



NORTHEAST ACADEMY FOR AEROSPACE AND ADVANCED TECHNOLOGIES

School-Wide Title I Plan

2024-2025

A. School Organization

NEAAAT provides 1025 hours of instruction to students from August to June. Every Friday is a half-day; community learning days are also included in the school calendar. NEAAAT begins instruction at 8:15 am and releases students at 3:15 pm.

Grade	Number of Coaches	Number of Students Classroom Instruction
Fifth	4	105 Students are provided with skill sets (grade-level standards), mindset, and toolset instruction by an assigned classroom coach.
Sixth	4	98 Students are provided with skill sets (grade-level standards), mindset, and toolset instruction by an assigned classroom coach.
Seventh	4	100 Students are provided with skill sets (grade-level standards), mindset, and toolset instruction by an assigned classroom coach.
Eighth	4	102 Students are provided with skill sets (grade-level standards), mindset, and toolset instruction by an assigned classroom coach.
Electives for Middle Grades	4	405 Students are provided with skill sets (grade-level standards), mindset, and toolset instruction by an assigned classroom coach.



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High School	15	355 Students are provided with skill sets (content standards), mindset, and toolset instruction by an assigned classroom coach.
Exceptional Children	4	101 Students are provided specially designed instruction within the general education and special education settings.

The 2024-2025 staff includes the Chief Executive Officer, Chief Finance Officer, Principal, 2 Assistant Principals, Director of Communication and Culture, Director of Testing, Director of STEM, Exceptional Children's and Federal Programs Director, School Nurse, School Resource Officer, 2 Office Personnel, 1 Instructional Coach, 1 Title I Success Coach (Interventionist), 34 regular education classroom coaches, 3 Wellness Coaches (2 middle grades and 1 high school), 1 Coding Coach, 1 Bio-Tech Coach, 1 Work-Based Coordinator, 4 Exceptional Children's Coaches, 3 Exceptional Children's Coach Assistant, 3 Counselor (1 middle grades and 2 high school), 3 custodians, 1 Facilities Manager, and 7 bus drivers. NEAAAT contracts with related service providers for Occupational Therapy, Physical Therapy, Speech services, and Psychological testing.

1. Strategies to Ensure Optimal School Organization

- Utilize a Calendar Committee led by coaches.
- Review of the school year calendar and opportunities for feedback from all stakeholders: staff, parents, students, the Administrative Team, the Support Team, and the Board of Directors.
- Representation of Core Team Leads on the Administrative Team brings ideas and strategies from grade-level teams to administration.
- Actively seek feedback from the Parent Advisory Council and the Student Government.
- Maintain a Fund balance of 10% of annual revenue to provide optimal financial status.
- Ensure there are at least 4 student applicants for each available seat in the annual lottery.
- Develop a revenue-generating institutional development program that includes grant writing and annual and ongoing fundraising.
- Improve overall local business engagement to include assistance with curriculum and program development, financial contributions, volunteering in classrooms, and support for internships and externships.



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B. Student Achievement and Comprehensive Needs Assessment

The Northeast Academy for Aerospace and Advanced Technologies (NEAAAT) is in its tenth year of operation. NEAAAT has grown from two grade levels with 120 students to eight grade levels with 776 students. NEAAAT currently serves grades 5 through 12 and has graduated 6 cohorts of students. NEAAAT continues to demonstrate high levels of success with its high school students. During the 2023-2024 school year, 63% of high school students, including some freshmen, successfully took college courses at either Elizabeth City State University or the College of the Albemarle and obtained transferrable grades. NEAAAT continues to maintain well-rounded high school students with their participation in a wide variety of college classes, including foreign languages, music, and art, clubs, after-school sports, and internships. Of the seniors, 55% successfully completed an internship with 80 or more hours of work experience with a local business. As well, 81% of high school students completed at least three credits in one of NEAAAT's pathways of aerospace, computer sciences, or health sciences, which correlates to regional job opportunities in the local area and areas NEAAAT students reside. 88% of NEAAAT Seniors earned industry recognized credentials. NEAAAT's graduation rate increased to 98.7%.

