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.

School Improvement Process Activities	2024-25	2025-26	2026-27	2027-28
Comprehensive Needs Assessment & Goal Identification completed	6/28	6/29	TBD	TBD
Schoolwide Plan reviewed and updated	9/15	9/16	TBD	TBD
Effectiveness of school improvement process in school evaluated	11/22	11/23	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	1/25	1/26	TBD	TBD
Title I Parent Meetings	09/22	09/23	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)

Inspire 2023-24

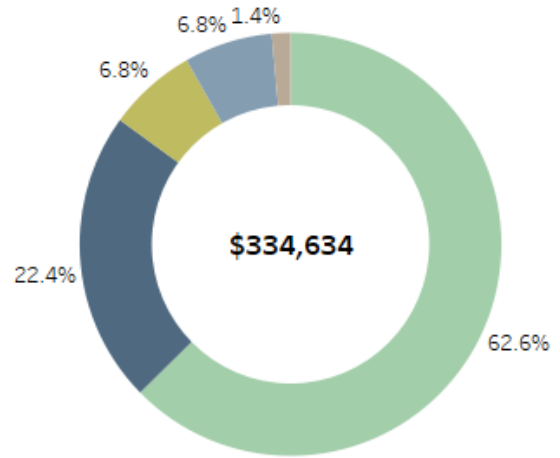|		
Teachers	$209,631	62.6%
Coaches	$74,850	22.4%
Supplies	$22,769	6.8%
Paraprofessionals	$22,649	6.8%
Parental Involvement	$4,735	1.4%
All	$334,634	100.0%

Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

04/22/2024

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

04/23/2024

5.0 Collaboration with the School Board

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

04/22/2024

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.
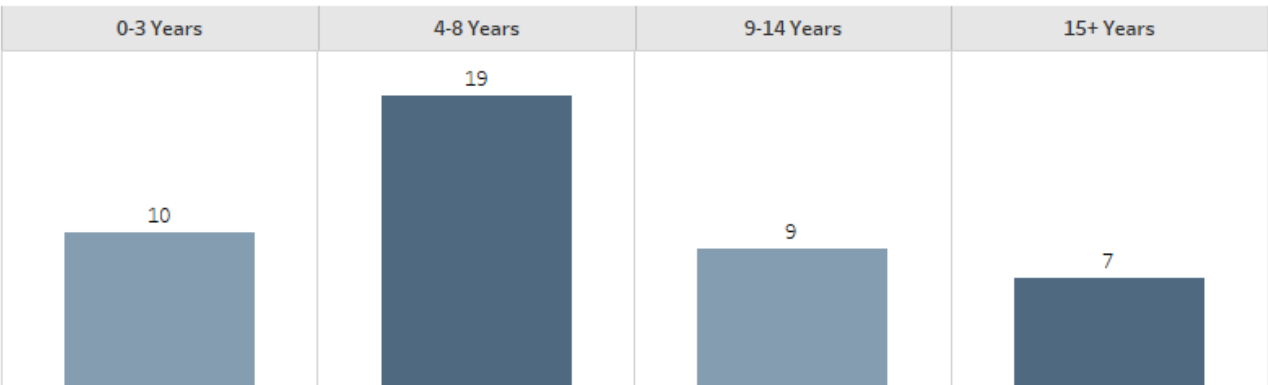
7.0 Staff Data

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

Teacher Turnover

2021-22	28.27%
2022-23	20.93%
2023-24	6.59%

Total Years Teaching Experience

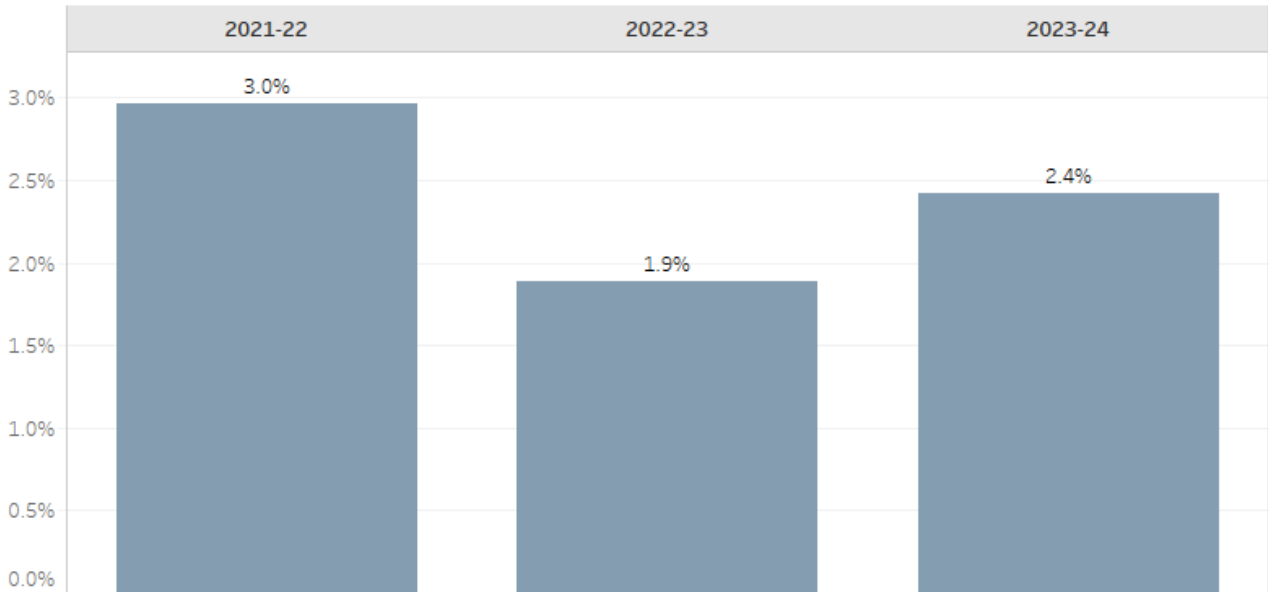| 0-3 Years	4-8 Years	9-14 Years	15+ Years
10	19	9	7

* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

% Instructional Time Lost

2021-22	2022-23	2023-24

3.0%

1.9%

2.4%

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

		Spring 2021-2022	Fall 2022-2023	Spring 2022-2023	Fall 2023-2024	Spring 2023-2024
Overall Engagement Index		73	71 ↓	71 ↑	74 ↑	75 ↑
Loyalty	I would recommend my location as a great place to work.	73	71 ↓	71 ↑	74 ↑	75 ↑
	I would recommend my location to others for educating their children.	69	71 ↑	67 ↓	74 ↑	76 ↑
Manager/Principal	I have confidence in my leadership team.	75	71 ↓	67 ↓	70 ↑	76 ↑
	I would recommend my manager to others.	81	75 ↓	76 ↑	80 ↑	81 ↑
	My manager provides me with feedback that helps me improve my performance.	84	78 ↓	77 ↓	80 ↑	82 ↑
Personal Perception	I clearly understand what is expected of me in my role.	90	85 ↓	82 ↓	85 ↑	88 ↑
	I feel empowered to make decisions regarding my work.	81	74 ↓	75 ↑	79 ↑	80 ↑
	I have good opportunities to learn and grow at My Location.	75	72 ↓	65 ↓	73 ↑	73 ↑
	My opinions seem to count.	74	66 ↓	63 ↓	66 ↑	67 ↑
	The work that I do at my Location is meaningful to me.	92	88 ↓	86 ↓	88 ↑	92 ↑
School Environment	I feel physically safe at my location.	76	75 ↓	74 ↓	78 ↑	79 ↑
	I trust the people I work with.	69	61 ↓	56 ↓	58 ↑	68 ↑
	My location has a great culture	77	71 ↓	64 ↓	69 ↑	67 ↓
	My location is successful in responding to unproductive student behaviors.	59	61 ↑	62 ↑	62 ↓	68 ↑

Difference: -15 to 15

Figure: Staff Perceptions

What trends do you notice in your school staff data?

The percentage of teacher turnover and instructional time loss has decreased from the original benchmark. This can be contributed to teacher recognition, clear and consistent expectations, and pay. The low percentage in loss of instructional time can be contributed to teacher absences decreasing .   Overall, staff engagement has increased from 2022-23 to the 2023-2024 this school year. Leadership/management appears to be the highest performance area on Glint from last year. However, school environment , specifically trust and discipline appears to be the lowest performing indicator. Yet, even with this being the lowest performing category, most of the indicators are trending upward.

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

The administration team will work on building trust building wide by implementing research based trust activities. We will also provide professional development through the year on classroom management, responding to unproductive behaviors. The administration team will also work to increase parental environment as a means to assist with providing to unproductive behaviors.

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
Loyalty	Likelihood to Enroll Next Year			58% (100)	
	Likelihood to Recommend School	53% (105)	54% (125)	56% (100)	75% (126)
	Overall Satisfaction	36% (111)	45% (131)	52% (102)	71% (126)
Academics	Child Receiving High-Quality Education			54% (99)	68% (125)
	Satisfaction With Child's Academic Progress	49% (111)	51% (131)		
Schoolwide Behavior System	Discipline is Handled Effectively at This School		59% (131)	56% (100)	67% (125)
	School Provides Safe Environment	69% (222)	70% (262)	64% (101)	79% (125)
Communication	Leadership Communication			52% (101)	71% (126)
	School Communication	65% (222)	60% (131)		
	Teacher Communication		61% (131)	56% (102)	71% (125)
Moral Guidance	Moral Focus Impact			58% (97)	72% (125)
	School Delivers Moral Guidance	62% (222)	61% (260)		

YOY Change: -15% to 15%
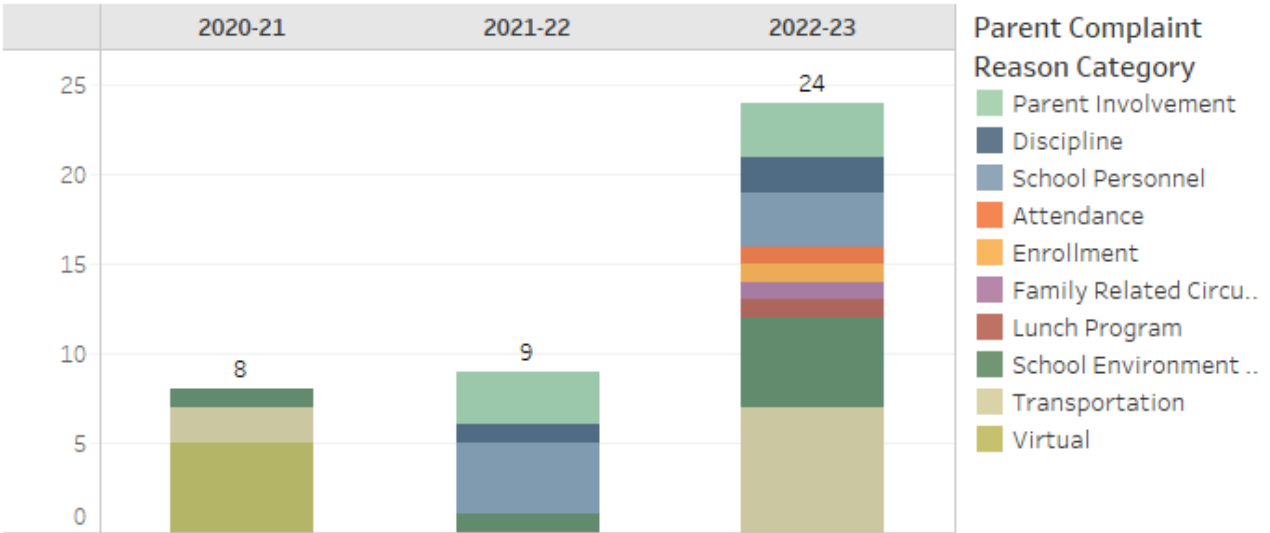
Figure: Parent Survey Results

Figure: Parent Complaint Counts

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

All areas have continued to experience an increase from the previous school year in parent satisfaction. These areas include academic progress, likelihood to recommend school, communication, moral guidance, and overall satisfaction.   Although overall parent satisfaction has increased, the total number of parent complaints have increased. Approximately 30% of parent complaints derived from transportation and 20% came from environment and procedures implemented.

