

National Heritage Academies

School Improvement Process Workbook

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	5-17-2024	5-16-2025	TBD	TBD
Schoolwide Plan reviewed and updated	5-17-2024	5-16-2025	TBD	TBD
Effectiveness of school improvement process in school evaluated	5-17-2024	5-16-2025	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	5-17-2024	5-16-2025	TBD	TBD
Title I Parent Meetings	9-19-2024	9-18-2025	TBD	TBD

2.0 Evidence of Collaboration - GA & LA

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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.

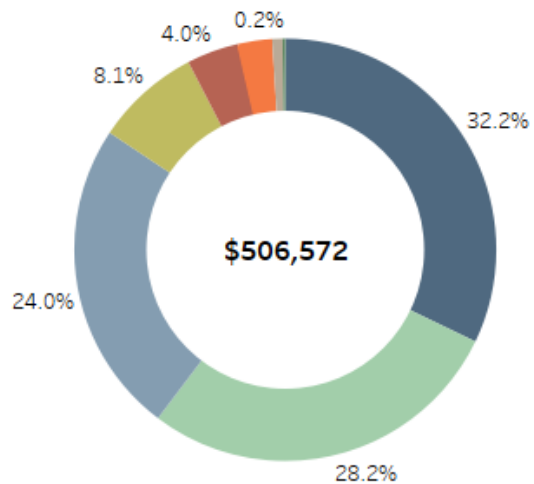
These stakeholders work throughout the year and as the school conducts its formal school improvement activities in order to do the following: - Evaluate the mission statement, parent/family engagement policy*, parent-student compact*, and plan effectiveness - Analyze academic goals, criteria for success, 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)

Advantage 2023-24

Coaches	\$162,952	32.2%
Teachers	\$142,651	28.2%
Paraprofessionals	\$121,749	24.0%
Supplies	\$40,830	8.1%
Professional Development	\$20,250	4.0%
Before/After School	\$13,140	2.6%
Parental Involvement	\$4,000	0.8%
Social Work	\$1,000	0.2%
All	\$506,572	100.0%



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Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

03/13/2024

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

03/19/2024

5.0 Collaboration with the School Board

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

04/29/2024

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

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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.

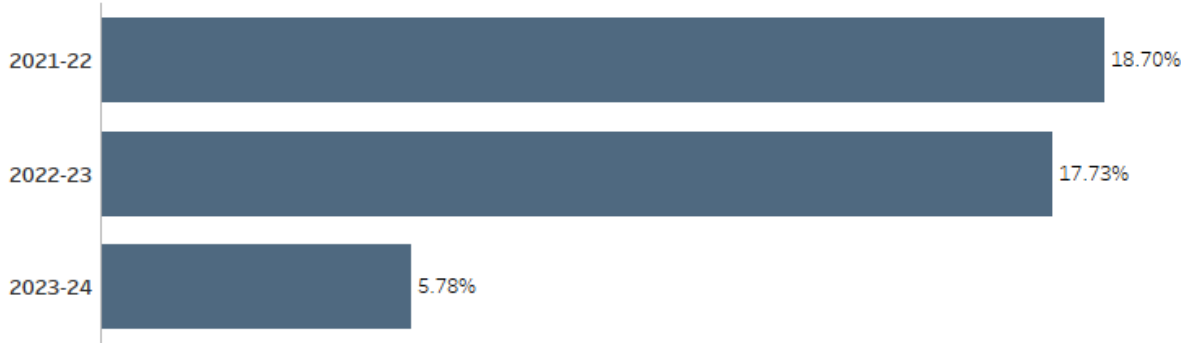
The gathering and analysis of such data enables teachers to directly address student learning needs and gauge the degree to which the school-wide, grade-level, and individual student learning goals are being met, as well as provides the means by which comprehensive school improvement efforts are identified. 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

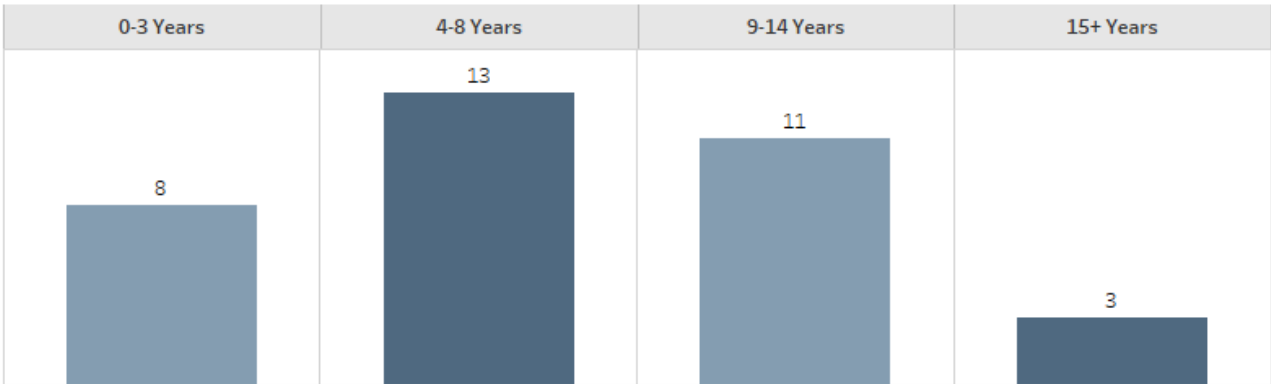
Staff data is collected in order to provide information on trends in staff experience, attendance, HQ status and satisfaction year over year.