Intervention services, after-school programs, use of Professional Learning Communities, data analysis, and ongoing professional development helped to support several small improvements in student performance during the 2023-2024 school year. These improvements include English I proficiency, which increased from 64.5% to 66.0%, Biology proficiency which moved from 60.6% to 61.0%, and overall Reading proficiency, which increased from 55.6% to 56.5%. In the area of reading, two cohorts made substantial gains; 5th to 6th (44.4% to 60.4%) and 7th to 8th (55% to 66%). Several subgroups also achieved higher proficiency rates. This included the Male subgroup, which moved overall proficiency from 51.9% to 57.8%, had increased numbers of students Career and College Ready moving from 33.4% to 34.5%, and improved Grade Level Proficiency that improved from 54.7% to 57.5%. The Hispanic subgroup also achieved growth in both Career and College Readiness (29.3% to 34.4%) and Grade Level Proficiency (50.0 % to 57.8%). In addition, two other subgroups made improvements in Grade Level Proficiency. These were Asian students moving from 93.3% to 94.4% and Black students increasing from 45.7% to 46.4%

NEAAAT identified continued improvements in the performance of Economically Disadvantaged Students (EDS) in two areas this year. The proficiency rates for EDS students increased from 56.1% to 67.6% in English II and 56.9% to 60.5% in Biology. A majority of NEAAAT's EDS participated in after-school math tutoring, the PRC 189 Math Intervention Program, and/or Success Tutoring and also received targeted interventions during a predetermined intervention period during school hours. Despite these additional supports EDS proficiency rates remained stagnant in most areas.

NEAAAT students have consistently performed poorly at all levels of math and this year continued to follow that trend. Of all tested areas, math has been the lowest area of performance for NEAAAT students over the last four years. Despite improvements in Math I and Math II proficiency in previous years,



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2023 proficiency rates dropped to 35.1% in 8th grade Math I, 23.1% in High School Math I, and 58.7% in Math III. NEAAAT saw slight growth in two middle grades cohorts' proficiency rates; 5th to 6th improved 2.6% increase and 6th to 7th improved 19%. Subgroups scoring the lowest in math proficiency included Black students, SWD, and EDS, who all had proficiency ratings 41% and lower.

Although NEAAAT students scored better in reading than in math, there is still a concern that students in the lower grade's proficiency is less than 57%. Students who are Black, Hispanic, are economically disadvantaged or have a disability show the lowest reading proficiency with proficiency rates of 46.2%, 47.4%, 47.2%, and 20.8% respectively. NEAAAT's reading proficiency rates do show an improvement in English II (66.7%) for the second consecutive year. This improvement however, did not hold true for the Reading Subtest on the ACT where only 28.2.0% of students demonstrated proficiency. As reading is a foundational skill for all contents, NEAAAT needs to improve current improvement strategies and add additional strategies to increase reading proficiency school-wide.

The sub-groups of Students with Disabilities, Economically Disadvantaged, Black and Hispanic continue to perform at lower rates than other subgroups at NEAAAT in most subject areas. This was true even in strong academic areas such as science. Despite gains since 2019 EOG testing results, Students with Disabilities continue to demonstrate the poorest proficiency rate of all subgroups in reading and math. Economically Disadvantaged students outperformed Black students in several areas this year, including reading, math, and science. NEAAAT needs to continue addressing its sub-groups' low performance to improve not only their proficiency but overall school performance.

NEAAAT determined that there are several areas of concern at the high school level. These include increased issues with poor attendance and a continued decline in ACT proficiency. ACT proficiency was significantly lower in the area of math, with only 10.6% of students reaching proficiency. The Black subgroup performed at the lowest rate in all ACT subtests at 8.9% proficiency and only 7.1 % proficiency in the composite score. Less than 5% of NEAAAT students met all 4 benchmarks. With ACT Scores being significantly lower than other achievement measures despite measures being implemented last school year, NEAAAT needs to investigate and support this area of need.