Are there action steps you are taking/will take to impact this trend? If yes, what are they?
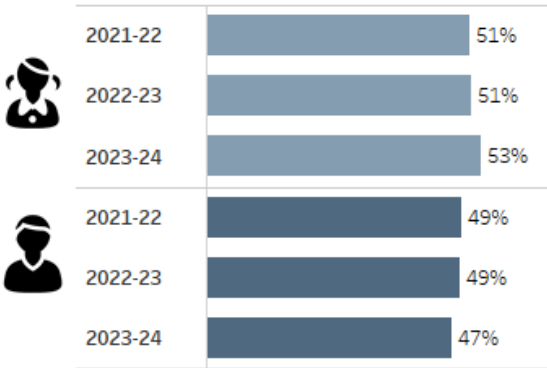
PTO will be implemented for the next school year ! PTO meetings will be held regularly whereby parents can have an active voice on key school topics that matter to them! The administration will also send out surveys to parents periodically to stay abreast of parents concerns/needs so parent satisfaction can continue to increase. This survey will be utilized as a part of the action planning process.

9.0 Demographic Data

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

Gender

2021-22		51%
2022-23		51%
2023-24		53%
2021-22		49%
2022-23		49%
2023-24		47%

Enrollment

Grade	2021-22	2022-23	2023-24
K	83	61 ↓	76 ↑
1	60	74 ↑	67 ↓
2	50	71 ↑	74 ↑
3	67	66 ↓	87 ↑
4	68	67 ↓	75 ↑
5	63	68 ↑	75 ↑
6	58	64 ↑	77 ↑
7	75	57 ↓	66 ↑
8	51	58 ↑	64 ↑

Ethnicity

American Indian or Alaskan Native	2021-22	1.2%
	2022-23	0.9%
	2023-24	1.4%
Asian	2023-24	0.2%
Black or African American	2021-22	93.6%
	2022-23	94.0%
	2023-24	94.4%
Hispanic	2021-22	3.5%
	2022-23	3.6%
	2023-24	3.2%
Native Hawaiian or Pacific Islander	2021-22	0.3%
	2022-23	0.3%
White	2021-22	1.0%
	2022-23	1.2%
	2023-24	0.9%
Other	2021-22	0.3%

Figure: Gender, Ethnicity, and Enrollment

% EL

	2021-22	2022-23	2023-24	
	2%	2%	1%	■ EL
	98%	98%	99%	■ Non-EL

% Homeless

	2021-22	2022-23	2023-24	
				■ Homeless
	98%	98%	98%	■ Non-Homeless

% FRL

	2021-22	2022-23	2023-24	
	9%	8%	6%	■ Not Eligible
				■ Reduced
	87%	91%	93%	■ Free

% IEP
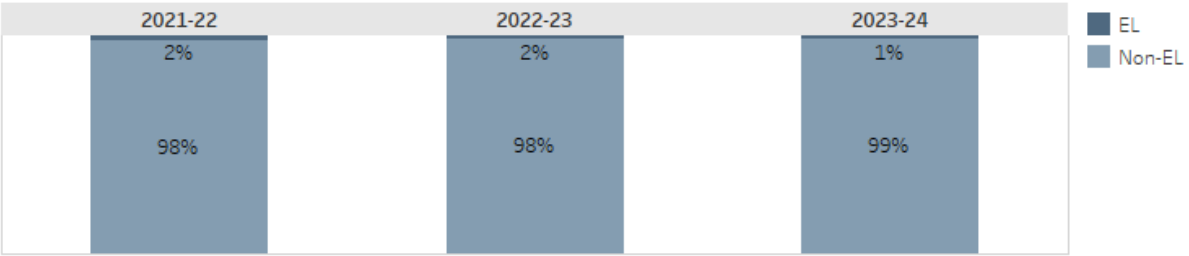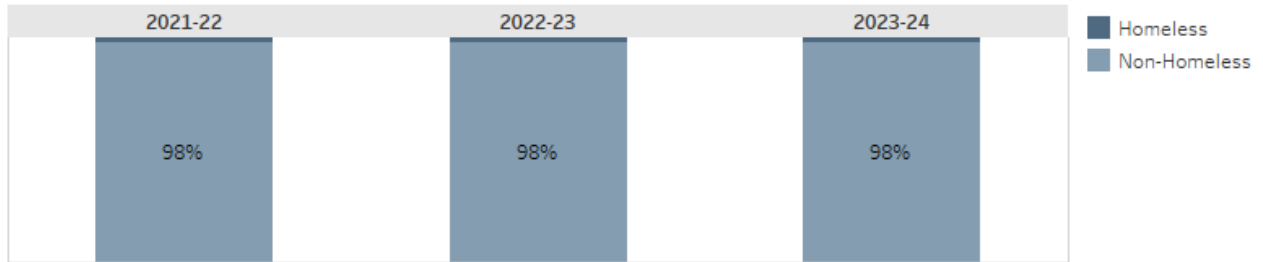
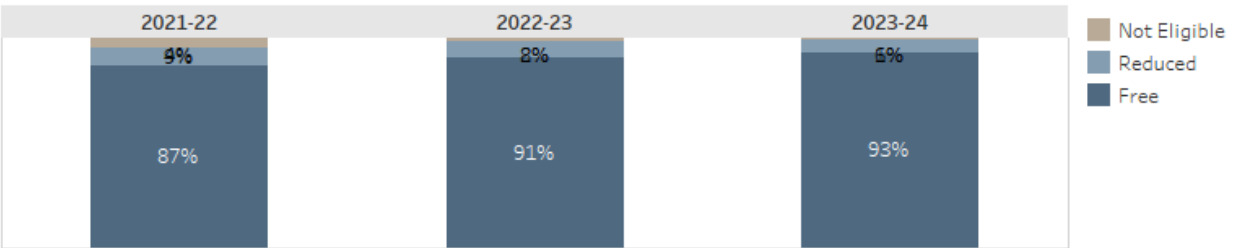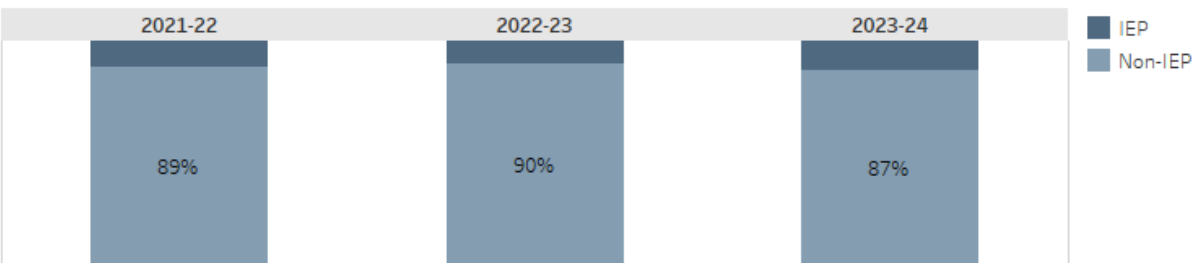|	2021-22	2022-23	2023-24	
				■ IEP
	89%	90%	87%	■ Non-IEP

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

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

The numbers in each category are stable. There has been little to no change in FRL, homelessness, the ratio of girls to boys, etc. However, the percent of students with an IEP did not increase. There was actually a slight decrease. This lack of increase affects

our child find percentage and us potentially not meeting the goal needed for charter terms.

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

Due to our numbers being low for IEPs, the administration will ensure that Child Find is a priority for the next school year. This includes holding more tier 3 SBLC Meetings. By conducting more tier 3 meetings, this will assist Inspire working with EBR to potentially get more scholars evaluated and identified. We will also ensure that all interventions are consistently monitored , implemented, and documented.

9.1 Student Attrition Data

Year End

	2020-21	2021-22		2022-23		YOY Difference
Attrition	36.2%	35.4%	↓	33.6%	↓	-15% 15%

Year-To-Date

	6/8/2022	6/8/2023		6/8/2024	
Attrition	20.2%	18.6%	↓	18.6%	↑

*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?

Inspire has maintained more of its students this school year in comparison to last school year! However, the number of students retained from year to year needs to increase at a higher percentage for the coming school year!

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

Yes! We will continue with our initiative of implementing more attrition activities to retain the current students. We will also continue to analyze various of data points to keep a

pulse on retaining current students as well has what's being offered by our competitors. For example, we will continue to review the student attrition app, voice of the parent survey, etc. Based off the data received, the administration team will continue to make adjustments and implement some of the reasonable suggestions made by parents to retain students.
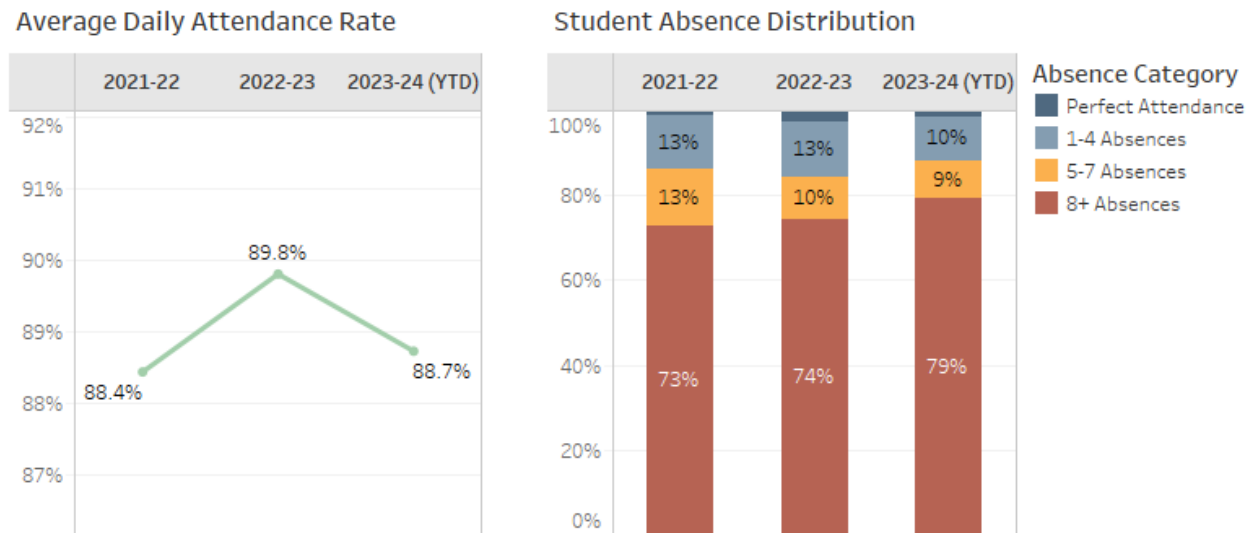
9.2 Student Attendance

Average Daily Attendance Rate

	2021-22	2022-23	2023-24 (YTD)

88.4% — 89.8% — 88.7%

Student Absence Distribution

	2021-22	2022-23	2023-24 (YTD)

Absence Category
- Perfect Attendance
- 1-4 Absences
- 5-7 Absences
- 8+ Absences

Category	2021-22	2022-23	2023-24 (YTD)
1-4 Absences	13%	13%	10%
5-7 Absences	13%	10%	9%
8+ Absences	73%	74%	79%

Figure: Student Attendance

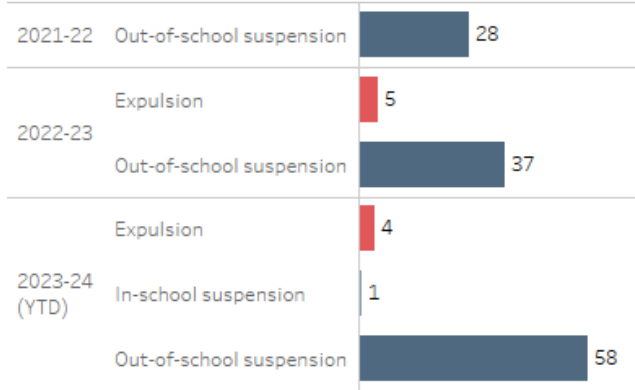**What trends do you notice in your student attendance data?**

The number of students that had perfect attendance increased from the previous year. There is a very slight decrease in the number of students with 8+ absences. Based off the data, Inspire is moving in the right direction; However, we still have a long way to go with get student attendance where it needs to be on consistent basis.

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

Inspire will monitor student attendance and follow the action steps in the NHA attendance policy. The administration team will continue to work closely with the attendance liaison to put in strategies in place to improve school attendance. We will also continue to implement monthly and quarterly attendance incentives for scholars in hopes to increase attendance on a more regular basis.
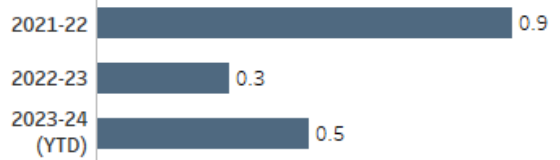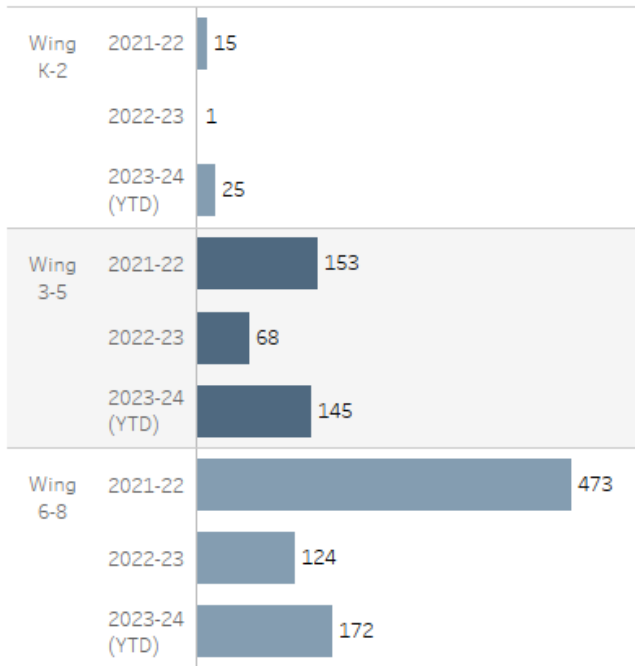
9.3 Student Discipline

Suspensions

2021-22	Out-of-school suspension	28
2022-23	Expulsion	5
	Out-of-school suspension	37
2023-24 (YTD)	Expulsion	4
	In-school suspension	1
	Out-of-school suspension	58

Behavior Plans

2021-22	4
2022-23	0
2023-2...	0

Behavior Events Per Student

2021-22	0.9
2022-23	0.3
2023-24 (YTD)	0.5

Events by Wing

Wing K-2	2021-22	15
	2022-23	1
	2023-24 (YTD)	25
Wing 3-5	2021-22	153
	2022-23	68
	2023-24 (YTD)	145
Wing 6-8	2021-22	473
	2022-23	124
	2023-24 (YTD)	172

Events by Gender

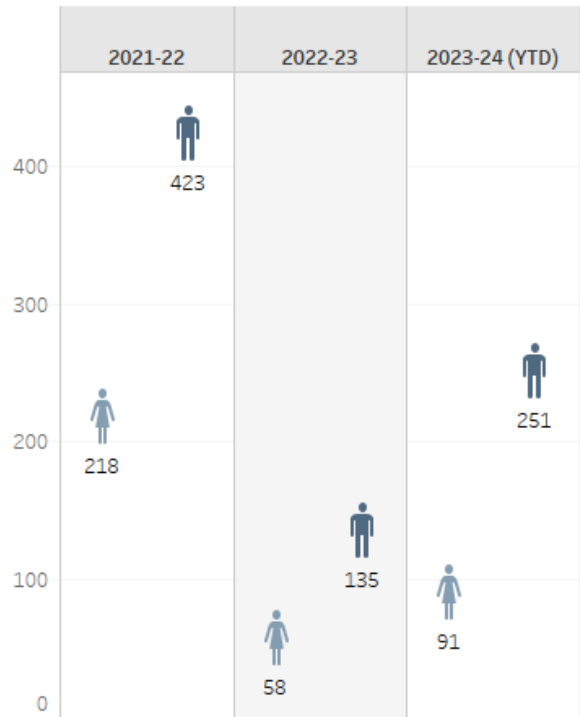|	2021-22	2022-23	2023-24 (YTD)
Male	423	135	251
Female	218	58	91

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

What trends do you notice in your student discipline data?

There has been a great increase in the number of suspensions and discipline issues in comparison to last year . This can be contributed to the influx of new scholars from various of areas in and out the district. There also appears to be more discipline issues occurring with males. To assist with decreasing this number, ICA will implement after school mentoring activities for male and female scholars. The administration team has been working with various individuals in the building such as the ABS, Social Worker, Counselor, etc. in order to get scholars accustomed to the ICA/NHA way.

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

Inspire will continue to the incorporate of our positive Behavior Corrective Action Plans in hopes to curb behavior incidents. We will also continue to work very hard to tier behaviors and students, in order to to make informed decisions on what types of actions require out of school suspensions and what types can be rectified in by other means. This includes working with Inspire families and counselors on identified behavior issues.

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.

The area in which the school resides is deeply impoverished. Majority of students come from single parent homes and have multiple siblings. They are in very unstable living situations and move in and out of the area frequently.

11.0 Student Interim Data
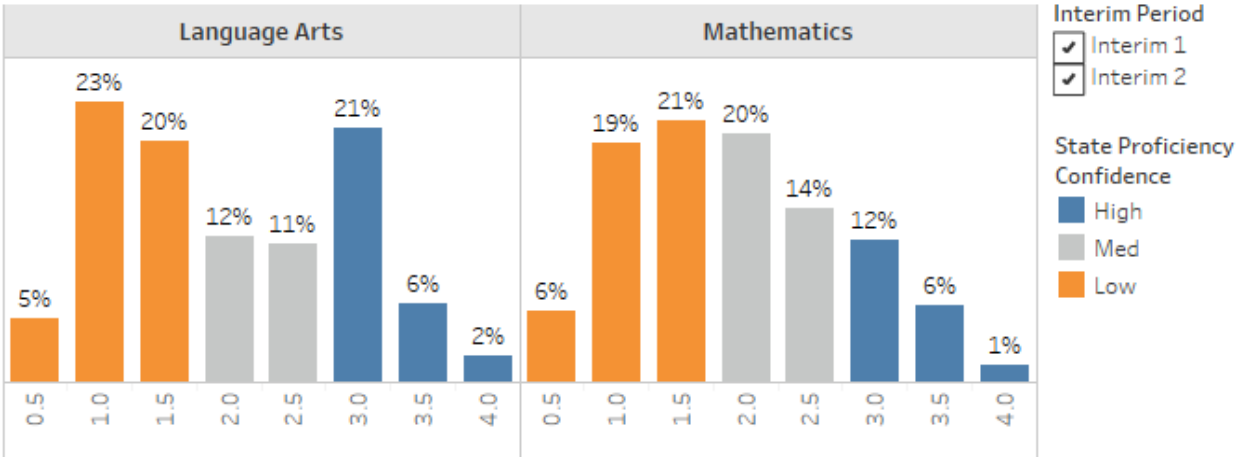
2023-24 Scaled Score Distribution (Grades 3-8)

Figure: Interim Scaled Score Distribution

2023-24 Percent At or Above 3.0

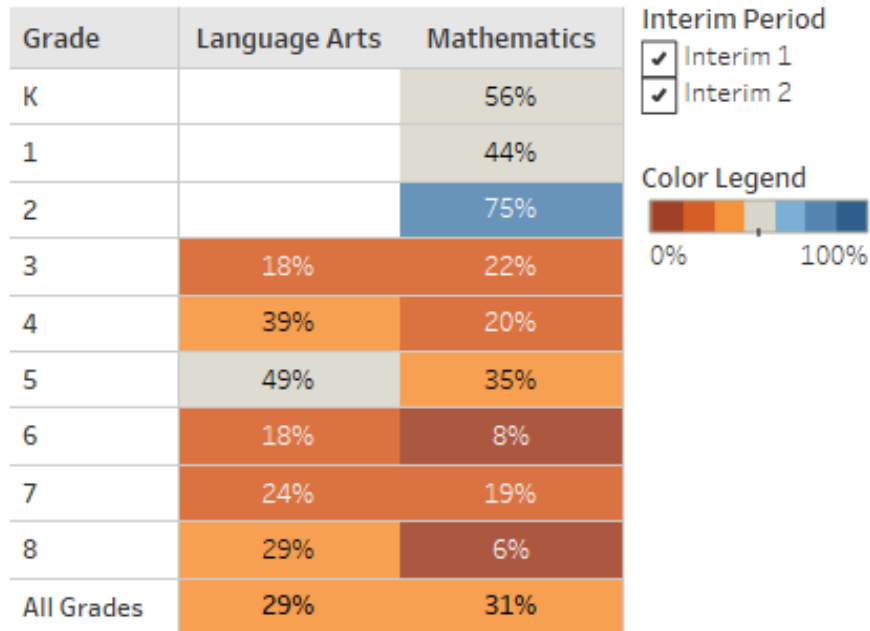| Grade	Language Arts	Mathematics
K		56%
1		44%
2		75%
3	18%	22%
4	39%	20%
5	49%	35%
6	18%	8%
7	24%	19%
8	29%	6%
All Grades	29%	31%

Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

The percentage of students that are proficient in ELA and Math Interims decreased from the previous school year. Overall, more students at Inspire are proficient in Math than in ELA. However, Middle School Math proficiency numbers have decreased slightly since Interim 2 of last school year.

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

Tier 1 curricular tools will continue to be implemented with fidelity each day. Students are grouped and tiered based on the data and instruction is differentiated based on academic performance. After-school tutoring will also be provided for those scholars performing below grade level. There will also be an increase in Reading and Math Intervention provided for grades 3-8.

12.0 State Test Data

		2020-21	2021-22		2022-23	
Math	3	16%	12%	↓	26%	↑
	4	16%	20%	↑	25%	↑
	5	5%	21%	↑	30%	↑
	6	2%	6%	↑	7%	↑
	7	11%	6%	↓	4%	↓
	8	11%	6%	↓	8%	↑
	Total	10%	12%	↑	17%	↑
Reading	3	23%	29%	↑	39%	↑
	4	30%	27%	↓	43%	↑
	5	8%	19%	↑	30%	↑
	6	13%	13%	↓	22%	↑
	7	22%	21%	↓	33%	↑
	8	26%	31%	↑	44%	↑
	Total	20%	23%	↑	35%	↑
Science	3	6%	5%	↓	15%	↑
	4	19%	12%	↓	13%	↑
	5	2%	14%	↑	13%	↓
	6	5%	3%	↓	11%	↑
	7	9%	7%	↓	20%	↑
	8	9%	6%	↓	22%	↑
	Total	8%	8%	↓	15%	↑
Social Studies	3	6%	9%	↑	19%	↑
	4	10%	18%	↑	20%	↑
	5	6%	11%	↑	17%	↑
	6	7%	0%	↓	7%	↑
	7	11%	8%	↓	11%	↑
	8	21%	27%	↑	30%	↑
	Total	9%	12%	↑	17%	↑

YOY Proficiency Change

-15%   15%

Figure: State % Proficient by Grade

12.1 Subgroup State Achievement Data

		2020-21	2021-22		2022-23		YOY Proficiency Change
All Students		12%	14%	⬆	21%	⬆	-15% 15%
EL Status	EL Student						
	Non-EL Student	12%	14%	⬆	22%	⬆	
Ethnicity	American Indian or Ala...						
	Asian						
	Black or African Ameri...	12%	13%	⬆	21%	⬆	
	Hispanic	10%	12%	⬆	23%	⬆	
	Native Hawaiian or Pa...						
	White						
FRL Status	Free	10%	14%	⬆	21%	⬆	
	Reduced		13%		27%	⬆	
	Not Eligible	45%	15%	⬇			
Gender	Female	12%	13%	⬆	20%	⬆	
	Male	12%	14%	⬆	22%	⬆	
Homeless Status	Homeless						
	Non-Homeless	12%	14%	⬆	21%	⬆	
IEP Status	IEP Student	3%	1%	⬇	4%	⬆	
	Non-IEP Student	13%	15%	⬆	23%	⬆	
Student Tenure	< 3 Years	11%	11%	⬇	20%	⬆	
	3+ Years	12%	15%	⬆	22%	⬆	

Figure: State % Proficient by Subgroup

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

There was a noticeable increase in the number of students who were proficient in each subgroup.

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

Tier 1 curricular tools will continue to be implemented. Students who are struggling academically will receive small group instruction in their areas of weakness as well as After School and Saturday School Tutoring.

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

The percent proficient is approximately the same between girls and boys. Boys only two percentage points higher than girls.

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

Continue to provide all students with good tier one instruction, use of tier one curriculum, and tier 2 and tier 3 intervention.

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

The percentage of students proficient increased by two percent from the previous school year.

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

Tier 1 curricular tools will continue to be implemented. Students who are struggling academically will receive small group instruction in their areas of weakness as well as after-school tutoring! We will continue to assist parents and students with the necessary resources (in and out of school) to ensure their needs are being met so scholars can academically perform to the best of their ability.

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

The percentage of students proficient increased by nine percent from the previous school year.

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

Tier 1 curricular tools will continue to be implemented. Students who are struggling academically will receive small group instruction in their areas of weakness as well as after-school tutoring! We will continue to assist parents and students with the necessary resources (in and out of school) to ensure their needs are being met so scholars can academically perform to the best of their ability.

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

Data not shown!

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

Tier 1 curricular tools will continue to be implemented. Students who are struggling academically will receive small group instruction in their areas of weakness as well as after-school tutoring! We will continue to assist parents and students with the necessary resources (in and out of school) to ensure their needs are being met so scholars can academically perform to the best of their ability. shown!

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

All ethnic groups' percent proficiency continues to increase in Reading and Math from year to year.

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

Tier 1 curricular tools will continue to be implemented. Students who are struggling academically will receive small group instruction in their areas of weakness as well as after-school tutoring! We will also have an intense focus on Reading and Writing for the next school year. This includes utilizing programs to increase students reading levels such as Lexia and Accelerated Reader.

13.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

The identified challenge is that most of the students are reading BELOW grade-level. This is noted to begin in the lower grades (k-2) and trends as a pattern as student matriculate through upper grades. The good news is, Reading Mastery and DIBELS Intervention, when properly implemented, works! Students' progress has been observed and tracked. This will be used as students move to higher grades and remain in our building to see a direct correlation to academic growth in all contents as reading levels grow.

What trends have been identified in Reading?

Students struggle with reading beginning in the lower grades (k-2) and this trends as a pattern as student matriculate through upper grades. This ultimately affects reading comprehension.

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

Actions to remedy the systematic challenges faced in the area of reading will be continued to be improved with through Teacher PD with teachers gaining the knowledge of how to best teach reading along with the science of reading. Tier 1 curriculum and intervention will also continue to be implemented such as CKLA and DIBELS.

Writing

What strengths and challenges in Writing have been identified?

Although writing is a deficit in all grade levels, writing has improved slightly from the previous school year. Most students have the basic foundations of writing and having a strong writing stamina.

What trends have been identified in Writing?

Students struggle with basic grammar conventions. Students also struggle with answering all parts of a writing prompt and staying on topic!

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

1.There will be a scheduled writing block built in the schedule for each grade level. 2. Writing samples are taking periodically to assist with creating an action plan for writing. 3. Create a School Wide Writing Exam to be given every 9 weeks! 4. Implement writing workshops periodically.

Math

What strengths and challenges in Math have been identified?

Inspire students have continued to progress year to year with Math! Although scholars have progressed, students continue to struggle with numbers sense, basic operations, and comprehending word problems.

What trends have been identified in Math?

Scholars are struggling with mastering Math skills in lower levels which ultimately affect them in Middle School. Scholars also appear to be struggling with base ten operations is needed in multiple grade levels.

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

We will continue to implement our Math Curricular tools with fidelity, all while building up students foundational skills to assist with closing the mathematical learning gap! Provide small group intervention and support where needed.

Science

What strengths and challenges in Science have been identified?

Science has improved building wide this school year. Scholars now have access to a Tier 1 Science Curriculum. By having access to a curriculum, scholars are now able to gain a basic knowledge of the science standards for each grade level.

What trends have been identified in Science?

Although scholars are engaged with the science activities/experiments, scholars are struggling with taking the concepts learned and applying them various science scenarios as well as explaining their scientific thinking.

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

For each unit, scholars work with academic vocabulary terms ! More importantly, teachers will work with students on making connections, applying new learning, and articulating their thinking.

Social Studies

What strengths and challenges in Social Studies have been identified?

Strengths: there is a scope and sequence provided! Scholars are also doing a better job with analyzing and interpreting the grade level content. Challenges :Louisiana Department of Education is changing the Social Studies Standards and the new curriculum has not been fully released to be implemented.

