts are internal (provided by principals and instructional coaches) and external (provided by outside vendors). Development funds are available to all staff members and are provided upon request and/or need in a particular subject area. This investment in staff development provides teachers, principals and other staff the ability to become better for our scholars. Also, selected teacher-leaders are participating in a year-long PD opportunity through School Leaders Lab. Internal PD is consistently aligned to the needs as identified during routine instructional observation and evaluation. We ensure teachers are adequately prepared to deliver instruction that results in improved and acceptable outcomes for all students.

Explain how the schoolwide reform strategies are consistent with, and designed to implement, the school(s) improvement plans, if applicable.

a. Paul is not on a school-improvement plan.

H. Explain what measures are in place to include teachers in decisions regarding the use of academic assessments (in order to provide information on, and to improve, the achievement of individual students and the overall instructional program)?

Additional decisions regarding the use of academic assessments and curriculum, revision, adoption and data use are made in concert with our teachers. Their voice is captured through surveys, participation in round tables, over the summer as members of curriculum development teams, and as committee members focused on curriculum and assessment. During the summers, several staff convene to create a comprehensive data calendar to 1) provide better notice about when data will be used, 2) which sources will be used and 3) what decisions will be made as a result of the analysis of the data. This work is overseen by our Assistant Director of Academics. We also use internal school audits and performance meetings where we compare data collected on teacher performance and from teacher coaching conversation to that of student outcome data to guide and inform interventions for teachers -- both those that are struggling and those that are already high-achievers.

I. Describe intervention activities that will be in place to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that students' difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of school wide programming.



As previously noted, there are schedules and structured blocks of time that have been calendared for the purpose of analyzing data and creating action plans for students who are not meeting standards. Part of this intervention includes students in engaging in extended day programming focused on acceleration, intervention, and remediation. Homework Centers led by teachers and tutors with specific content knowledge are offered both on a voluntary and mandatory basis to support the various levels of need that Paul PCS students have (both those students who need support to meet basic standards, and those who need support to achieve advanced levels). After school intervention programming starts as early as September 15 each year so service of these needs can begin before even the first round of progress reports comes through.

Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

We have multiple clinicians at Paul PCS who are constantly engaged in ensuring Paul staff and programming addresses the needs of the whole child. They provide behavior support to students to ensure that they are prepared for learning. Clinicians connect students and families with outside agencies so they can continue to address the challenges that cannot be addressed at school, and are always ready to get into the classroom and help teachers develop and implement Behavior Intervention Plans and other strategies.

Students who continue to demonstrate elevated mental health needs, and or those whose academic performance is negatively impacted by their conduct, are identified through routine data analysis cycles and support plans are implemented to ensure their success. This includes the following actions/interventions:

- The School Psychologist utilizes educational testing and staff development, while also serving as a leader and crisis interventionist in various student conferences and other capacities.
- In an effort to support the goal of college readiness, the Attendance Counselor ensures that scholars are attending school daily and on time on a regular basis.
- Guidance Counselors meet with students, and parents/guardians to identify circumstances that impact the ability for a scholar to attend school daily and on time. It is critical to identify barriers during parent / student conferences so that the families are directed to the appropriate resources to support the family and the student.
- Social Workers collaborate with the Paul PCS Administration (Teachers, Nurse, Counselors, Special Education Coordinator, and Grade Level Team Members), and outside agencies such as Catholic Charities.
- The Programming and Outreach Manager is the leader in charge of ensuring that our extended day programming, athletics, mentoring and international travel experiences are robust, of the highest quality, and strategically support our scholars' overall educational experience. It is the responsibility of the Programming and Outreach Manager to work collaboratively across all sectors of the network to continuously improve our



instructional approach in service of both empowering our students to be responsible, independent thinkers and leaders and to succeed in competitive colleges. Specifically, the Programming and Outreach manager works with school leaders, coaches, mentors and extended day staff to extend student learning and experiences beyond the classroom.

4. Parent Involvement Component 2 (§1116(c)(3))

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement, such as family literacy services. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, review, and evaluation of the schoolwide program. Title I schoolwide schools must have parent involvement policies and plans as required under section 1116 for all Title I schools. In addition, the plan must describe how the school will provide individual student assessment results, including the interpretation those results, to the parents of a child who participates in the assessment.

Evidence:

- Parent/community involvement; **compact development (DCPS only)** and implementation; parent policy and other required activities to involve parents.

- A. Describe how parents will be involved in the planning, review, and annual evaluation of the schoolwide program. Note that if the evaluation results or individual comments show that the schoolwide plan is not satisfactory to parents, the school is required to submit these comments to the OSSE.
- Our Parent Action Group (PAG) is an open community organization that involves no fee to participate in. PAG meets quarterly for the purpose of reviewing school academic and social emotional data for training parents. The PAG, in collaboration with school staff, leads workshops to give parents ways for better supporting their students. Additionally, it's in this setting where our Strategic Planning and the evaluation of our annual school wide program takes place. Secondarily, there are two parent trustees that sit as board committee members on the school performance committee, and on our governance board. As members of these committees, these parent trustees are instrumental in guiding and directing shifts and pivots that may need to be made to better serve our student body.
 - We have multiple strategies to increase parent involvement in improving student achievement in addition to PAG. We provide support to families by ensuring that a conference line or video conferencing option is available for any parent meeting. We advertise events and provide translation support so our families who speak different languages can participate. We have a robust home visiting program in both schools. We train and expect teachers to contact home via email / phone call / text regarding failing and passing grades, as well as any behavioral concerns. The organization holds three Student Led Conference nights annually. During these conferences, students share their data with their parent/family representative, and schools distribute meaningful info to families about their student's academic data – performance data AND growth data.



- B. Describe how parents will receive timely information about the Title I program, how they will be informed of the curriculum, the forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards and how they will be encouraged to participate in decisions relating to the education of their children.
- Information about Title funding is disseminated in Back-to-School meetings and parent orientation. Parents are given and required to review our Family Handbook, which informs families of curriculum, strategic goals, and culture / community information. Dates of all assessments and report card and progress report distribution are established prior to the school year. These dates are mailed home to families during the summer, distributed to them through the enrollment process, and listed in the Family Handbook. Reminders are disseminated through the school year via email and robocalls. Assessment and achievement data is released to families upon Paul PCS's receipt of this information, and parents are encouraged regularly to attend student-led conferences (SLC) to meet directly with teachers about their children's individual progress and the support they can offer their children. Paul also has a robust Family Engagement Team that conducts home visits throughout the year.
- C. List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, review, and evaluation of the Parent Involvement Policy, school plans, and **compacts (DCPS only)**).
- n/a
- D. Explain strategies that will be used to increase parent involvement to help parents work with their children to improve their achievement.
- Paul will approach parent/family involvement through multiple modes for engagement. This includes allowing participation in PAG meetings via webinar online and conference calls as well. Affording the opportunity for grade-level specific meetings only, and quarterly student conference meetings have proven to increase the number of families our staff meets with, as families have found the specific nature of the meetings to be impactful, helpful in their planning for their child, and more interesting / applicable content.
- E. Describe how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who have taken the state assessment.
- Paul PCS provides bi-weekly progress reports, which include student assessment data when released at the beginning of the year. Annually we send home PARCC assessment data, along with descriptions of the assessment of the performance levels. We offer families the opportunity to meet with administration to further their understanding of high-stakes assessment results; for our students taking AP and accelerated courses and/or assessments, we provide technical assistance to help families understand their student's performance by way of grade level meetings.



5. Professional Development Component 2 (§2103(b))

In accordance with §2013(b)(3)(E) LEAs are required to provide high-quality, personalized professional development that is evidence-based, for teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to enable all students in the school to meet the challenging state's academic standards; and to include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program. This section should include all professional development for the school regardless of the funding source. The needs assessment for professional development and hiring needs that is required by

§§1111(g)(1)(B) and 2103(b) of Title II-A should address the professional development needs of this schoolwide school.

Schoolwide programs must ensure there are measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b)(2) in order to provide information on, and to improve, the overall instructional program.

Evidence:

- Ongoing professional development planning that supports teachers, instructional leadership teams, principals, or other school leaders to serve students and their needs.
- The role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All paraprofessionals (regardless of funding source) employed in a Title I Schoolwide School who provide instructional services to students must meet the qualifications required under Title I law.

- A. Describe the high-quality and ongoing professional development that will be implemented for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the challenging state's academic achievement standards.

Teachers at Paul PCS receive two weeks of professional development prior to the start of the school year and one full day of PD a month for the remainder of the year. The professional development at the start of each school year, known as Professional Development Institute (PDI), is directly aligned to the network and school-wide goals for the year. Within that time teachers receive professional development related to school



culture, trauma-informed schools, brain-based learning and research-based instructional practices.

Content and grade level leads receive direct professional development from the school principal and assistant principal as well as the network leadership team. Teachers participate in coaching cycles that are determined by instructional specialists. These coaching cycles focus on teacher needs. All teachers also receive weekly 30 minute observations and feedback by their direct supervisor. In Content Team meetings, Thursday professional development series and Reset Days (that occur after long holidays such as winter and spring breaks), teachers and leaders are developed through meaningful programming that is determined and specialized according to teacher-effectiveness and performance data. Professional development efforts are internal (provided by principals and instructional coaches) and external (provided by outside vendors). Development funds are available to all staff members and are provided upon request and/or need in a particular subject area. This investment in staff development provides teachers, principals and other staff the ability to become better for our scholars. Also, selected teacher-leaders are participating in a year-long PD opportunity through School Leaders Lab. Internal PD is consistently aligned to the needs as identified during routine instructional observation and evaluation. We ensure teachers are adequately prepared to deliver instruction that results in improved and acceptable outcomes for all students.

- B. Describe the opportunities, including professional development activities, to be provided to teachers regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Teachers at Paul PCS receive two weeks of professional development prior to the start of the school year. The professional development, known as Professional Development Institute, is directly aligned to the network and school-wide goals for the year. Within that time teachers received professional development related to the use of academic and culture data to improve student outcomes. Teachers participate in coaching cycles that are determined by instructional specialists. These coaching cycles focus on teacher needs. All teachers also receive bi-weekly 15 minute observations and feedback by their direct supervisor which includes the analysis and action planning around current student formative assessment data.
- C. Explain/outline how paraprofessionals employed at the school (regardless of funding source), will be used to increase the opportunities for all students to meet the state's academic achievement standards and will be performing duties that are allowable under Title I law (one to one tutoring at a time when the student would not otherwise receive instruction from a teacher, assist in classroom management, provide computer lab assistance, etc.). A paraprofessional providing instructional service to a student must be under the direct supervision of a teacher.



- Paul PCS does not employ paraprofessionals.
- D. Describe the strategies the school will use to recruit and retain highly effective teachers.
- Paul's Professional Development activities focus primarily on ensuring teachers have deep content knowledge and understanding of teaching to rigorous standards. In particular, we are emphasizing the creation of lesson plans that demand college and career readiness in our scholars. PD funded through ESSA is predominantly in the form of support with our Read/Math 180 program. Development efforts are focused on remediation and enriching the cognitive capacities of our scholars, especially in reading and math. This aligns with other programming by aligning it with ELA and Math development for all teachers - not just those that teach our highest need scholars.
 - Paul PCS has allotted several resources specifically to address the retention/recruitment of highly effective teachers, as we believe that teachers who have the most on-the-ground encounters with students are the ones having the most substantive impact on our highest-needs scholars. (EdTrust 2008) Paul PCS offers signing bonuses to teachers that are highly effective in hard to fill roles like SPED and STEM teachers. Paul PCS also works to retain highly effective teachers, principals and other staff members through professional development.
 - Furthermore, Paul PCS has a Talent Team that participates regularly in local and national recruitment fairs. Additionally, we utilize all stakeholders, including students, parents, and existing staff to spread the word to high quality institutions, from which we seek to recruit people to join Team Paul. Lastly, we utilize differentiated contracts for higher performing teachers so they are not subject to the level of oversight that newer / less experienced teachers are subject to. This has proven attractive to highly effective teachers, incentivizing their remaining at Paul PCS year over year.
- E. Describe how you will ensure a highly effective staff is employed at your school and how staff will be employed in a manner that best enhances your schoolwide reform plan.
- Paul PCS is committed to having high quality teachers in every classroom. We will continue partnerships with local universities and teacher preparation programs, while forging new connections to create pipelines for our "high needs" teaching subjects. Paul PCS has increased outreach to communities that have a high teacher ratio, and areas of education budget shortfall, as this generally leads to a surplus in effective teachers in need of employment. In addition, we have utilized social media and other marketing ventures to attract career changers who will have content knowledge and real-world skill set to help our scholars learn, and achieve.
 - Each year we revise and improve our hiring practices. We review the past year's performances and improve our Master Schedule and organizational structure accordingly. Paul has developed a strategic talent acquisition plan and has expanded our talent department to ensure the entire organization is fully staffed by the first day of school. For vacancies caused by short-term disabilities and last-minute termination, our strategic plan ensures that all vacancies are filled with qualified substitute teachers while actively and quickly recruiting qualified teachers.



- F. Describe the strategies the school will use to recruit and retain highly effective teachers.
- Paul's Professional Development activities focus primarily on ensuring teachers have deep content knowledge and understanding of teaching to rigorous standards. In particular, we are emphasizing the creation of lesson plans that demand college and career readiness in our scholars. PD funded through ESSA is predominantly in the form of support with our Read/Math 180 program. Development efforts are focused on remediation and enriching the cognitive capacities of our scholars, especially in reading and math. This aligns with other programming by aligning it with ELA and Math development for all teachers - not just those that teach our highest need scholars.
 - Paul PCS has allotted several resources specifically to address the retainment/recruitment of highly effective teachers, as we believe that teachers who have the most on-the-ground encounters with students are the ones having the most substantive impact on our highest-needs scholars. (EdTrust 2008) Paul PCS offers signing bonuses to teachers that are highly effective in hard to fill roles like SPED and STEM teachers. Paul PCS also works to retain highly effective teachers, principals and other staff members through professional development.
 - Furthermore, Paul PCS has a Talent Team that participates regularly in local and national recruitment fairs. Additionally, we utilize all stakeholders, to include students, parents, and existing staff to spread the word to high quality institutions, from which we seek to recruit people to join Team Paul. Lastly, we utilize differentiated contracts for higher performing teachers so they are not subject to the level of oversight that newer / less experienced teachers are subject to. This has proven attractive to highly effective teachers, incentivising their remaining at Paul PCS year over year.