NEAAAT's 5th-grade students achieved the lowest proficiency rates of all grades level, with the exception of 8th-grade math. The same exception was present in the 2021, 2022, and 2023 data. With 5th grade being NEAAAT's entry year, consideration of this data is critical. When reviewing cohorts of students, there is strong evidence that student proficiency rates rise the longer they stay enrolled at NEAAAT. Cohorts typically see a 3 to 9-point increase in proficiency rates year over year, with the already stated exception of students in 8th-grade math. NEAAAT needs to intensifying its intervention services at this level.

Despite a poor year of proficiency data, NEAAAT continues to make progress toward many of its strategic goals. This is true for students' participation in college classes and internships, earning certifications, and demonstrating knowledge through portfolio presentations. NEAAAT will continue to apply



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successful strategies to ensure that all students grow and meet grade-level standard mastery while exploring new high yield strategies to implement over the coming year.

Current Needs

After analysis of the Northeast Academy for Aerospace and Advanced Technologies data and previously used strategies, a strong area of need has been identified. These needs include:

- Continuing with school-wide vocabulary strategies and instituting additional school-wide initiatives to increase the reading proficiency of all students with a particular focus on those subgroups with the lowest performance.
- Increasing overall student proficiency in reading across all grade levels to meet NEAAAT's strategic goal.
- Increasing student proficiency in Math 5-8, Math I, and Math III so that all sub-groups' proficiency increases.
- Increasing performance outcomes for both students and the school as a whole as aligned to NEAAAT's strategic plan in order to meet NEAAAT's goal of 100% of graduating seniors demonstrating each of the competencies contained in the NEAAAT Portrait of a Graduate.
- Providing interventions, remediation, and support so that low-performing sub-groups make growth in all tested subjects and overall student proficiency increases.
- Improving the proficiency and performance of 5th grade students to better prepare them for the rigor of NEAAAT.
- Continuing to provide After School Tutoring, After School Math Programs, and Summer Programming.
- Increase opportunities for student mentorship to improve the school climate and educational setting.
- Increase teacher capacity through professional development in order to create a learning environment and school culture that supports students' academic growth.
- Increasing parent and family engagement to improve school culture, family support, and student success.
- Continuing to provide robust learning opportunities so that all high school students receive a well-rounded education.
- Continuing to provide support and professional development to beginning teachers to improve student outcomes.

C. Instructional Programs

NEAAAT provides instruction to students in fifth through twelfth grade. Middle grades students are provided Math, Humanities, Science, Design Thinking, Electives (Bio-Tech, Wellness, or Coding), and Flight (Intervention) periods each day. Class periods average 65 minutes, and students are provided time for brain breaks. On Fridays, classes average 40 minutes without an intervention period. All classes at NEAAAT are heterogeneously grouped. Middle grades coaches are provided with a 65-minute planning period 4 days a week. The high school provides classes through an A/B schedule



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resulting in classes meeting for 330 minutes and once a week for 45 minutes. Monday through Thursday, high school students participate in 4 core classes and an intervention or acceleration period. High school coaches are provided with 330 minutes of planning time a week. Students in both the middle and high school grades who qualify for exceptional children's services are provided their specially designed instruction according to their Individualized Education Plan.

NEAAAT provides high-quality instruction to students through multiple research-proven methods, including using rubrics and Project-Based Learning. Coaches meet weekly with their Professional Learning Communities (PLC) to analyze Standard-Based Grading dashboards, benchmark data, and formative and summative assessment data in order to adjust core instruction, develop differentiation, and create intervention groups. Coaches create smart goals to guide their instruction and ensure standards mastery is occurring for all students. Coaches also collaborate and make decisions regarding the use of academic assessments. Students at all grade levels are provided with interventions or acceleration activities four days a week to promote standards mastery. Personalized Education Plans are created in conjunction with parents for students who are struggling academically or behaviorally. Coaches also provide students with supplemental and intensive support in conjunction with the MTSS process to students based on a review of data.

School-wide reform strategies:

Students that are not meeting grade-level or content standards will be identified through the following:

- Coach observation of student performance
- Class assessments
- Standard-Based Grading Reports
- EOG and EOC results
- State Check-In Testing
- Summative and formative classroom assessments
- ACT scores

In order to meet the needs of our low-performing students, NEAAAT will utilize the following strategies:

- Coaches will use the PLC meetings to analyze standard-based grading dashboards, attendance, and formative and summative assessment data. They will plan adjustments to core instruction, differentiation, and intervention activities. Coaches will also group students according to intervention, or acceleration needs for Flight Time (intervention period).
- All coaches will work collaboratively to support literacy, vocabulary development, and writing skills in their classes to increase student success.



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- Coaches will provide students with actionable feedback within 72 hours of assignment submission.
 - Project-Based Learning opportunities will be provided to students to apply content skills, increase high-order thinking skills, and support mindset and toolset instruction.
 - After-School Tutoring will be available for any student to assist with both academic and functional skill needs.
 - A Success Coach (Interventionist) will serve and instruct students who are not meeting grade level or content standards, have poor attendance, and/or have poor assignment completion rates.
 - Materials such as graphic organizers, posted essential questions, anchor charts, and authentic tools will be provided to students to enhance instruction. Also, technology will be integrated into academic areas.
 - The use of rubrics will be implemented to measure students' understanding and ability to apply grade-level standards and to provide feedback to students on their performance.
 - Students and parents will be provided feedback regarding the student's ongoing progress through progress reports every 3 weeks and report cards every 9 weeks.
 - Institute high-quality multi-tiered systems of support for all students.
 - Students will be provided with the opportunity to participate in ACT, EOG, and EOC preparation sessions.
 - High school students will be provided with opportunities for internships and dual enrollment in local colleges and universities. ●
- Language-limited students are identified by a parent questionnaire. Based on the results, students are further assessed to determine if language support is needed. Students identified with a need will receive additional support.
- Implement a high-quality service-learning program.
 - Students will participate in the Continuous Improvement Model, setting goals based on data, developing strategies to meet their goals, and reflecting and adjusting their goals every three weeks.

D. Family Involvement

NEAAAT considers parent involvement a key to students' academic success and emotional well-being. NEAAAT has set the following strategic goals around parent involvement: At least 75% of students will have a family member attend at least one event or activity, as measured by sign-in data, and Participation in Family Education Events will increase by 10% annually, as measured by event and afterschool sign-in data. NEAAAT strives to take steps to reach these goals and include and educate families continuously throughout the school year. The school year begins by inviting families and students to attend an open house event. During this event, parents are able to retrieve their student's daily schedules, meet the coaches and staff, and familiarize themselves with the facilities. Throughout the year, NEAAAT holds monthly Family Education Events both in person and virtually on various topics including but not limited to the following: Canvas, Google, Standards-Based Grading, Expo, the Design Thinking Process, all about high school,



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all about middle school, College of the Albemarle and Elizabeth City State University dual enrollment, Expo, Learning Portfolios, transition to high school, preparing for the EOGs and EOCs, and preparing to apply for college. NEAAAT hosts an annual Exhibition on Learning (Expo) and invites parents to view their student's end-of-year Learning Portfolio presentation. NEAAAT further involves parents with their student's academic success by sending home a progress report every three weeks, report cards after every nine weeks, holding parent conferences twice a year, and involving them in the development of a Personalized Learning Plan if their student is having academic difficulties. Finally, NEAAAT sends out a weekly newsletter through email and social media that includes a Support Coach Tip of the Week, volunteer opportunities, donation needs, highlights from the week's events, upcoming events, a whom-to-call list, contact information, and general parent reminders. To be sure that NEAAAT is meeting the needs of parents, a survey is sent out twice a year, an active Parent Advisory Group provides input to the administrative staff, and parents are invited to participate on the School Improvement Team.

Parent Involvement Strategies:

- Continuous and ongoing communication through progress reports, report cards, emails, social media postings, NEAAAT News, parent conferences,
- Hold monthly Title I Parent Education Events both in-person and virtually.
- Host student exhibition events such as Expo and Learning Portfolio presentations.
- Invite parents to participate on NEAAAT teams such as the School Improvement Team and Parent Advisory Council.
- Provide opportunities for parents to volunteer within the school community.
- Collect parent feedback through biannual surveys.
- Livestream Board of Directors meetings.
- Offering multiple opportunities for involvement in Federal Program Stakeholders' meetings.
- Posting State Report Cards and testing results on the school website.
- Providing access to IndiStar on the school website so parents can access the School Improvement Team meeting agendas, minutes, current priority strategies, and strategy results.
- Informing parents of staff qualifications.

E. Highly Qualified Professional Staff

Over 87% of NEAAAT's instructional staff hold North Carolina Teaching Licenses. Those staff that do not have a current license have experience in or a high knowledge level of the subject area within which they are providing instruction. In order to ensure NEAAAT hires high-quality staff, all candidates both interview and instruct a model lesson with NEAAAT students. In addition, NEAAAT actively recruits at college and university job fairs



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both within North Carolina and across the eastern seaboard. Finally, NEAAAT ensures that all coaches continue to be highly qualified by providing ongoing PD throughout the school year.

Strategies for attracting and retaining Highly Qualified Staff:

- Actively recruit staff from college and university job fairs.
- Continuously post employment opportunities through a variety of methods.
- Maintain NEAAAT's highly effective Beginning Teacher and New to NEAAAT Mentor Program.
- Provide tuition reimbursement for Beginning Teachers.
- Ensure high-quality staff by having potential candidates both interview and instruct a model lesson.
- Offer a competitive local supplement.
- Offer extensive professional learning opportunities.
- Offer coach leadership opportunities.

F. Professional Development

NEAAAT provides professional development (PD) to its coaches in the summer months and continues throughout the school year on Friday afternoons and on coach workdays. Coaches and staff are encouraged to attend regional, state, and national professional development opportunities and disseminate the knowledge they gain in Professional Learning Communities (PLC). In addition, NEAAAT has utilized several grants to provide professional development on Saturdays. During the summer, coaches are provided with a PD that supports NEAAAT's instructional use of Standard-Based Grading and Project-Based Learning. At the beginning of the school year, coaches are provided virtual PD on required topics such as bloodborne pathogens, medical training, McKinney Vento, Foster Care, record retention, logistics, Title I and federal programs, sex offenders, and human trafficking. In-person PD that occurs at the beginning of the school year and continues throughout the year includes but is not limited to the following: MTSS processes, STEM and authentic tools, mentor training, how to use Standard-Based Grading dashboards, Exceptional Children, differentiation, assessment tools, technology, select software, providing student feedback, growth mindset, and increasing student engagement. NEAAAT also provides coaches with opportunities to participate in summer externships with local businesses and industries. Finally, NEAAAT nurtures coach leadership through year-long Core Team Lead training, select coach participation in Coach Academy, and administrative participation in ongoing leadership coaching. In order to be sure that NEAAAT is meeting the coaches' PD needs, a survey is given to all coaches twice a year and to beginning coaches more frequently.

Professional Development Strategies to Ensure High-Quality Instruction:

- Create a school calendar with half-day Fridays throughout the school year to provide time for ongoing professional development.
- Provide Instructional Coach services to all coaches.



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- Provide stipends for attendance to summer and Saturday professional development opportunities.
- Offer staff virtual professional development opportunities.
- Share and make staff aware of regional, state, and national professional development opportunities.
- Set aside funds to support staff participation in regional, state, and national professional development opportunities.
- Continue the Core Team Lead school leadership program.
- Continue with monthly Beginning Teacher training sessions.
- Provide opportunities to observe high-quality instruction.
- The Instructional Team will use walk-through data to help determine professional development needs.
- Staff will be surveyed biannually to determine their professional development needs.
- Send staff to state and national conferences.

G. Transition Support

NEAAAT actively prepares students' transitions from grade level to grade level, from middle school to high school, and from high school to either the world of work or post-secondary education. Transition events include next-level coaches visiting with students and providing expectations for the next level at the end of the year, open house events, parent education events, internships, service-learning requirements, and portfolio development. NEAAAT also has a strong Business Alliance that allows students to interact with and be exposed to real-world expectations and practice real-world work skills.

H. Coordination and Integration of Federal, State, and Local funds

NEAAAT coordinates and integrates federal, state, and local funds to maximize the effectiveness of instruction, intervention, and program initiatives. All teams and stakeholders are given an opportunity to provide input into NEAAAT's use of federal, state, and local funds through meetings and surveys. NEAAAT's Instructional Team, Support Team, School Improvement Team, and Administrative Team, which include coach representatives, work together to determine instructional needs and their funding priority. This year NEAAAT will be able to better leverage funding for instructional and intervention initiatives, professional development, and instructional resources due to ESSER funding. The use of current school resources and materials, including computer software programs, is scheduled and organized to serve at-risk students as efficiently as possible with existing time and resource allotments. Planning and coordination of activities are maximized to meet the needs of at-risk by instructional and support representation on school teams and frequent collaboration.



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Strategies for coordinating and Integrating all funding sources:

- Provide stakeholder meetings and surveys to parents and staff
- Create annual budgets with input from all stakeholders.

I. Goals, Funding, and Strategies

Goal: NEAAAT will increase overall reading proficiency rates in grades 5 – 8 to 65% or higher resulting in subgroups improving proficiency rates by at least 5%.
Federal Funding Source to Support Goal
<input checked="" type="checkbox"/> Title I-A (PRC 050) <input type="checkbox"/> Title III (PRC 111)
<input type="checkbox"/> Title I-C (PRC 051) <input type="checkbox"/> Title IV (PRC 108)
<input checked="" type="checkbox"/> Title II (PRC 103) <input checked="" type="checkbox"/> RLIS/SRSA
<input type="checkbox"/> Title III (PRC 104) <input type="checkbox"/> Other
Strategies that will be used to meet this goal:
<ul style="list-style-type: none">• Success Coach and Interventionist• After-School Tutoring and Summer Programming• Family Education Events• Professional Development• Beginning Teacher Training• Professional Learning Communities• Intervention Period and Curriculum• Title I Library Books

Goal: GOAL: NEAAAT will increase math proficiency in grades 5 - 12 by 10% resulting in subgroups improving proficiency rates by
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5% or more.
Federal Funding Source to Support Goal
<input checked="" type="checkbox"/> Title I-A (PRC 050) <input type="checkbox"/> Title III (PRC 111)
<input type="checkbox"/> Title I-C (PRC 051) <input type="checkbox"/> Title IV (PRC 108)
<input checked="" type="checkbox"/> Title II (PRC 103) <input checked="" type="checkbox"/> RLIS/SRSA
<input type="checkbox"/> Title III (PRC 104) <input type="checkbox"/> Other
Strategies that will be used to meet this goal:
<ul style="list-style-type: none">• Success Coach and Interventionist• After-School Tutoring and Summer Programming• Family Education Events• Professional Development• Beginning Teacher Training• Professional Learning Communities• Intervention Period and Curriculum Materials
Goal: NEAAAT will increase the overall proficiency rate of the school to 60%.
Federal Funding Source to Support Goal
<input checked="" type="checkbox"/> Title I-A (PRC 050) <input type="checkbox"/> Title III (PRC 111)
<input type="checkbox"/> Title I-C (PRC 051) <input type="checkbox"/> Title IV (PRC 108)
<input checked="" type="checkbox"/> Title II (PRC 103) <input checked="" type="checkbox"/> RLIS/SRSA
<input type="checkbox"/> Title III (PRC 104) <input type="checkbox"/> Other



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Strategies that will be used to meet this goal:

- Success Coach and Interventionist
- After-School Tutoring and Summer Programming
- Family Education Events
- Professional Development
- Beginning Teacher Training
- Professional Learning Communities
- Intervention Period and Curriculum Materials
- Title I Library Books

Goal: NEAAAT will increase family support and involvement in Family Education Events to improve student and school-wide performance resulting in higher levels of student proficiency.

Federal Funding Source to Support Goal

☒ Title I-A (PRC 050) ☐ Title III (PRC 111)

☐ Title I-C (PRC 051) ☐ Title IV (PRC 108)

☐ Title II (PRC 103) ☐ RLIS/SRSA

☐ Title III (PRC 104) ☐ Other

Strategies that will be used to meet this goal:

- Family Education Events
- Increase Family Volunteer Opportunities
- Providing Progress Reports Every Three Weeks
- Inviting Families to Participate in Personalized Education Planning



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Goal: NEAAAT will increase beginning teacher knowledge and understanding of North Carolina standards and best practices in instruction, resulting in increased student performance and proficiency.

Federal Funding Source to Support Goal

☐ Title I-A (PRC 050) ☐ Title III (PRC 111)

☐ Title I-C (PRC 051) ☐ Title IV (PRC 108)

☒ Title II (PRC 103) ☐ RLIS/SRSA

☐ Title III (PRC 104) ☐ Other

Strategies that will be used to meet this goal:

- Mentor and Co-Pilot Program
- Professional Development and Professional Library
- Observation
- Tuition Assistance

Goal: NEAAAT will provide a well-rounded education to all high school students by providing access to college courses in the arts, music, foreign languages, and other enriching subjects to increase student success and real-world preparation as measured by 65% of high school students successfully completing a college course.

Federal Funding Source to Support Goal

☐ Title I-A (PRC 050) ☐ Title III (PRC 111)



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☐ Title I-C (PRC 051) ☒ Title IV (PRC 108)

☐ Title II (PRC 103) ☐ RLIS/SRSA

☐ Title III (PRC 104) ☐ Other

Strategies that will be used to meet this goal:

- College Tuition
- Provide college preparation lessons during Advisory
- ACT and SAT Prep
- Success Coaching

I. Budget

Title I Budget: Carry Over \$36,873.00

Use	Amount
PRC 050 - Remedial & Suppl k-12 - Salary - Teacher	\$34,250.00
PRC 050 - Remedial & Suppl k-12 - Social Security	\$2,531.20

Title I Budget: \$66,560.00

PRC 050 - Extended Day/Year Instr - Additional Responsibility Stipend	\$32,000.00
PRC 050 - Extended Day/Year Instr - Social Security	\$2,448.00
PRC 050 - Remedial & Suppl k-12 - Supplies & Materials	\$4,222.53



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PRC 050 - Remedial & Suppl k-12 - Salary - Teacher	\$13,520.00
PRC 050 - Remedial & Suppl k-12 - Social Security	\$1,034.28
PRC 050 - Alternative Progs Support & Development - Salary - Director	\$7,681.40
PRC 050 - Staff Development - Unallocated - Contracted Services (LEA Improvement)	\$3,850.00
PRC 050 - Staff Development - Unallocated - Workshop Exp/Allowable Travel (LEA Improvement)	\$500.00
PRC 050 - Parent Involvement - Additional Responsibility Stipend	\$400.00
PRC 050 - Parent Involvement FICA	\$30.60
PRC 050 - Parent Involvement - Supplies and Materials	\$373.19
PRC 050 - Transportation- Pupil Transportation Contract	\$250
PRC 050 - Social Work & Attendance Supplies & Materials	\$150
PRC 050 -Technology Support - Contracted Services	\$100

Title II Budget: Allotment (18,373.00) + Carryover (2,079.12) = \$20,452.12

Use	Amount
PRC 103 - Regular Curricular Mentor Stipend	\$15,450.00
PRC 103 - Regular Curricular Employer's Soc. Sec Regular	\$1,108.05
PRC 103 - Regular Curricular - Sub Pay Staff Development	\$500.00
PRC 103 - Regular Curricular - Tuition Fees	\$2,500.00
PRC 103 - Regular Curricular - Supplies and Materials	\$894.07



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Title IV Budget: Allotment 10,000

Use	Amount
PRC 108 Regular Curricular Tuition	\$10,000.00

J. Strategic Plan and School Improvement Team Strategies

NEAAAT's Title I Plan reflects and supports NEAAAT's Strategic Plan and School Improvement Team Strategies. Please use the following links to review these plans:

[Strategic Plan](#)

K. Parent Engagement Policy

2.07 PARENT AND FAMILY ENGAGEMENT

Northeast Academy for Aerospace and Advanced Technologies recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents, guardians, and other family members are their children's first teachers; therefore, their continued involvement of them in the educational process is most important in fostering and improving educational achievement. School officials shall strive to support parents, guardians, and family members and provide them with meaningful opportunities to become involved in Title I program. The Board encourages participation in the design and implementation of the program and activities in order to increase the effectiveness of the school's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, parents and parental are inclusive terms intended to represent both parents and guardians. Also, the term "parental and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including:



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1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school utilizes activities that support parent and family engagement in the Title I program.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school's challenging academic standards. The program shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

C. ANNUAL MEETING AND PROGRAM EVALUATION

Each year, school officials must invite parents of students participating in the Title I program to a meeting to explain parental rights, discuss the program and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. Barriers to greater participation by parents in activities, the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and strategies to support successful school and family interactions will also be addressed during the annual meeting. In addition, school officials must provide parents and family members a meaningful opportunity to annually evaluate the content and effectiveness of the Title I program and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I program and parent and family engagement plans.

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

Involvement of parents, guardians, and family members contributes significantly to the success of children. Staff shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The CEO or designee shall ensure that a parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. The written parent and family engagement plan shall describe the means for carrying out the plan, as well as information pertaining to sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I program, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. The plan must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.



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In addition, school officials and Title I personnel shall do the following:

1. involve parents and family members in the joint development of the Title I plan and the process of school review and improvement through invitations to participate in planning sessions and parent surveys;
2. provide coordination, technical assistance, and other support necessary to assist and build the capacity of the school in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance through parent involvement in the Family and Community Engagement Team and inviting parents to provide input through parent surveys and Title I meetings;
3. build the school's and parents' capacity for strong family engagement through focused staff development activities and after school activities designed for parents;
4. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parent and family engagement strategies established in other federal, state, and local laws and programs that prepare children for school and parents for their role in supporting their children's learning through parent education events and ongoing communication between coaches and parents; with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school's parent and family engagement policies and programs in improving the academic quality of the school and assisting students to meet the school's academic standards;
6. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
7. provide outreach and assistance to parents and family members of children who are participating in the Title I program in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through varied and multiple means of communication;
8. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, provide teachers and other school personnel education in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement;
11. coordinate and integrate, to the extent feasible and appropriate, parent and family engagement programs and activities with federal, state, and local programs, including conducting activities in the community that encourage and support parents to more fully participate in the education of their child through community outreach events and weekly newsletters;
12. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
13. enable parent involvement in the school's activities through providing a list of ongoing parent volunteer needs, encouraging parents to visit classrooms and join activities, having parents participate in school improvement work, Family and Community Engagement Team, and the Parent



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Advisory Council; and

14. provide such other reasonable support for family engagement activities as requested by parents.

E. NOTICE REQUIREMENTS

School officials and Title I personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand

1. School Report Card

Each year, school officials shall disseminate to all parents, schools, and the public a school system report card containing information about the school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by ESSA-identified category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education; b. the performance of the school on academic assessments as compared to the state as a whole;
- c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework program, and
 - iv. English learners achieving proficiency;
- d. the per pupil expenditures as required by law; and
- e. teacher qualifications.

2. Teacher Qualifications

- a. At the beginning of each year, school officials shall notify parents of students who are participating in the Title I program of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see Personnel Files).
- b. The CEO or designee shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

3. Parental Rights and Opportunities for Involvement

- a. Each year, the CEO or designee shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.
- b. Each year, the CEO or designee shall provide notice to parents of their right to request information regarding student participation in state-required assessments.



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F. DISTRIBUTION OF INFORMATION

Each year, school officials shall publicize on the school website:

1. the report card described in subsection E.1, above; and
2. information on each assessment required by the state and, where feasible, by the school, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 et seq., 34 C.F.R. pt. 200.; 20 U.S.C. 7801(32); *Public School Choice Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); *Supplemental Educational Services Non-Regulatory Guidance*, U.S. Department of Education (January 14, 2009); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012)

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