What trends have been identified in Social Studies?

Although students have improved with analyzing and interpreting sources , students stamina needs to be increased so they can effectively read and interpret ALL sources to fully and correctly answer questions.

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

Since writing has been an area of concern, Social Studies teachers will embed a time for writing in their daily schedule.

Student Interventions

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

Students are held to a high expectation for learning. All students know their academic starting point and their target goal. This is often discussed and referred to throughout the instructional day and school year.

How does your school identify students who need intervention?

All students enrolled at Inspire Charter School are benchmark assessed within the first 30 days of school through our Aimsweb, NWEA, and DIBELS software. Based upon those results, students are placed into intervention sessions.

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

Students who need the most support are referred to the Department of Special Education by the teacher to undergo the Response to Intervention (RTI) process and observed for possible Special Education services and or continued tiered interventions.

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

Teachers meet with deans to discuss student progress frequently. Through these conversations and data analysis, student progress and next steps including interventions: are documented, implemented, monitored, and adjusted as needed!

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

Data is tracked by teachers daily. Teachers meet with deans to discuss student progress frequently. Through these conversations and data analysis, the determination is made surrounding student progress.

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

We will continue to implement PBIS in a classroom and on a holistic school level. There will also be more parent meetings to increase more active parental involvement with students academic and behavior.

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)?

We host quarterly events showcasing the great things the school and company has to offer. We also visit universities in the area as well as job fairs to look for candidates that are considered highly qualified according to the requirements of LDOE! NHA also pays well above market value in comparison to their competitors.

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?

All staff development offerings were effective in that they were geared toward meeting the needs of the teachers. The PD's consist of Regionals (three times a year) Wing PD's , and Whole School PD's four times a school year!

How do you know the PD was effective?

At the end of our PD's, teachers complete a google survey that tells where they can anonymously submit feedback. The administrative team internalizes this information and use it to drive PD agenda sessions

How will the learning be sustained moving forward?

Learning will be sustained constant monitoring of professional development practices and continued professional development in areas of need for teachers and students.

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

Teachers are able to attend professional development through the LDOE , EBR, and NHA. Professional development provided through these entities target teacher instructional level, instructional tools, standards, teacher interest levels, and new educational competencies.

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.

Teachers need to be trained more with understanding grade level standards and effective interventions to move students forward when they are stagnant academically

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

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?

Yes, to a certain extent!

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

Yes! The wellness policy and goals are positively impacting student wellness and physical activity. Scholars also participate in 45 minutes of structured physical activity each day.

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

At this time, there are no changes needed for the Wellness Policy!

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

No changes are needed at this time.

15.0 School Improvement Goals

Action Plan for Continuous Improvement

Goal	To increase reading proficiency in grades K-8.
Baselne Data	DIBELS for grades K-4 and Interims for grades 5-8.
Area of Need	Oral Reading Fluency and Reading Comprehension Improvement
Root Cause	Weak Foundational Skills In Reading (recognizing letters and sounds, segmenting, blending , decoding, etc.)
Strategies	Research Based Interventions

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
Benchmark Assessments to monitor	8/2024	04/2025	Intervention Staff Members such as At Risk						

students progress toward yearly goal.			Teachers, Reading Interventionist, and Paraprofessionals.

Goal	To improve basic mathematical foundation skills for grades K-8.
Baselne Data	K-2 Numeracy Assessment and 3rd-8th Math Interims.
Area of Need	Understanding and applying basic math skills
Root Cause	Students not have a solid foundation in the basic operations.
Strategies	Implement Research Based Math Interventions

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
Benchmark Assessments to monitor students progress toward yearly goal.(3x)	8/2024	05/2025	Intervention Staff Members such as At Risk Teachers, Reading Interventionist, and Paraprofessi						

			onals.

16.0 Evaluation of School Improvement Efforts

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

Inspire set benchmarks/checkpoint goals throughout the school year to measure progress. Benchmark assessments are from DIBELS and state approved interim assessments.

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

17.0 Professional Learning Plan

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.

Date	Content Hours	Title	Objectives	PD Type (Required, Grants, or General Funded)	# of Estimated Attendees	Intended Audience
07/30/24-08/03/24	7	Content Training	Provide staff with training for ALL content areas and back to school needs	Staff will review current and new standards and plan for first month of the school year.	Required/General Funded	70
09/18/24	7	Regionals	Provide staff with training for ALL content areas including new standards and curriculum	Staff will review current and new standards and plan for the first half of the school year.	Required/General Funded	150
09/25/24	3	Child Find/IAT	Inform ALL staff Child Find/IAT Process	Staff will review how to identify students that are not responding to grade level content and material	Required/General Funded	70

				along with intervention and next steps.		
01/18/25	7	Regionals	Provide staff with training for ALL content areas including new standards and curriculum	Staff will review current and new standards and plan for the second half of the school year.	Required/General Funded	150
11/20/24		Data Dive I	Utilizing Data to Drive Core Instruction	Teachers will learn how utilize interim data to drive core and small group instruction to improve state test scores	Required/General Funded	70
03/10/25		Data Dive II	Utilizing Data to Drive Core Instruction	Teachers will learn how utilize interim data to drive core and small group instruction to improve state test scores	Required/General Funded	70

04/26/25		2024-2025 Action Planning	2024-2025 Action Planning (SIP)	Identified staff will review how scholars performed with key heavy weighed standards and determine next steps to achieve and close the gap for mastery for the following school year.	Required/General Funded	70

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.

Partner Name	Benefits of Partnership
Interdenominational	Provide counseling services to those in

Faith Assembly	need*provide evacuation safe-space if needed*provide evacuation safe-space if needed.
Communities In Schools Gulf South	Provide counseling services to those in need*provide school materials/resources such as uniforms, class material, etc.
Baton Rouge Public Library	This partnership makes reading accessible to all scholars. Ensuring each scholar has a library card as well as providing access to the mobile library to the school.

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
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

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 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 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 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

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.