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Teacher Turnover



Total Years Teaching Experience



* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

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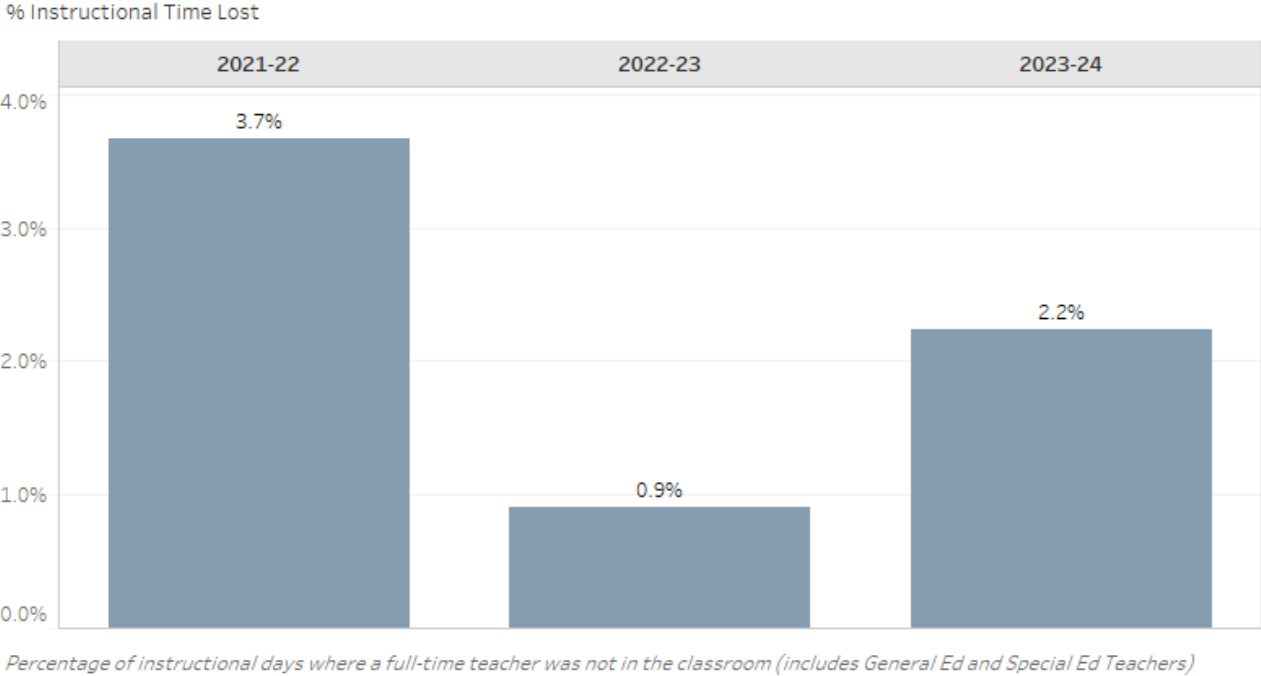


Figure: Teacher Absences and % Instructional Time Lost

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		Spring 2021-2022	Fall 2022-2023	Spring 2022-2023	Fall 2023-2024	Spring 2023-2024	Difference -15 15
Overall Engagement Index		85	89 ↑	85 ↓	91 ↑	88 ↓	
Loyalty	I would recommend my location as a great place to work.	85	89 ↑	85 ↓	91 ↑	88 ↓	
	I would recommend my location to others for educating their children.	83	90 ↑	86 ↓	92 ↑	86 ↓	
Manager/Principal	I have confidence in my leadership team.	83	86 ↑	86 ↓	90 ↑	83 ↓	
	I would recommend my manager to others.	89	94 ↑	93 ↓	91 ↓	88 ↓	
	My manager provides me with feedback that helps me improve my performance.	89	90 ↑	91 ↑	94 ↑	89 ↓	
Personal Perception	I clearly understand what is expected of me in my role.	94	91 ↓	94 ↑	94 ↓	96 ↑	
	I feel empowered to make decisions regarding my work.	85	87 ↑	84 ↓	86 ↑	89 ↑	
	I have good opportunities to learn and grow at My Location.	74	85 ↑	84 ↓	87 ↑	83 ↓	
	My opinions seem to count.	76	77 ↑	78 ↑	83 ↑	80 ↓	
	The work that I do at my Location is meaningful to me.	98	97 ↓	99 ↑	97 ↓	97 ↑	
School Environment	I feel physically safe at my location.	92	93 ↑	90 ↓	94 ↑	92 ↓	
	I trust the people I work with.	67	71 ↑	71 ↓	81 ↑	75 ↓	
	My location has a great culture	80	88 ↑	84 ↓	91 ↑	86 ↓	
	My location is successful in responding to unproductive student behaviors.	74	84 ↑	84 ↓	91 ↑	86 ↓	

Figure: Staff Perceptions

What trends do you notice in your school staff data?

I noticed each year we are getting better with teacher attendance and the lost of instruction from our students. I also noticed that last school year our employee engagement went up! For the number of years that our teachers are teaching seems to appear within the 4-8 years area!

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

We wil continue what we are doing with employee engagement and continue to keep our staff happy at work, which will keep our low number of teachers remaining at ACA. Also, continue to recruit teachers with more years of teaching!

8.0 Parent Perception Data

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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			61% (171)		
	Likelihood to Recommend School	36% (75)	54% (317) ↑	59% (175) ↑	76% (220) ↑	
	Overall Satisfaction	26% (78)	51% (322) ