

National Heritage Academies

# School Improvement Process Workbook

Student Intervention Services  
June 2024

## 1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2024-2025 school year and beyond. By evaluating and updating this plan, the school will meet state and federal requirements pertaining to schoolwide planning each year.

As part of the school’s Comprehensive Needs Assessment, the school analyzes and disaggregates norm-referenced and criterion-referenced, as well as authentic assessment data, to ensure that all students master academic goals and State standards. The results of the data analysis drive changes (if needed) to the school’s implementation of curriculum, instructional practices, professional development, and the school’s schoolwide plan.

### 1.1 Schoolwide Plan Introduction

Fill in the table with the planned date for each activity.

<b>School Improvement Process Activities</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
Comprehensive Needs Assessment & Goal Identification completed	7/5/2024	7/15/2025	TBD	TBD
Schoolwide Plan reviewed and updated	8/15/2024	8/15/2025	TBD	TBD
Effectiveness of school improvement process in school evaluated	8/30/2024	8/30/2025	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	10/5/2024	10/5/2025	TBD	TBD
Title I Parent Meetings	9/15/2024	9/15/2025	TBD	TBD

## 2.0 Evidence of Collaboration - GA & LA

**Please complete the following chart with your SIP team members (add rows as necessary)**

Stakeholder Collaboration Schoolwide plan information is provided to the school's Board of Directors via Board Meetings and/or additional documented correspondence. Students do not participate on the planning team as the school serves students in grades K-8.

These stakeholders work throughout the year and as the school conducts its formal school improvement activities in order to do the following: - Evaluate the mission statement, parent/family engagement policy\*, parent-student compact\*, and plan effectiveness - Analyze academic goals, criteria for success, strategies, and action activities in relation to data - Ensure alignment of the curriculum implementation and educational program to State standards in core content areas - Ensure specific objectives are evident in each core content area - Ensure instruction is delivered with appropriate teaching strategies that are based on research and best practice - Monitor the plan as evidenced by regular meetings - Build a comprehensive professional learning plan consistent with student academic performance needs - Identify parent and community resources that enhance instructor and student learning

\*Note: Parents also contribute directly to the approval and/or revision of the parent/family engagement policy and the parent-student compact at the Title I Parent Meeting that is held in the spring each school year.

### **3.0 Collaboration with Teachers and Other School Staff (including Title I staff)**

# Willow Charter Academy

## Willow 2023-24

Teachers	\$328,255	47.6%
Coaches	\$149,525	21.7%
Paraprofessionals	\$109,000	15.8%
Supplies	\$64,100	9.3%
Professional Development	\$29,650	4.3%
Parental Involvement	\$8,275	1.2%
Social Work	\$1,000	0.1%
All	\$689,805	100.0%

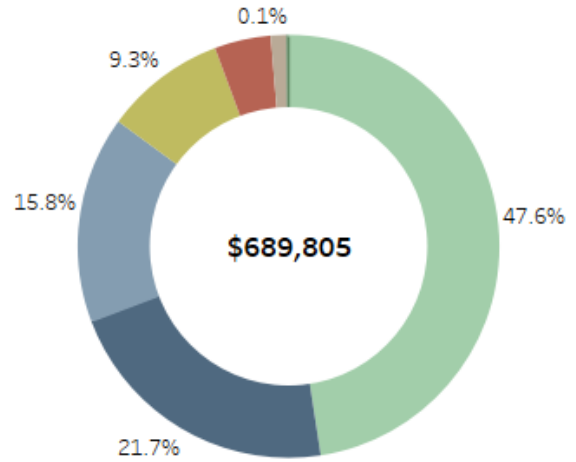


Figure: Grant Allocation Summary

**Select a date for your SIP staff meeting.**

03/19/2024

## 4.0 Collaboration with Parents

**Select a date for your SIP parent meeting.**

03/21/2024

## 5.0 Collaboration with the School Board

**Please enter the date of your Board Meeting at which the SIP will be presented.**

03/25/2024

## 6.0 Comprehensive Needs Assessment - Overview

The school conducts a comprehensive needs assessment annually as part of its continuous improvement process. While data is gathered and evaluated informally throughout each year, the school's formal needs assessment takes place each spring. The school carried out its school improvement activities in order to identify priority needs and assess overall school and student performance. During this comprehensive needs assessment process, the school assessed data aligned with Department of Education guidelines, which have been established in order to provide schools with a comprehensive improvement structure based on current research and best practices. Specifically, data is collected and assessed as it relates to student achievement, school programs and processes, student/teacher/parent perceptions, and demographics. The school's review of data includes that which is listed below, among others: - Student achievement on norm-referenced assessments (NWEA PGA and MAP) - Student achievement on criterion-referenced assessments - Student demographics - Discipline, tardy, truancy, and attendance rates - Parent/student perception surveys - Staff surveys, including teacher quality information - Curriculum alignment - Program implementation - Student engagement

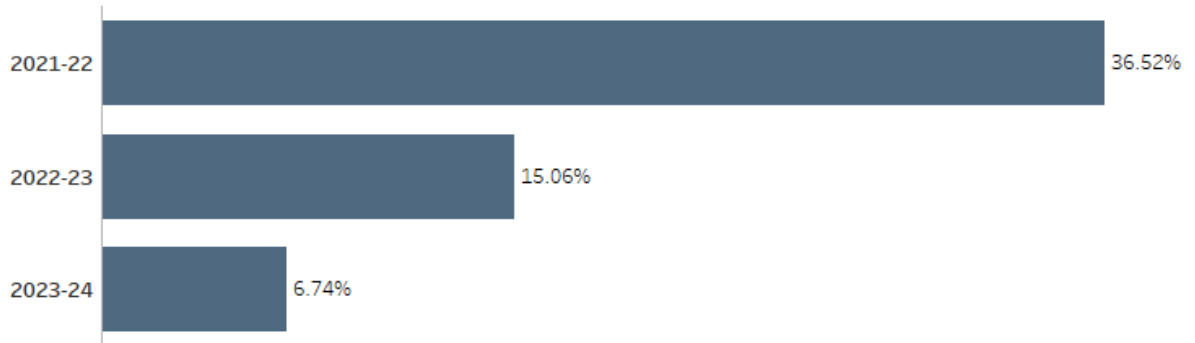
The school has also engaged in the following school improvement activities as part of its school improvement process: the identification of particular focus areas within the school's English Language Arts (ELA) and Math curriculum for each grade level; the development of corresponding grade level action plans; and the implementation of the formative assessment planning process.

The gathering and analysis of such data enables teachers to directly address student learning needs and gauge the degree to which the school-wide, grade-level, and individual student learning goals are being met, as well as provides the means by which comprehensive school improvement efforts are identified. Essentially, this data analysis serves as the primary driver for the school's decision-making process as it relates to improvement; all goals, objectives, action steps, schoolwide reform strategies, professional development activities, and parent/family/community engagement decisions documented in this schoolwide/school improvement plan are driven by this needs assessment.

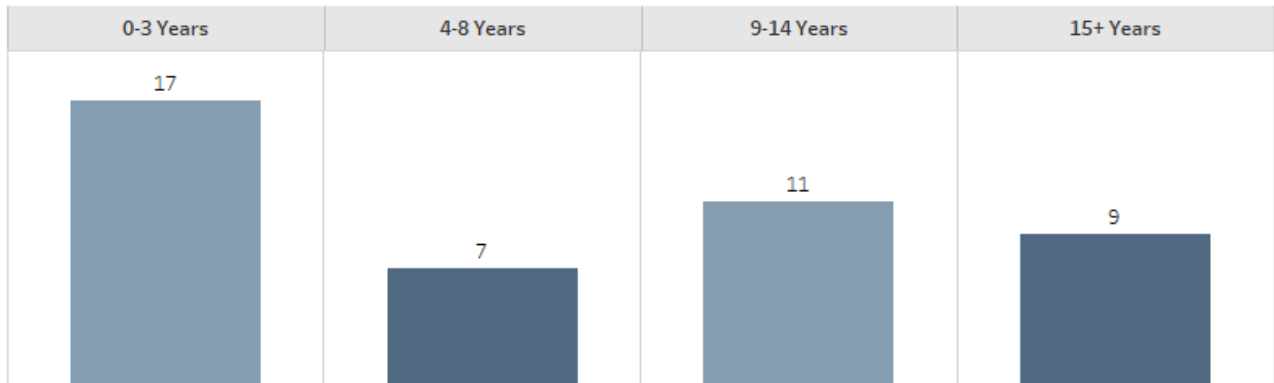
## 7.0 Staff Data

Staff data is collected in order to provide information on trends in staff experience, attendance, HQ status and satisfaction year over year.

Teacher Turnover



Total Years Teaching Experience

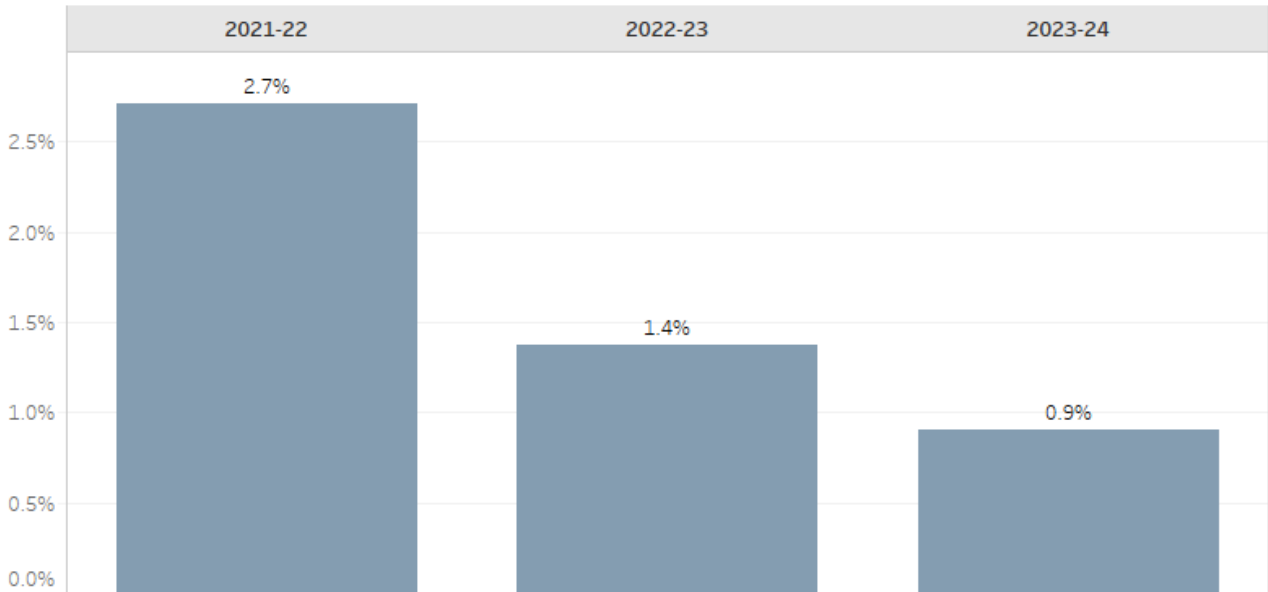


\* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

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% Instructional Time Lost



*Percentage of instructional days where a full-time teacher was not in the classroom (includes General Ed and Special Ed Teachers)*

Figure: Teacher Absences and % Instructional Time Lost

## Willow Charter Academy


		Spring 2021-2022	Fall 2022-2023	Spring 2022-2023	Fall 2023-2024	Spring 2023-2024	Difference 
<b>Overall Engagement Index</b>		66	75 ↑	81 ↑	82 ↑	85 ↑	
Loyalty	I would recommend my location as a great place to work.	66	75 ↑	81 ↑	82 ↑	85 ↑	
	I would recommend my location to others for educating their children.	63	74 ↑	78 ↑	80 ↑	86 ↑	
Manager/Principal	I have confidence in my leadership team.	70	80 ↑	82 ↑	82 ↓	85 ↑	
	I would recommend my manager to others.	77	88 ↑	90 ↑	85 ↓	90 ↑	
	My manager provides me with feedback that helps me improve my performance.	72	86 ↑	89 ↑	84 ↓	89 ↑	
Personal Perception	I clearly understand what is expected of me in my role.	80	88 ↑	90 ↑	87 ↓	93 ↑	
	I feel empowered to make decisions regarding my work.	72	85 ↑	90 ↑	81 ↓	88 ↑	
	I have good opportunities to learn and grow at My Location.	69	80 ↑	83 ↑	80 ↓	82 ↑	
	My opinions seem to count.	64	76 ↑	79 ↑	76 ↓	81 ↑	
	The work that I do at my Location is meaningful to me.	89	91 ↑	95 ↑	92 ↓	96 ↑	
School Environment	I feel physically safe at my location.	74	79 ↑	80 ↑	82 ↑	86 ↑	
	I trust the people I work with.	66	76 ↑	76 ↑	72 ↓	75 ↑	
	My location has a great culture	62	73 ↑	76 ↑	80 ↑	86 ↑	
	My location is successful in responding to unproductive student behaviors.	53	70 ↑	70 ↓	83 ↑	85 ↑	

Figure: Staff Perceptions

### What trends do you notice in your school staff data?

Our data indicates that teacher turn over rates have decreased significantly since the 2021 - 2022 school year. Furthermore, roughly 40% of the staff are considered novice teachers, with 0 - 3 years of experience. Teacher absences have decreased tremendously since 2021. Trend data suggests that each year there has been a decline in the percent of instructional time lost. Lastly, from Fall 2022 to Fall 2023, loyalty and school environment have increased overall.

### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

The administrative staff have continuously provided a culture of confidentiality where teachers and staff have safe spaces in order to share concerns and ideas. The duty schedule is followed and everyone is held accountable for what is expected of them and



## Willow Charter Academy

the job in which they are hired to perform. The culture has completely shifted in regards to the level of accountability. Communication is constant and happens often in many forms: verbally, print, and electronically. All staff have opportunities to ask for clarification and seek assistance when needed. All staff are supported in their respective capacities.

### 8.0 Parent Perception Data

Parent perception data is collected in order to provide information on trends in parent satisfaction year over year.

		2020-21	2021-22	2022-23	2023-24	YOY Change
Loyalty	Likelihood to Enroll Next Year			57% (88)		
	Likelihood to Recommend School	57% (155)	46% (127) ↓	51% (96) ↑	60% (156) ↑	
	Overall Satisfaction	52% (159)	44% (128) ↓	49% (97) ↑	56% (154) ↑	
Academics	Child Receiving High-Quality Education			49% (92)	57% (151) ↑	
	Satisfaction With Child's Academic Progress	57% (159)	44% (128) ↓			
Schoolwide Behavior System	Discipline is Handled Effectively at This School		45% (128)	51% (88) ↑	62% (149) ↑	
	School Provides Safe Environment	70% (318)	55% (254) ↓	57% (90) ↑	73% (150) ↑	
Communication	Leadership Communication			44% (95)	56% (154) ↑	
	School Communication	56% (316)	47% (128) ↓			
	Teacher Communication		44% (128)	45% (96) ↑	56% (153) ↑	
Moral Guidance	Moral Focus Impact			53% (91)	62% (151) ↑	
	School Delivers Moral Guidance	62% (318)	53% (256) ↓			

Figure: Parent Survey Results

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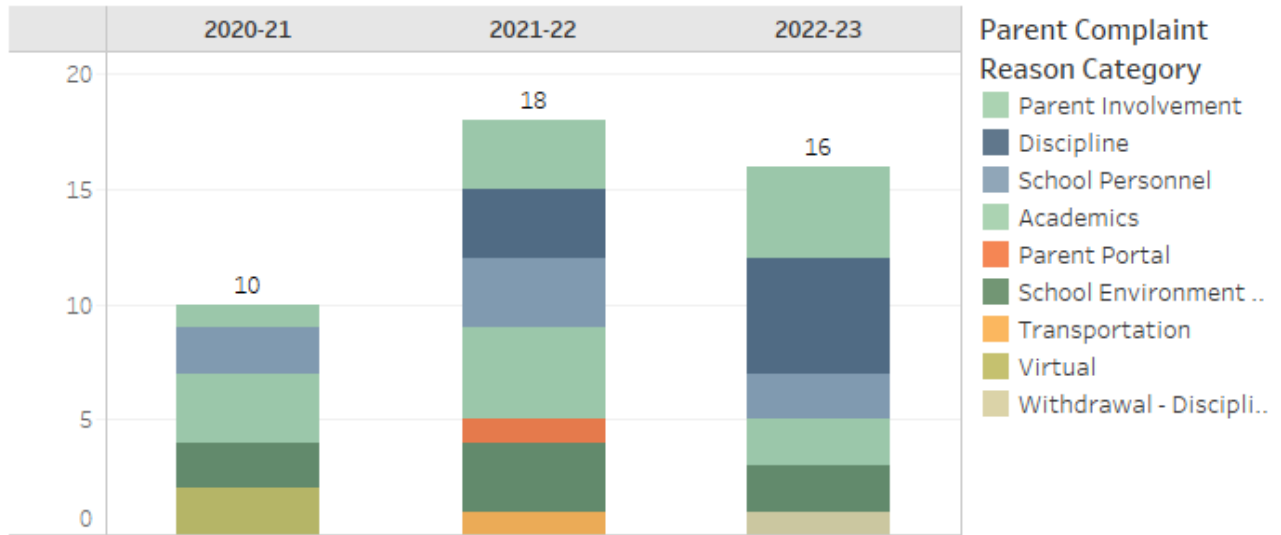


Figure: Parent Complaint Counts

### What trends do you notice in your school parent perception data?

The data suggests that each year the number of parent responses decrease, which may cause an issue in the validity of the data. Nevertheless, over the past three years, there are several categories of data that was not collected in regards to the parent survey results. However, the areas that were able to be compared all showed an increase in the category. Most areas in 2023 concluded that over 50% of the parents positively agreed with the statements. In regards to parent complaints, over the three year span the number of complaints have increased, however this previous year there was a slight decline. During the 2022 - 2023 school year, there seems to be more complaints in regards to discipline and no complaints in transportation.

### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. Parental involvement also more securely sets these students up to develop a lifelong love of learning, which researchers say is key to long-term success. Therefore the activities outlined for this school year are strategically designed to encourage positive interactions from parents. At the beginning of the school year, we will have a Back to School Bash. At this event we will introduce staff, outline student expectations, explain school policies regarding discipline and attendance. In addition, we will have barbers and braiders on site to assist providing hair cuts for boys and hair dos for girls to those students who are in need. We will have registration tables set up to welcome new students. Because we

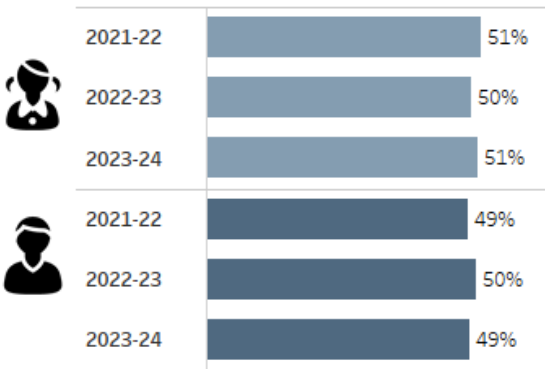
## Willow Charter Academy

have a large middle school population, we will have a separate middle school orientation to share upcoming events and expectations for our middle school students. The administration will also send home a weekly Family Newsletter in which the main goal is to share news and updates from the administration and teachers. Parents will also have an opportunity to visit with teachers during the school year, as we will have Parent Teacher Conferences during intervals of the year. In addition, there are opportunities during other events that take place on campus.

### 9.0 Demographic Data

Student Demographic Data is collected to demonstrate trends in enrollment, attendance, mobility and discipline year over year.

#### Gender



#### Ethnicity

Ethnicity	Year	Percentage
American Indian or Alaskan Native	2021-22	0.4%
	2022-23	0.7%
	2023-24	1.6%
Asian	2021-22	0.6%
	2022-23	0.3%
	2023-24	0.2%
Black or African American	2021-22	92.9%
	2022-23	93.4%
	2023-24	92.3%
Hispanic	2021-22	2.5%
	2022-23	2.1%
	2023-24	2.1%
Native Hawaiian or Pacific Islander	2021-22	0.3%
	2022-23	0.3%
	2023-24	0.3%
White	2021-22	3.2%
	2022-23	3.2%
	2023-24	3.5%

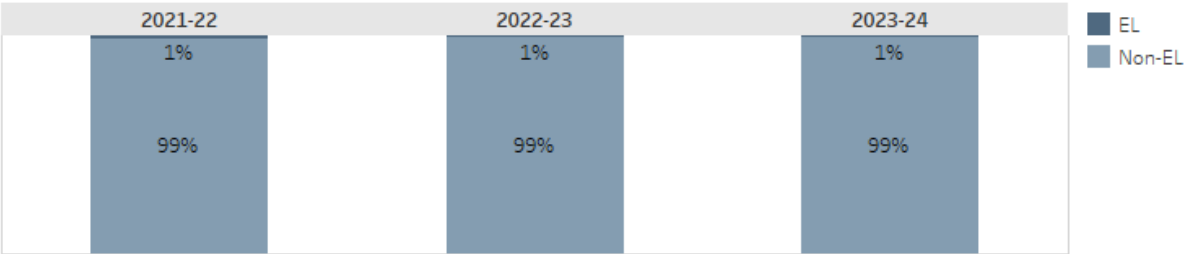
#### Enrollment

Grade	2021-22	2022-23	2023-24
K	81	80 ↓	74 ↓
1	81	79 ↓	73 ↓
2	81	89 ↑	73 ↓
3	68	89 ↑	87 ↓
4	72	56 ↓	83 ↑
5	69	84 ↑	59 ↓
6	84	77 ↓	76 ↓
7	79	89 ↑	47 ↓
8	65	70 ↑	49 ↓

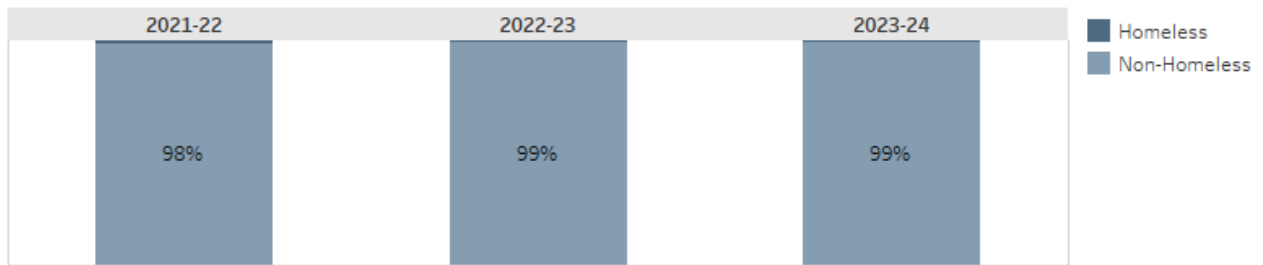
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## Figure: Gender, Ethnicity, and Enrollment

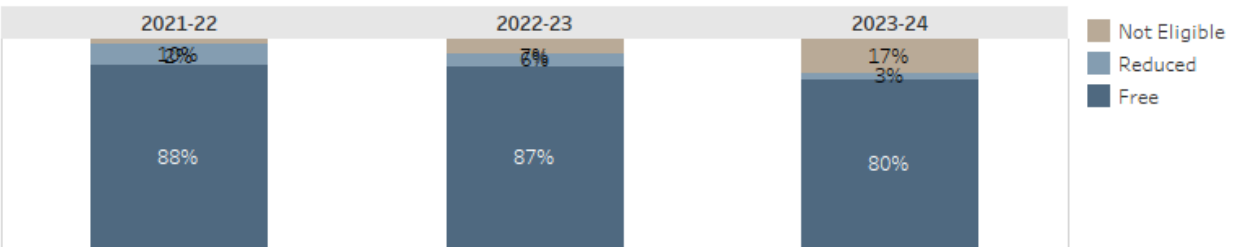
% EL



% Homeless



% FRL



% IEP

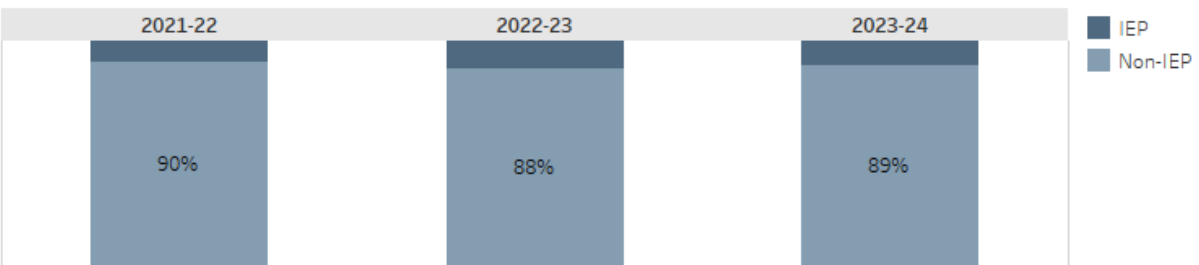


Figure: % EL, % Homeless, %FRL, % IEP

What trends do you notice in your school student demographic data?

Over the past three years, there has been about a 50% split in the gender category. The enrollment has fluctuated from grade level to grade level. Horizontally, there was a decline in students transitioning from 2nd grade to 3rd grade. Vertically, enrollment declines for K, 3rd grade, and 7th grade beginning in 2021. For example, beginning with 3rd grade in 2021 there were 68 students, however 4th grade in 2022 there were only 56 students, and looking at the same cohort in 5th grade in 2023 there are 59 students. Enrollment for 2023 - 2024 has declined in every grade level, except 4th grade. There is steady enrollment in 2nd and 5th grade. The majority of students enrolled is Black / African American, more than 92%. There is a small percentage of White and Hispanic students enrolled, roughly 5%. Of those students enrolled, roughly 99% of the students are non-EL students. There is a 1% population of Homeless students. Over the past three years, more than 80% of the students enrolled are classified as "Free/Reduced". This year, there has been an increase in the percent of students that are "not eligible for free or reduced", from 7% to 17%. Over the past three years, roughly 10% of the students enrolled have an IEP.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

This school year we have implemented several PBIS activities centered around attendance and discipline. For example, "Willows Cool Kids Popsicle Event" that is dedicated to acknowledging and rewarding students with perfect attendance, no behavior infractions and showing effort in class. In addition, one student from each class is recognized during our "Monthly Moral Focus Assemblies". Willow students also have an opportunity to participate in "Quarterly Field Trips" centered around attendance, behavior and effort. In regards to enrollment, our Admissions Representative recruits from within our community, providing school tours and informational sessions to prospective families.

## 9.1 Student Attrition Data

## Willow Charter Academy

### Year End

	2020-21	2021-22	2022-23	YOY Difference
Attrition	28.0%	31.9% ↑	39.3% ↑	

### Year-To-Date

	6/8/2022	6/8/2023	6/8/2024
Attrition	21.9%	24.7% ↑	26.8% ↑

*\*PAC refers to the percentage of attrition that is classified as controllable, based on exit survey results*

Figure: Student Attrition

### What trends do you notice in your school student attrition data?

Attrition has increased since the 2020 - 2021 school year. When comparing February 2023 to February 2024 there is an increase in attrition from 13% to 20.4%. On average, roughly 3% of students leave the school. However, from 2021 to 2023, roughly 8% of students have left the school for various reasons.

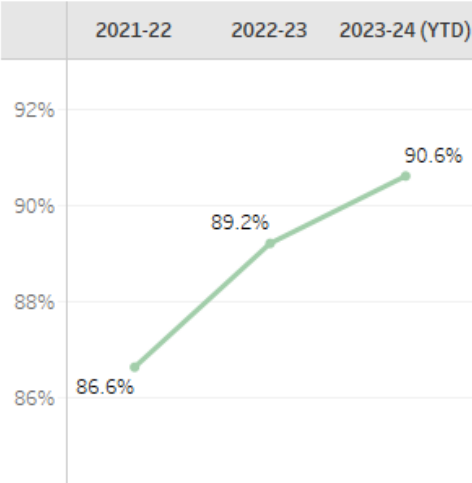
### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

There are numerous reasons as to why a student leaves during the school year, that range from families relocating to discipline issues and dissatisfaction. Retention is one of the most important measures of success, therefore it is extremely critical to decrease attrition. There is an admissions representative that goes out in the community to recruit and provide school tours. Throughout the year, we hold informational meetings, invite families to events, host community events, and post on social media when there are events and activities at school that can assist parents in an opportunity to engage with school staff and hear about the positive culture being created at Willow Charter. We encourage the Open Door concept, where all families are welcome and encouraged to come in and seek guidance and support when there is an issue or to provide preventive measures to avoid future issues.

## 9.2 Student Attendance

## Willow Charter Academy

**Average Daily Attendance Rate**



**Student Absence Distribution**

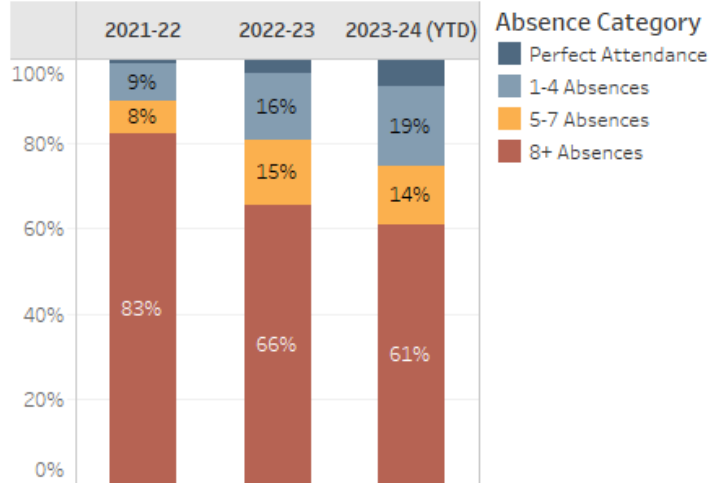


Figure: Student Attendance

**What trends do you notice in your student attendance data?**

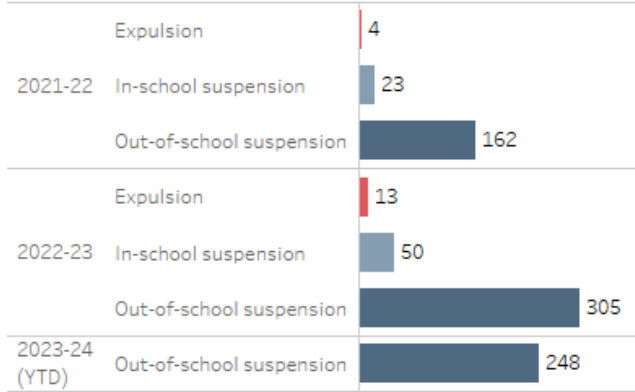
Over three years students more than half of the student body has 8 or more absences. Since 2021 absences of 8 or more have decreased tremendously. However, there is a large percentage that continue to have 1 - 7 absences as of last year. Although each year the percentage of students with Perfect Attendance has increased, roughly 7% of the student body had perfect attendance during the 2023 - 2024 school year, which is the highest percentage reported over the past three years.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

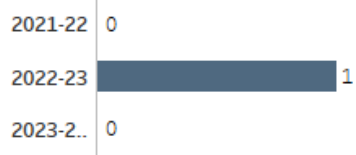
Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career, therefore it is critical for administration and staff to make coming to school daily a priority for students. The home school connection must be intact and strengthened, which will be done through our weekly newsletters, parent teacher meetings, and other social events that we will include our parents in this school year. In addition, we have centered our PBIS efforts around increasing attendance. This has been done through Quarterly Field trips, centered around attendance. In addition, to our "Weekly Cool Kids Popsicle Event" and "Monthly Moral Focus Assemblies". Teachers are also expected to commit to a culture of High Professional Expectations by modeling, communicating and supporting our school expectations, via enforcing the student handbook.

### 9.3 Student Discipline

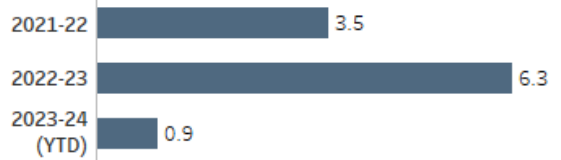
Suspensions



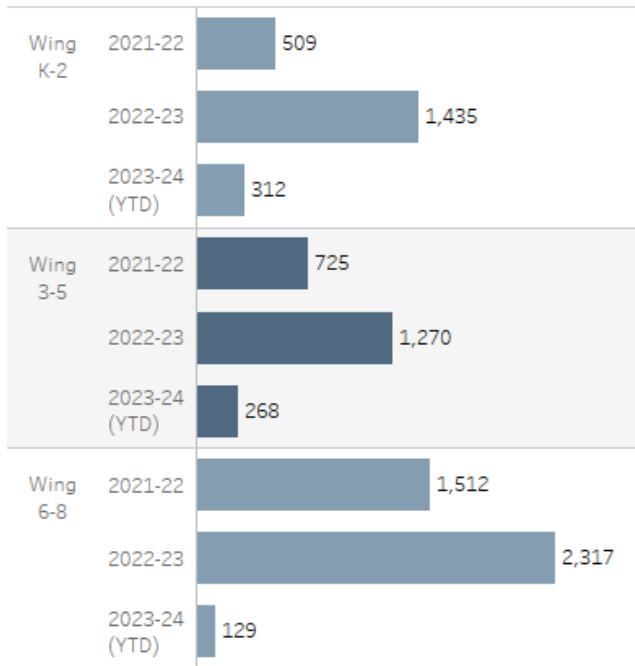
Behavior Plans



Behavior Events Per Student



Events by Wing



Events by Gender

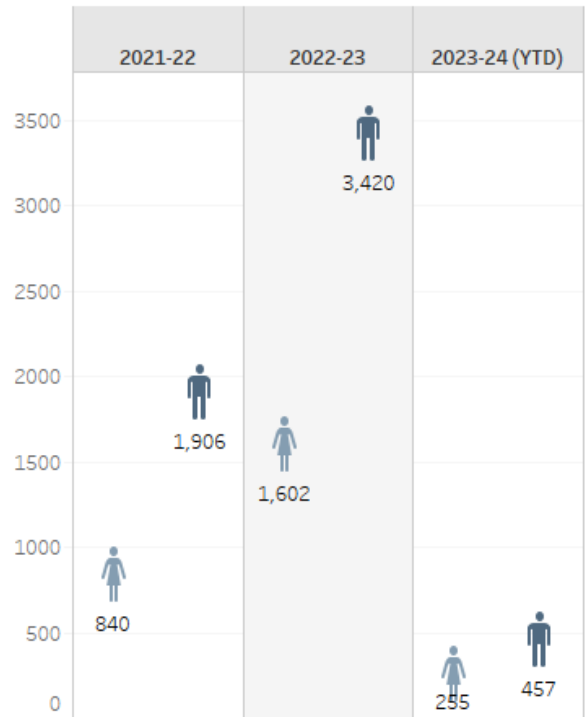


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

What trends do you notice in your student discipline data?



## Willow Charter Academy

Data for this school year has significantly decreased when compared to previous years. The data shows a trend that could have indicated an increase in infractions at each grade span, however the data has turned in a positive direction. Out of school suspensions are high, however the highest out of school suspension year was last year, 2022-2023 with 305 incidents. The 6-8 grade span is leading the other grade spans in discipline incidents. There were no expulsions for this school year.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

The school will continue with bell to bell instruction and the implementation of the PBIS program. PBIS is implemented with fidelity and all teachers / staff are required to support the school's efforts to decrease discipline infractions through positive reinforcement and modeling of acceptable behavior. Rewards and acknowledgements happen throughout the school year, through PBIS activities.

### 10.0 School Community Summary

**Provide a summary of unique features and challenges associated with the community in which your school resides. Include demographic and economic information.**

Willow Charter Academy is located in Lafayette, Louisiana. Lafayette is located close to the center of Louisiana. Lafayette has 15.62 square miles of land area and 0.04 square miles of water area. The total population is 30,155, which has shrunk 1.47% since 2000. The population growth rate is lower than the state average rate of 2.96% and is much lower than the national average rate of 11.61%. As of 2014, the median household income is \$24,889 and has grown by 16.65% since 2000. The income growth rate is much lower than the national average rate of 27.36%. The median house value is \$95,400 in 2010-2014 and has grown by 67.96% since 2000. On average, the public school district is better than the state average in quality.

### 11.0 Student Interim Data

2023-24 Scaled Score Distribution (Grades 3-8)

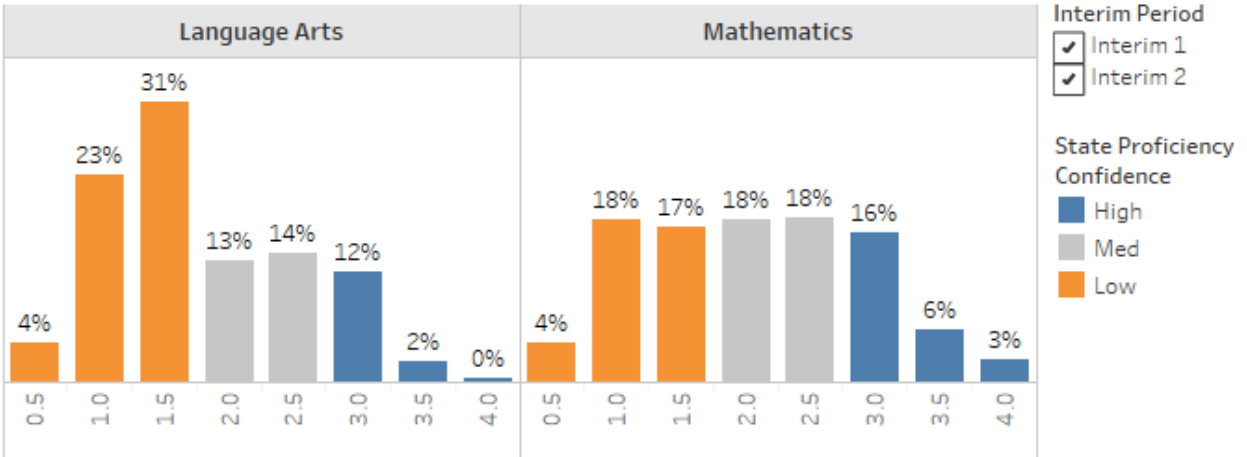


Figure: Interim Scaled Score Distribution

2023-24 Percent At or Above 3.0

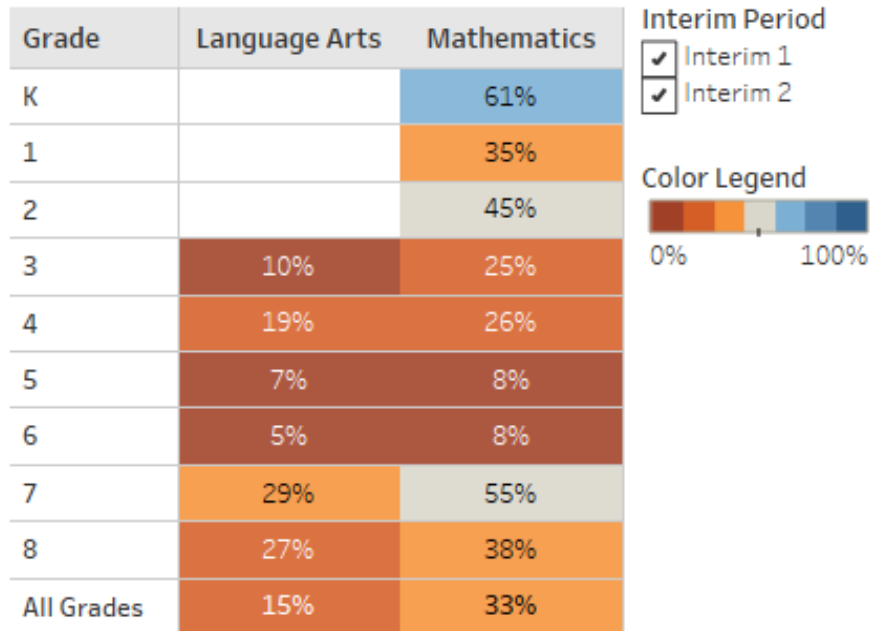


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

## Willow Charter Academy

In Language Arts, Interim 1 59% of the students scored LOW (0.5 - 1.5) compared to Interim 2 where 56% of the students scored LOW. 26% scored MEDIUM (2.0 - 2.5) in Language Arts Interim 1 compared to Interim 2 where 29% scored MEDIUM. In addition, 15% of the students scored HIGH (3.0 - 5) on Language Arts for Interims 1 and 2. In Math, Interim 1 44% of the students scored LOW (0.5 - 1.5) compared to Interim 2 where 34% of the students scored LOW. 33% scored MEDIUM (2.0 - 2.5) in Mathematics Interim 1 where 40% of the students scored MEDIUM for Interim 2. In addition 22% of the students scored HIGH on Mathematics Interim 1 as compared to Interim 2 where 27% of the students scored HIGH. There is evidence of an increase in learning from Interim 1 to Interim 2. Overall, in Language Arts, there was a decline in the percent of students scoring LOW, from 59% to 56%. In addition, there was an increase in the percent of students scoring MEDIUM, from 26% to 29%. Overall, in Mathematics, there was a decline in the percent of students scoring LOW, from 44% to 34%. In addition there was an increase in the percent of students scoring MEDIUM, from 33% to 40%. Lastly, there was an increase in the percent of students scoring HIGH, from 22% to 27%. By grade level, students are performing higher in Mathematics (33%) than they are in Language Arts (15%). Students in K and 7th graders are out performing most grade levels in Mathematics. Students in grades 5 and 6 are not performing as well as the other grade levels, with percentages below 10% in Language Arts and Mathematics.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

This school year there is a major focus around providing intervention in ELA and Math. Teachers utilize Interim data to determine areas of need for students with an individualized approach. Teachers are utilizing PLCs to develop intervention strategies to assist in providing the necessary resources and support needed to help students reach mastery of content. During PLCs teachers are also making curriculum decisions which allows them to adjust instruction to meet the needs of their students. Students are also provided after school instruction to further close the instructional gap. This instruction is provided by our teachers, which are supported by content specialists.

## 12.0 State Test Data

## Willow Charter Academy

		2020-21	2021-22	2022-23	YOY Proficiency Change
<b>Math</b>	3	6%	24% ↑	19%	↓
	4	6%	17% ↑	26%	↑
	5	9%	11% ↑	15%	↑
	6	1%	8% ↑	16%	↑
	7	5%	8% ↑	7%	↓
	8	14%	25% ↑	13%	↓
	<b>Total</b>	<b>7%</b>	<b>15%</b> ↑	<b>15%</b> ↑	↑
<b>Reading</b>	3	12%	24% ↑	31%	↑
	4	14%	28% ↑	40%	↑
	5	20%	23% ↑	37%	↑
	6	8%	16% ↑	32%	↑
	7	31%	32% ↑	32%	↑
	8	33%	56% ↑	31%	↓
	<b>Total</b>	<b>19%</b>	<b>29%</b> ↑	<b>33%</b> ↑	↑
<b>Science</b>	3	4%	8% ↑	8%	↓
	4	7%	5% ↓	21%	↑
	5	7%	8% ↑	11%	↑
	6	3%	4% ↑	6%	↑
	7	11%	9% ↓	10%	↑
	8	14%	18% ↑	5%	↓
	<b>Total</b>	<b>7%</b>	<b>8%</b> ↑	<b>9%</b> ↑	↑
<b>Social Studies</b>	3	3%	7% ↑	11%	↑
	4	1%	3% ↑	21%	↑
	5	5%	5% ↓	5%	
	6	1%	4% ↑	6%	↑
	7	19%	18% ↓	22%	↑
	8	16%	25% ↑	8%	↓
	<b>Total</b>	<b>7%</b>	<b>10%</b> ↑	<b>12%</b> ↑	↑

Figure: State % Proficient by Grade

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12.1 Subgroup State Achievement Data

		2020-21	2021-22	2022-23	YOY Proficiency Change
<b>All Students</b>		10%	15% ↑	18% ↑	
<b>EL Status</b>	EL Student				
	Non-EL Student	10%	16% ↑	18% ↑	
<b>Ethnicity</b>	American Indian or Ala...				
	Asian				
	Black or African Ameri...	9%	15% ↑	18% ↑	
	Hispanic		10%		
	Native Hawaiian or Pa...				
	White	15%		17%	
<b>FRL Status</b>	Free	9%	14% ↑	17% ↑	
	Reduced	13%	33% ↑	24% ↓	
	Not Eligible	31%	15% ↓		
<b>Gender</b>	Female	11%	14% ↑	21% ↑	
	Male	9%	17% ↑	14% ↓	
<b>Homeless Status</b>	Homeless	5%			
	Non-Homeless	10%	16% ↑	18% ↑	
<b>IEP Status</b>	IEP Student	1%	6% ↑	6% ↑	
	Non-IEP Student	11%	17% ↑	19% ↑	
<b>Student Tenure</b>	< 3 Years	10%	14% ↑	14% ↑	
	3+ Years	10%	16% ↑	20% ↑	

Figure: State % Proficient by Subgroup

**What trends do you notice in your student state test data by grade?**

Overall the grade level data shows more growth than decline. 3rd grade increased in ELA and Social Studies, broke even in Science, however declined in Math. In grades 4, 5, and 6, there was an increase in all areas. Where in 7th grade there was an increase in ELA, Science, and Social Studies, however there was a slight decline in Math. Unfortunately, 8th grade declined in all areas. Nevertheless, all content areas showed an increase when compared to last school year.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

The new administration is heavily focused on maximizing student learning time with bell to bell instruction. Bell-to-bell teaching and learning involves utilizing every minute of class time effectively, including the crucial last 10 to 15 minutes. This approach is designed to maximize time for reinforcing learning objectives such as essential questions, learning targets, and success criteria, thereby aiding students in meeting or surpassing grade-level standards. It keeps students actively engaged in their learning process and facilitates peer interaction.

**What trends do you notice in your student state test data by gender?**

Over the past three years, females have continued to show growth in proficiency from 11% to 21%, whereas males have shown growth from 2021 to 2023 (9% to 14%), however recently declined from 2022 to 2023 (17% to 14%). Females show growth in all four areas, with major growth in ELA, more than 12%. Males show slight declines (less than 1%) in Science and Social Studies and major declines (more than 3% in ELA and Math).

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

It has been a struggle closing the achievement gap for our male students, especially in ELA and Math. One of the main problems we have is encouraging our male students to attend school daily and behave in a manner that is deemed acceptable and appropriate. We are addressing our attendance issues by encouraging our male students to participate in after school and athletic programs. Research states that if a child is connected to school outside of just academics that there is a better chance to get them to be successful in school. We allow some males (who may lack athletic skills) on the basketball and track teams to help boost their motivation to perform in the classroom. We are also intentional about our student ambassadors. Usually, we select males who

are not performing well academically. In addition, all students are encouraged to attend school and do their very best through our monthly PBIS incentives.

**What trends do you notice in your student state test data by students who are homeless or in foster care?**

There is no data available for comparison for Homeless Students. All areas in Non-Homeless have slightly increased. Overall, Non-Homeless students have grown from 10% to 18% in proficiency. However, in ELA, Non-Homeless students have increased proficiency from 18% to 34% over the past three years, with this past year showing increase from 29% to 34%.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Our homeless population by far is one of the more difficult populations, simply because of their individual circumstances. We work extremely hard to address these students and their needs. Most needs go beyond academics, as students don't have the bare necessities in order to function normally. We provide resources for homeless students, such as school uniforms, school supplies, food, hotel rooms, etc. We don't just support the child, we help the family. We've partnered with Communities in Schools to help our families get connected to additional resources beyond our reach. We encourage our Homeless students to remain for after-school tutoring, which is open to all students. We have tutors who track their attendance and grades. They are paired with a teacher/mentor who can assist them in time of need.

**What trends do you notice in your student state test data by migrant status?**

There is no data for comparison of Migrant Students.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

This is not applicable.

**What trends do you notice in your student state test data by EL subgroup?**

Over the course of three years, proficiency has increased each year for the non-EL students, from 10% to 18%. There is no data available for the comparison of EL students.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

There are no EL students. All non-EL students are addressed in the general population.

**What trends do you notice in your student state test data by race/ethnicity?**

In regards to race, white students grew overall from 15% to 17% over a three year period. In comparison to black or African-American students, white students showed tremendous growth in math and ELA with math growing from 8% to 19% proficient and reading growing from 25% to 38% proficient. However, white students compared to black students showed declines in Science from 17% to 13% and Social Studies from 8% to 0% where African-American students showed increases in Science of 1% growth and Social Studies with an increase of 3% growth when comparing 2021 to 2022. Trend data suggests that African-American students have consistently shown growth over the past three years. Black or African-American students showed growth in all four areas compared to last year.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We have strategically centered our school's master schedule to allow interventions to take place during the school day. Teachers identify skills during PLC and place students in intervention groups at the conclusion of each interim assessment. The intervention data is monitored and analyzed during PLCs and teachers work collaboratively as they discuss adjustments that need to be made to address learning gaps. The Literacy Coach develops an academic relationship with teachers and students as they assist with the addressing literacy gaps. They analyze data and support teachers in classroom implementation of curriculum, while providing the latest research and best practice strategies to classroom teachers. The students' learning time is further enhanced in after school tutoring activities, where foundational / pre-requisite skills are of primary focus.

## 13.0 Comprehensive Needs Summary

### Reading

**What strengths and challenges in Reading have been identified?**

One glaring strength is that Reading is the highest proficiency out of the four content areas. In addition, the majority of the grade levels showed a proficiency increase (5 out of 6). Lastly, another strength is that 6th grade doubled in proficiency in Reading. Challenges in Reading are not as obvious as other content areas, however the most obvious challenge is that 8th grade was the only grade level that showed decline when analyzing data horizontally, however when vertically looking at the data the same group of students had 32% proficient the previous year as 7th graders, however showed 31% proficient as 8th graders.



**What trends have been identified in Reading?**

This is by far the best year in regards to Reading data. Reading has the highest percentage of students scoring proficient, with 33%. Students are showing growth from year to year, for in 2020 - 2021 to 2022 - 2023 there was an increase from 19% to 33% overall in Reading proficiency.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Reading Mastery is provided for all students in Kindergarten and for students in grades 1 and 2, Reading Mastery is for those students who fall below or well below on DIBELS in the Fall or Winter Benchmark. For students in grades 3 and 4, Corrective Reading is used for students who fall below or well below on DIBELS in the Fall or Winter Benchmark. Corrective Reading is also used for students in grades 5 - 8 who scored below the 10th percentile on the Fall Aimsweb Assessment. Teachers are engaged in PLCs weekly, where the ultimate goal is to study the standards and understand lesson delivery and how to provide meaningful intervention. Teachers are constantly analyzing formative data to ensure mastery of standards. This data is also used during the intervention block and during After School Tutoring. All PLCs and unpacking of standards is supported by the Literacy Coach.

**Writing**

**What strengths and challenges in Writing have been identified?**

Please note: This section is based on Administrative Observations / Teacher Feedback. The one strength that has been identified is that students like to write when it is a topic that they like or if they can explain themselves or tell a story. The one challenge is that students lack grade level vocabulary to assist them in writing effectively on grade level.

**What trends have been identified in Writing?**

Please note: This section is based on Administrative Observations / Teacher Feedback. Students love to write to tell a story. They love to journal and write about topics that interest them. Teachers have embraced this concept and utilized the opportunity to help students develop an even deeper love for writing, but also to help them write more effectively.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Teachers are now holding Writing Conferences with students, where they help them correct their writing through mini lessons. Teachers are using the writing pieces to teach various topics like editing, subject verb agreement, spelling, punctuation, etc. Our

Curriculum Specialists are introducing writing strategies and support teachers on a daily basis to ensure that those strategies are being presented to students. Students write in all content areas either through Open Ended Questions, explanations or comparing/contrasting. Students know that it is expected to write at Willow Charter Academy!

## **Math**

### **What strengths and challenges in Math have been identified?**

There are several increases in Math proficiency: 4th grade (26% proficient), 5th grade (15%), 6th grade (16%) and overall (15%). However, one major challenge is that the lowest percent proficient is in grade 7 (7%). Furthermore, the majority of the grades in Math are in the low teens or below in regards to proficiency (4 out of 6 grade levels). Lastly, 8th grade decreased drastically from 25% to 13% when looking at the data horizontally.

### **What trends have been identified in Math?**

In the previous school year (2021 - 2022), every grade level increased in proficiency. While the overall proficiency remained the same from 2021-22 to 2022-23, there were several grade levels that declined in proficiency: 3rd, 7th and 8th. Overall the highest proficiency over the past three years was during the 2021 - 2022 school year where grades 3 and 8 scored 24% and 25%, respectively. In 2022 - 2023, 4th grade scored at 26% proficiency, which is an increase when analyzing the data vertically.

### **Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Bridges Intervention is used for 2nd and 3rd grade students who scored at the 25th percentile or below on the placement test. Students in grades 3 - 8 teachers have built in intervention blocks (using Ready and/or teacher created resources) to address standard based deficits. Teachers are engaged in PLCs weekly, where the ultimate goal is to study the standards and understand lesson delivery and how to provide meaningful intervention. Students are rotting in small groups based on skill presented. Teachers are constantly analyzing formative data to ensure mastery of standards. This data is also used during the intervention block and during After School Tutoring. All PLCs and unpacking of standards is supported by the Literacy Coach.

## **Science**

### **What strengths and challenges in Science have been identified?**

The obvious strength in Science is that there are Increases in 4th - 7th grades Science proficiency. In addition, 4th grade increased drastically from 5% to 21%. Overall there

was an increase each school year for the past three years in Science proficiency. However, there has been a decrease in 8th grade, which is a major challenge. Ultimately, 8th grade decreased drastically from 18% to 5% in proficiency. There was no growth in 3rd grade, students remained at 8% proficient.

**What trends have been identified in Science?**

Over the past three years, 5th and 6th grade have increased from 7% to 11% and 3% to 6% respectively. Overall Science proficiency has increased over the past three years (2020 - 2023) from 7% to 9%. In Science proficiency, 4 out of 6 grade levels showed increase in grades 3 - 8.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Students will utilize ABC Books to supplement Science curriculum. Content Specialist presented and support STEM Scopes as a supplement, for it has more LEAP aligned questions. Students participate in Science Intervention during the school day, where teachers provide support utilizing the error analysis routine presented by our Science Specialist.

**Social Studies**

**What strengths and challenges in Social Studies have been identified?**

All grade levels, except 8th grade, showed growth in Social Studies. Students in 5th grade remained the same when compared to the previous year. There was tremendous growth in 4th grade, from 3% to 21%. Overall, there was an increase from 10% to 12%. However, there was a drastic decrease in 8th grade proficiency, from 25% to 8%, which is a major challenge for our students.

**What trends have been identified in Social Studies?**

Every year, Social Studies has grown from 7% to 12%, 2020 - 2021 to 2022 - 2023. There was an increase in Social Studies proficiency each year in 3rd grade, 4th grade and 6th grade. There has been a constant 5% proficiency in 5th grade. Each year there has been an increase in Social Studies proficiency: 7% to 10% to 12%.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

There are Social Studies Specialist who support teachers in development and lesson delivery, in addition to analyzing student data to adjust instruction during PLCs and daily operations. Teachers are now utilizing summary tables and processing tools during daily lessons. Students are using ABC Social Studies Books, aligned to Louisiana standards, as a means of supplementing the curriculum.

## **Student Interventions**

### **How does your school make sure all students learn at a high level?**

At Willow Charter Academy excellence is the goal. We ensure that all students are learning at a high level by providing each class with a highly qualified teacher who is prepared to teach lessons and identify when a student is struggling with grasping the concept. In addition, our teachers are modeling excellence by ensuring that students are aware of the importance of a quality education. We provide teachers with job embedded staff development through the use of our school's PLCs. Teachers also receive support and guidance from Curriculum Specialists. We provide all of the necessary resources (books, manipulatives, etc.) to each student as required and needed. We provide additional educational support to students who may have an IEP, 504 plan, or IAIP support plan.

### **How does your school identify students who need intervention?**

Through the various content areas, there are several programs that have particular thresholds to determine if the student needs additional supports in order to experience success. For Reading and Math, those thresholds are identified by content and grade level, as identified above in those respective sections: from falling below a specific percentile, to scoring in the Approaching Basic / below basic ranges on specific assessments. In Science and Social Studies it is a little more difficult, however the data from classroom assessments, question/answer sessions will play a major part in identifying areas of concern.

### **How does your school intervene for students who need the most instruction support (both in the classroom and through intervention programs)?**

There are multiple resources that are available for teachers to use with students. Teachers have specified times for PLCs to collaborate with Curriculum Specialist to determine which students should be identified as those students that need additional support. Furthermore, Curriculum Specialists are actively engaged in the daily instruction to determine and identify which students need more support to master a particular skill. During After School Tutoring, teachers work with students on a small group basis to assist with any skills or knowledge that they may be deficient in.

### **How does your school determine if the needs of those students are being met?**

Through the use of formative data and classroom data (assessments, projects, questioning and answers), teachers make determinations in regards to the Mastery of Standards on a daily basis. Students also participate in daily After School activities where additional data is collected based on foundational skills. Teachers utilize all data points to determine if the needs of the students are being met on an individual basis.

Ultimately, for any student, to determine if the needs are being met our teachers will use LEAP test data.

**How are your teachers involved in analyzing student achievement data to improve the results of all students?**

Each teacher participates in weekly job embedded PLCs. Teachers analyze student achievement on LEAP assessments, classroom assessments, benchmarks, etc. Teachers look for trends and determine the best approach to eliminate the trend if it is something that is keeping the student from learning.

**Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.**

Through the use of our school's PBIS program teachers are modeling the expected behavior. Teachers are rewarding good behavior throughout the school day. It is expected that all students report to school ready to learn! Teachers select students to participate in monthly PBIS activities. The PBIS program has proven to decrease our student behavior issues. Teachers and administrators constantly remind students of what is expected. In addition, there is a character word that students discuss, use and model each day of the school year. Teachers and staff are expected to model the behavior on a daily basis.

**Highly Qualified Staff**

**What does your school do to attract and/or retain high quality teachers (different from the things NHA might do on your behalf)?**

Networking is critical in recruiting highly quality teachers. The NHA model is principals grow deans and deans grow teachers. With high quality instructional coaching, WCA takes a more hands on approach with teachers and has shown to invest in their development through PLC growth and the career ladder that is embraced. WCA always posts openings on the school's social media outlet. WCA also posts vacancies in the monthly newsletters. In addition, we post vacancies on Indeed.com and put our ads at the top of their postings.

**Staff Professional Development (When answering these questions consider both supplemental (grant funded) PD as well as NHA or district provided PD)**

**What staff development offerings were the most effective last year?**

WCA has identified that Bridging the Gap between Curriculum and State Assessments have been the most effective, utilizing LEAP Test Prep. Additionally, our job embedded staff development is also beneficial to teachers. Our weekly PLCs help teachers

navigate daily preparation as students move closer towards mastery. Having effective curriculum specialists on campus is a great resource to enhance teacher development.

**How do you know the PD was effective?**

Although there is no formal survey, we utilize teacher feedback, administrative observations and interim/benchmark data to help determine if teachers are growing through the PD provided. The administration and lead staff members make adjustments as needed to ensure that teachers are delivering instruction at the highest level possible.

**How will the learning be sustained moving forward?**

With the use of our Curriculum Specialists, we will continue to grow our teachers during the PLCs. There is a clear identification of a Career Ladder: principal to dean to curriculum specialist to teacher. All staff are aware that in order to move to the next level, you must be proficient at the current level.

**Describe the systems or processes in place that provide opportunities for professional growth and building the capacity of teachers.**

Professional learning is a crucial element of the work of all educators throughout their entire careers. Therefore, we have curriculum specialists who are well-versed in content specific knowledge base in order to grow and support our teachers. Our teachers engage in intentional practice to refine their skills and professional judgment, through our weekly PLCs. During these PLCs teachers create individualized goals, identify areas of improvement, learn content specific standards and how to present material and address learning gaps specific to that content, and determine how to measure attainment to reach goals. Teachers also participate in the building and managing of the school's PBIS system, which helps tremendously with developing the whole child, all while building the capacity of the teacher's management skills and practicing core values that assists in maintaining an orderly classroom environment. Educators must be good leaders if they are to be effective.

**Describe (1) teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs for the upcoming year.**

Willow Charter Academy's teachers struggle with engagement strategies and building the classroom culture needed for students to grow to their full potential. Students must remain engaged in daily lessons in order to seek mastery of content. Teachers need to see this concept in action, with an opportunity to ask questions and feel safe as they navigate understanding what this looks like on a daily basis. Therefore, I would like to take my middle school teachers to visit Ron Clark Academy. The Academy has received both national and international recognition for its success in creating a loving,

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dynamic learning environment that promotes academic excellence and fosters leadership. RCA helps teachers learn better ways to engage students, promote academic excellence, build relationships, and create a positive climate and culture. RCA's Professional development for teachers is a completely unique, immersive experience where our teachers can observe classes in session, thus giving them a deeper understanding of strategies for engaging students, promoting academic excellence, fostering meaningful relationships, and creating a climate and culture that promotes success for all. The Ron Clark Academy House System is a dynamic, exciting, and proven way to create a positive climate and culture for students and staff. RCA is located in Atlanta, Georgia.

### Schoolwide Reform Strategies

The school educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all children obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. The school, a public-school academy, has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the community. A summary of the Effective School correlates is as follows: - Clear School Mission - High Expectations for Success - Instructional Leadership - Frequent Monitoring of Student Progress - Opportunities to Learn and Student Time-on-Task - Safe and Orderly Environment - Strong Home-School Relations

In addition to adopting these characteristics of Effective Schools Research, the educational program includes a "Back to Basics" approach, a longer school day, and structured discipline, and the curriculum includes a moral focus component based on the Greek cardinal virtues. The educational program utilizes a curriculum that is scientifically research-based, aligned with State standards, and designed to ensure college opportunity for each child that the school serves.

While Effective Schools Research serves as the foundation of the school's educational program, it has adopted a number of schoolwide reform strategies to ensure that it: - Provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement; - Uses effective methods and instructional strategies that are based on scientifically-based research; and - Addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards.

One research-based schoolwide reform strategy that the school has adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. According to Tomlinson and Eidson, differentiated instruction “refers to a systematic approach to planning curriculum and instruction for academically diverse learners” and is “a way of thinking about the classroom with the dual goals of honoring each student’s learning needs and maximizing each student’s learning capacity” (2003). The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student’s individual learning needs. The school believes that “only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place” (Tomlinson, 2003). As such, the school employs differentiated instruction in order to address the needs of all children in the school—particularly those at risk of not meeting challenging State standards.

Another research-based schoolwide reform strategy that the school has adopted is the development of what Richard DuFour calls a Professional Learning Community. Specifically, the school has worked to develop a teaching environment in which all teachers work together to ensure that students learn, where collaboration among teachers is prevalent, and where there is a focus on student learning and results (DuFour, 2004). The school has adjusted its class and teacher schedules to ensure that grade-level teachers share a common planning time in which each member of the instructional team participates in dialogue about student learning and develops strategies to improve both teaching and learning. Mike Schmoker, a leading school improvement thinker, has argued that professional learning communities “feature the most powerful set of structures and practices for improving instruction” (2006). With this in view, the school has implemented these research-based professional learning communities to ensure that teachers are using effective methods and instructional strategies, thereby meeting the needs of all students.

In addition to utilizing differentiated instruction and implementing professional learning communities, the school has also adopted a system that ensures that teachers and students can establish and communicate about student learning goals and track student progress through the formative assessment process. Research supports these schoolwide reform strategies. Specifically, research has demonstrated that “goal setting has a general tendency to enhance learning” (Marzano, 2007). As such, the school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success that they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals- which align with all applicable Department of Education guidelines- teachers can effectively provide



feedback on student learning through the use of formative assessment. Marzano points out that “major reviews of research on the effects of formative assessment indicate that it might be one of the more powerful weapons in a teacher’s arsenal” (2007). W. James Popham describes formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics” (2008). Since teachers of the school have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed in the school’s classrooms.

Finally, the school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to grow in their background knowledge. In Marzano’s seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring, mentoring, vocabulary instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful. The school’s foundation of Effective Schools Research, coupled with these comprehensive schoolwide reform strategies, is the means by which it ensures that all children are academically successful. Indeed, these strategies enable the school to provide opportunities for all students to progress toward and demonstrate proficiency, and to also ensure college opportunity for each student the school serves.

With these strategies in mind, the school has developed a number of goals to support its effort to ensure that all the school’s students succeed and are able to master State standards. These goals are outlined in the following section of this plan.

#### Instruction by Highly Qualified Teachers

The school has adopted a hiring practice that requires all new and existing teachers to meet the “highly qualified” requirements as outlined by Every Student Succeeds Act of 2015 legislation. The academy’s management company, National Heritage Academies, tracks teacher qualification status and ensures that teachers achieve and maintain the correct qualifications. All teachers are provided with a fifty percent (50%) tuition reimbursement to either achieve or maintain highly qualified status.

All teachers are currently highly qualified. The school has developed a plan to ensure that it complies with the applicable section of the Every Student Succeeds Act of 2015. The plan outlines the means by which 100% of the school's staff will reach highly qualified status by the close of the school year.

#### Strategies to Attract High Quality Teachers

The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies, include the following:

- Establishing close relationships with local universities and colleges with teacher education programs.
- Yearly attendance at college teacher specific job fairs.
- Internal teacher job fair events sponsored by National Heritage Academies.
- Advertising positions through online college postings, newspaper advertisements, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees.
- Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education.
- Providing a comprehensive orientation that facilitates a successful transition into teaching.
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.

The school has developed a plan to ensure that it complies with all applicable sections of the Every Student Succeeds Act of 2015. Research indicates that one of the most significant initiatives schools undertake to retain staff is to create a team-based collaborative culture within the school. The focus at the school on grade level teams and on having teachers as active members of the improvement team, serves to ensure that the school achieves greater consensus, collaboration, and cooperation throughout the school. This should be an asset in ensuring that the teacher turnover rate remains low.

## 14.0 Wellness Policy and Goal Evaluation

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The National School Lunch Act mandates that all schools participating in the National School Lunch Program and/or School Breakfast Program establish a Wellness Policy and general requirements for the development, implementation, dissemination and assessment of the policy and evaluate it annually.

**Has progress been made on the Wellness Goals?**

Willow Charter Academy has made progress in the implementation of its wellness goals.

**Do you think the Wellness Policy and goals are positively impacting student wellness, nutrition, and regular physical activity?**

The Wellness Policy and goals are designed to positively impact students and support a healthier student that focuses on nutrition and physical activity.

**In your opinion, does the Wellness Policy need to be changed? If so, what would you change?**

The Wellness Policy is effective in its current form.

**What changes, if any, do you think are necessary to be made to the Wellness goals?**

There are no changes recommended or suggested at this time.

**15.0 School Improvement Goals**

**Action Plan for Continuous Improvement**

Goal	By the end of the 2023-2024 school year, WCA will increase student achievement in Mathematics from 15% to 18% proficient
Baseline Data	Spring 2023 LEAP 2025 data for grades 3 - 8 indicate that 15% of the students scored proficient in Mathematics.
Area of Need	Math Standards
Root Cause	Student attendance, teacher capacity, lack of parental involvement
Strategies	PBIS, Job Embedded Professional Development, Teacher Coaching, Mastery of Standards
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.	

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Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Hold monthly PBIS activities that motivate students and encourage them to attend school on a daily basis, without discipline incidents.	August 2023	May 2024	Leadership Team						
Create a culture of learning and growth for our educators by holding weekly PLCs centered around student data and mastery of	August 2023	May 2024	Leadership Team Curriculum Specialist Lead Teachers Curriculum Specialist Lead Teachers						

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standards.			
Create an online newsletter / communication tool that parents will utilize to learn more about the school and their role as a parent.	August 2023	May 2024	Leadership TeamCurriculum SpecialistLead TeachersCurriculum SpecialistLead Teachers
Provide intervention blocks to ensure students master the skills presented in class.	August 2023	May 2024	Leadership TeamCurriculum SpecialistLead TeachersInterventionists Curriculum SpecialistInterventionists

Goal	By the end of the 2023-2024 school year, WCA will increase student achievement in English Language Arts from 33% to 35% proficient
Baseline Data	Spring 2023 LEAP 2025 data for grades 3 - 8 indicate that 33% of the students scored proficient in ELA.
Area of Need	ELA Standards
Root	Student attendance, teacher capacity, lack of parental involvement

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Cause									
Strategies		PBIS, Job Embedded Professional Development, Teacher Coaching, Mastery of Standards							
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Hold monthly PBIS activities that motivate students and encourage them to attend school on a daily basis, without discipline incidents.	August 2023	May 2024	Leadership Team						
Create a culture of learning and growth for our educators by holding weekly	August 2023	May 2024	Leadership Team Curriculum Specialist Lead Teachers Curriculum Specialist Lead Teachers						

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PLCs centered around student data and mastery of standards.			
Create an online newsletter / communication tool that parents will utilize to learn more about the school and their role as a parent.	August 2023	May 2024	Leadership TeamCurriculum SpecialistLead TeachersCurriculum SpecialistLead Teachers
Provide intervention blocks to ensure students master the skills presented in class.	August 2023	May 2024	Leadership TeamCurriculum SpecialistLead TeachersInterventionistCurriculum SpecialistLead TeachersInterventionist

Goal	By the end of the 2023-2024 school year, WCA will increase student
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	attendance by decreasing the percentage of students with 8 or more absences.
Baseline Data	By the end of the 2022 - 2023 school year, 66% of the students had 8 or more absences.
Area of Need	All students, male students, Reduced lunch students
Root Cause	Lack of motivation, little or no connection to the school.
Strategies	Implement PBIS, Create a culture of expectations and excellence

Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.

Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Implement PBIS program with fidelity	August 2023	May 2024	Lead Teachers Teachers Interventionist						
Increase student opportunities to participate in activities and programs, during and	August 2023	May 2024	Lead Teachers Teachers Interventionist						



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after school			
Provide meaningful, engaging instruction from bell to bell	August 2023	May 2024	Lead Teachers Interventionist

Goal	By the end of the 2023-2024 school year, WCA will increase parental involvement.								
Baseline Data	49% of parents are satisfied with school, as per parent survey data								
Area of Need	Parental Involvement								
Root Cause	Parents aren't aware of activities on campus								
Strategies	Communication Tools, Home Visits, Phone Calls, Parent Teacher Conferences								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Create a monthly newsletter (online) for parents	August 2023	May 2024	Leadership Team						
Host Literacy Night to	August	May 2024	Leadership						

encourage parents to read with students and promote reading outside of school	2023		Team
Host Math Night / STEM night to encourage parents to support numeracy and higher order thinking with their children,	August 2023	May 2024	Leadership Team

## 16.0 Evaluation of School Improvement Efforts

**How does your school evaluate the effectiveness of your goals and strategies each year?**

At WCA, school leaders and educators evaluate the effectiveness of our goals and strategies, ultimately by standardized test data, released in the Spring of each year. In addition, there are surveys and other forms of data that is collected throughout the school year to help the Leadership Team determine the effectiveness of our goals and strategies.

**Please complete the following review of the goals from the previous year, if available.**

## 17.0 Professional Learning Plan

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In accordance with ESSA, the academy provides high-quality and ongoing professional learning 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 state's student academic achievement standards.

The school plans to carefully integrate its professional learning for the staff—for both teachers and paraprofessionals—into its collaborative team-focused culture and its ongoing teacher supervision and support model. The cornerstone of that model is the grade level team arrangement which provides daily opportunities for common planning/professional learning time for the grade level teams within the regular school days as well as regularly scheduled vertical house/full faculty meetings outside of the school day.

**Consider the data you have gathered and carefully identify and prioritize your professional learning needs.**

<b>Date</b>	<b>Content Hours</b>	<b>Title</b>	<b>Objectives</b>	<b>PD Type (Required, Grants, or General Funded)</b>	<b># of Estimated Attendees</b>	<b>Intended Audience</b>
7/2023		Teacher Leader Summit	Learn about new curriculum and supports for students		Title I	
8/2023		Corrective Reading and Reading Mastery	To learn how to implement reading and literacy strategies		Title I	8
9/2023		PLCs - Job Embedded Professional Development - WEEKLY	To discuss and analyze student data to determine next steps in the learning process		Title I	30
9/2023		NHA Regional PD	Updates for NHA, Funding, Personnel and		Title I	20

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			Other Instructionally Focused Topics			
1/2024		NHA Regional PD	Updates for NHA, Funding, Personnel and Other Instructionally Focused Topics		Title I	20

**18.0 Community Partnerships**

The school utilizes a variety of partnerships to support staff, students, and parents. The school employs an Admissions Representative who works in partnership with the community to organize events, fundraisers, and charity events, as well as to inform the media and local community of school events. Additionally, the school partners with area organizations or community members in order to promote a symbiotic relationship between itself and the community.

**Please complete the sections below for each partnership that your school has developed and include specific details as appropriate.**

<b>Partner Name</b>	<b>Benefits of Partnership</b>
Community In Schools	Supports the mental, social and emotional health of students by providing the school with a Social Worker who offers counseling services to students in need.
Kids Orchestra	Supports student development and interests by providing after school music for middle school students.
Lafayette	Supports Literacy by providing books and engaging

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Parish Library	students through the use of the Mobile Bus - Book Mobile.
Girls on the Run	Girls on the Run offers a mentoring system that allows middle school girls to recognize their inner strength, increase their physical activity, and build their confidence.
Healing House	Supports student development by providing Grief Counselors for students and staff that may be impacted by the loss of a loved one or friend.

## 19.0 Parent and Family Engagement Plan and Activities Calendar

The school believes that parents are an integral part of the school and student success. As such, the school has designed a governance structure and parental engagement activities in order to ensure that parents participate in the activities of the school. The school desires parents to be engaged in their child’s education, and the partnership of parents, students, and teachers within the school promotes an optimum learning environment to ensure success. The school’s Parent and Family Engagement Policy and the Parent-Student Compact agreement are used in the school’s Title I program to ensure that parents have the opportunity to provide input in Title I programming and participate in the improvement process. The school’s parents are also asked to complete the school’s Annual Title I Parent Survey; information from that survey is reviewed as part of the school’s comprehensive needs assessment and the evaluation of the school’s Schoolwide Plan.

In accordance with ESSA, the school reviews and distributes the Parent-Student Compact to parents during parent-teacher conferences, during which time the compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and child in the child’s education.

**Complete the calendar below by listing details for your planned parent engagement activities for next year.**

Month	Engagement Activity
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September 2024	Title I Parent Meeting (includes review/feedback of School Improvement Plan, Parent Involvement Policy, Commitment to Excellence Contracts, Homeless Dispute Resolution and Title I programming)
October 2024	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2024	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2025	Parent SIP Meeting
April 2025	Spring Parent/Teacher Conferences
	Meet the Principal - July 2023
	Back to School Bash - July 2023
	Grandparent's Day - September 2023
	Literacy Night - October 2023
	Fall Parent Teacher Conferences - October 2023
	Fall Fest - November 2023
	Black History Program - February 2024
	Title I Parent Informational Meeting - March 2024

Through these activities and parental/family engagement components, the school assures that it appropriately: 1) provides assistance to parents/families; 2) provides materials and training to help parents/families work with children to improve their achievement; 3) trains teachers and other required staff in the importance of and how to partner with parents/families; 4) coordinates and integrates to the appropriate degree its parent and family engagement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language; and 6) provides full opportunities for parents/families with limited English proficiency, disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports. As such, it complies with ESSA.

Parental and family engagement activities, and the parent/family engagement component of this schoolwide plan, will be involved in the annual evaluation of the schoolwide plan. Feedback from parents provided through communication and their

participation in the evaluation process will be incorporated into the review process and the school improvement plan and programs will be adjusted accordingly.

Additionally, results of individual student academic assessments will be discussed with parents regularly and, as appropriate, will be shared in a language that parents/families can understand. As such, the school complies with Section 1113(b)(3).

#### Preschool Transition Strategies

The school is committed to connecting with preschool age children in order to prepare them for school and has developed preschool transition strategies to ensure that incoming students are well-prepared for kindergarten.

Specifically, the school has a dedicated Admissions Representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. The school's Admissions Representative and Administrators meet with community members and preschools to discuss Preschool Transition. Meetings consist of informing parents about the school, inviting parents and students to visit the school and kindergarten classrooms, inviting preschool/daycare staff to visit the school and the kindergarten classrooms, and a training/delineation of information regarding the skills and knowledge students will need to know when they enter the kindergarten classroom. Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten.

Further, open-house meetings and events are held at the school over the course of the year in order to encourage area parents and preschoolers to spend time at the school. Kindergarten teachers meet with parents and students, explaining some of what parents and students should expect as the children make the transition into kindergarten.

#### Teacher Participation in Making Assessment Decisions

Teachers at the school play an active role in making assessment decisions for their students. Specifically, teachers choose to implement as appropriate tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively with respect to the curriculum in order to identify what specific knowledge or skills students need to know and also to identify how they will determine when such learning has taken place. Teachers participate in the decision-making process regarding whether they use curricular program assessments, common grade-level assessments, or other formative or summative assessments to determine or gauge student learning on an ongoing basis throughout the year. Instruction is adjusted accordingly by each teacher as they work to ensure mastery is attained by each student within their classroom and at the school.

Additionally, schools administer the NWEA assessment. After the NWEA testing period, grade level teams analyze and interpret NWEA data in order to identify areas of strength and areas for improvement with respect to their students. These activities support the school's overall school-wide student achievement goals (as outlined above) and are used to drive classroom instruction. Teachers create formative and summative assessments to gauge students' progress regarding these areas for improvement. During common planning time, teachers discuss and analyze assessment data and determine the degree to which students have mastered the content that has been taught.

#### Assistance to Students Having Difficulty Mastering Standards

The school has implemented activities to ensure that students who experience difficulty mastering standards are provided with effective and timely additional assistance. Additionally, the school has developed measures to ensure that students' difficulties are identified on a timely basis in order to provide teachers and school leadership with sufficient information on which to base effective assistance.

As noted above, teachers utilize formative assessment to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. The school believes that "only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place" (Tomlinson, 2003).[1] As such, it employs differentiated instruction in order to address the needs of all children in the school and particularly those at risk of not meeting challenging State standards. As part of this differentiation, teachers use the formative assessment process to ask and answer these questions: 1) What do we want each student to learn? 2) How will we know what each student has learned? and 3) How will we respond when students have difficulty learning? By answering these questions collaboratively, teachers ensure that appropriate intervention is delivered to students who are having difficulties mastering challenging state standards.

Beyond this, the school's instructional staff collaborates with its Interventions Assistance Team (IAT), which works to identify students having academic or behavioral difficulties. Students who are in danger of having difficulty mastering the State's academic achievement standards are first identified by the individual teacher's assessment process, and then students are referred to the IAT. Classroom teachers are provided by the IAT with suggested intervention strategies to implement with individual students. Such strategies sometimes include, but are not limited to: - Adapting time allotted for learning task or completion of assessment - Adapting the number of items that the learner is expected to complete or learn - Adapting the goals or outcome expectations



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while using the same materials - Adapting the way instruction is given to the learner. For example: visual aids, hands on activities or cooperative groups.

Teachers log interventions used with the individual students and share the results with the school's IAT team as appropriate.

Additional supplemental interventions are offered for at risk students. Some of these supplemental interventions may include: - Supplemental Staffing (i.e. paraprofessionals, academic specialist, and social worker). - Supplemental subscriptions (BrainPop, Study Island, Accelerated Reader) for intervention programming. - Extended Learning Opportunities, including summer learning programming and before school tutoring. - The use of researched-based, formative assessment to track and analyze individual student progress and drive instruction that is aligned with highly specific reading curriculum, state content standards and grade-level expectations. - Keep track of students' progress, at least every two weeks, in specified classes - Monthly examination of student work by classroom teacher related to classes. - The use of Formative Assessment to plan instruction that will target areas of weakness, proficiency and mastery.

### Coordination and Integration of Federal, State, and Local Services and Programs

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources, as well as federal sources—including Titles I and IIA—to support the goals identified in the Schoolwide Plan. While funding will not be consolidated, the school's entire educational program is supported by the school's Schoolwide Plan; this includes the school's general educational program (State and local funds) as well as supplemental programs (supported through federal Title I funds). The school's professional development program, supplemented with funding available through Titles IIA, is also supported by the academy's Schoolwide Plan. Although the school is not required to delineate the funds that it is consolidating or the specific amounts contributed by each source—because it is not actually consolidating funds—please see the table below for a summary of the resources available to the school and the degree to which they support the components within this Schoolwide Plan.

Since the school is a single school K-8 public school academy, it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training

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funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan.

While the school receives funds through the National School Lunch Act / Child Nutrition Act, their use is not coordinated under this plan as they do not contribute directly toward upgrading the school's educational program.

### Curriculum Alignment

The school implements the National Heritage Academies Curriculum. National Heritage Academies is the school's management company and has gone to extensive lengths to create a guaranteed and viable curriculum. NHA has researched the level of knowledge and skills students must have to be successful in terms of mastering State standards as well as being prepared for a challenging college program. This has included analyzing data from the NAEP (National Assessment of Educational Progress), ACT (American College Testing), and Northwest Evaluation Association's (NWEA) in order to determine what students must know in order to be successful in college. By understanding the required knowledge base to succeed at the college level, NHA was able to work backwards and breakdown this knowledge base at each grade level. This breakdown allows for a seamless building of knowledge which will best prepare our students for high school and college. They utilized these findings and state standards to create the curriculum, ensuring the curriculum is aligned to and meets state requirements.

Additionally, the refinement of the curriculum was completed in collaboration with Dr. Robert Marzano and Associates and teachers are working toward the full implementation of formative and summative assessment as proposed by Dr. Marzano.

While the school utilizes the NHA Curriculum to guide instruction, it also understands how that curriculum aligns with State content standards. When the State's content standards require students to demonstrate knowledge or skills beyond or different from the NHA Curriculum, the school utilizes supplemental curricular tools and resources to ensure that students are fully equipped to demonstrate mastery according to the State's expectations.

### Methods of Effective Use of Technology

The school utilizes technology in a variety of ways to support student learning. Some of these may include Accelerated Reader, Lexia, Brian Pop and Raz Kids, which are each used to improve the academic achievement of all students. Additionally, the school uses myNHA to record attendance, discipline reports, and grades to inform instruction and remediation. All staff and students have internet access in order to research educational topics and ensure technology proficiency among students. Likewise, all staff members

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communicate via e-mail and voicemail to increase parent awareness and student progress.

### On-the-Job Learning

Since the school is a K-8 school that emphasizes a “back-to-basics” curriculum, on-the-job opportunities in a career sense are limited. However, the school does have a strong character education or moral focus component within its curriculum, and in that context, students are expected to serve others via specific service projects that are undertaken at each grade level. Additional on-the-job learning opportunities include: - Safety Monitor - Crossing Guard - Peer Mentoring - Junior Achievement - Career Day - Student Government - College and Career Fair

### Building Level Decision Making

#### Decision Making Process:

Decision-making authority within the school lies with the school’s leadership team, although the school values and considers the input and perspective of staff and stakeholders as decisions are made. Each staff member and stakeholder’s input is valuable, and decisions become effective only once consensus is achieved among them. Decisions support the vision and purpose of the school, National Heritage Academies, and also the best practices of school improvement research and effective teaching strategies. Staff members and stakeholders participate as appropriate as members of the school operating committees in partnership with the parents.

#### Job Description of the School Improvement Team:

The school has a School Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school’s comprehensive needs assessment, analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in the annual gap analysis and adequate yearly progress reviews. The School Improvement Team also reviews and assists in the development, implementation, and evaluation of the following school improvement components: - Annual review of the Building Mission Statement - Building goals, strategies, and assessments based on academic standards for all students - Curriculum alignment with State Standards and Benchmarks, NHA Curriculum, and Core Knowledge objectives - Monitor and evaluate the process for the building school improvement plan - Building professional development plans consistent with student academic performance needs - The utilization of community resources and volunteers - Participatory decision-making process - Identifying community resources that enhance instructor and student learning

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The School Improvement Planning Team meets regularly to assess progress on and accomplishment of goals and implementation of the various components of the Schoolwide Plan.