6. Fiscal Requirements

(§1114(b)(7)(B); 34 C.F.R. §§ 200.27 and 200.29))

Schoolwide programs are expected to coordinate and integrate federal, state, and local services and resources, programs, including programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, and career and technical education. Schoolwide plans must describe how Title I, Part A funds and funds from other sources will be used to carry out the components of the schoolwide plan, and must include a list and the amount of state, local, and other federal program funds that will be consolidated to support the schoolwide program. These funds may be used to support any activity of the schoolwide plan without regard to which program contributed the specific funds for a particular activity. The schoolwide plan must be comprehensive and include a description of all elements that will be supported through Title I, Part A and any other federal funds. Keep in mind that an LEA must ensure that a Title I school operating a schoolwide program must receive all the state and local funds it would have otherwise received to operate its educational program in the absence of Title I, Part A or other federal education funds (i.e., meet the supplement, not supplant requirement).

Evidence:

- Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Program funds used to implement components of the schoolwide plan (check all that apply)
x	Title I, Part A: Improving Basis Programs Operated by Local Education Agencies
x	Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
x	Title III, Part A: English Language Acquisition, Language Enhancement, & Academic Achievement
x	Title IV, Part A: Student Support and Academic Enrichment Grants
	Title IV, Part B: 21 st Century Schools



x	IDEA 611
	IDEA 519
	Other, please specify

**7. Annual Evaluation/Review Process
(§1114(b)(3); 34 C.F.R. § 200.26(c))**

A schoolwide program must conduct a detailed annual evaluation of all school improvement efforts. The school must annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. To ensure continuous improvement, the schoolwide plan must be revised annually, as necessary, to evaluate each goal and activity based on student needs and the results of the evaluation to make any changes to the schoolwide plan the next year. Include a description of how the reform strategies will be evaluated for effectiveness.

The annual review should be thought of as a continuous cycle always affecting future progress of the schoolwide program.

- A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.
- We use multiple metrics to determine the effectiveness of our schoolwide plan. We monitor our progress through the benchmarks established in our Strategic Plan and School-Wide plan quarterly. Monthly, the Executive Team reviews the progress of each school, spending an entire school day reviewing every system and observing every classroom. This process, called “RECCAP: Routine Evaluation of Campuses' Climate and Academic Programming” serves to evaluate the status of the implementation of priorities, to monitor/assess school progress, and to develop a plan of support to bolster effectiveness of “problem of practice” plans developed during instructional rounds.
 - Furthermore, quarterly each department participates in a report-out meeting called SWEEPS, “Scope of Work – Evaluating Effectiveness of Plans and Structures.” The purpose of this meeting is to evaluate all systems that exist within the entire organization and to determine if each established system is actually achieving the goals that the structures are set out to accomplish. Data from these two meetings is used to make decisions about how we will pivot to better serve students.
- B. Describe how the school will measure and report student progress on the State’s assessments, and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.



- Paul PCS the State (OSSE) local Charter Authorizers frameworks to measure and report student progress.
- C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards, and meeting the goals and objectives in the plan.
- Paul PCS will evaluate results through engagement in planning and evaluation retreats that take place in both December and the early Spring. Data is analyzed and reviewed during these retreats, serving as the basis for pivots in strategies and activities, thus directly impacting our students and teachers. We diagnose our growth areas, seeking trends and solutions at the school level, grade level, gender level, at-risk or special population distinction, and down to the individual student level. We compare national standards, DC standards, internal metrics, and individual student growth measures to identify the most effective solutions for the myriad needs of our students.
- D. Describe how the school will use the results of the annual evaluation to determine the effectiveness of the schoolwide plan to make revisions to ensure continuous improvement of students in the schoolwide program.
- Data is analyzed and reviewed deeply as soon as it is released. We use it to clarify and improve established strategies and activities, thus directly impacting our students and teachers. We diagnose our growth areas on many levels, seeking trends and solutions at the school level, grade level, gender level, at-risk or special population distinction, even down to the individual student level. We compare national standards, DC standards, internal metrics, and individual student growth measures to best work to find the most effective solutions for the myriad needs of our students.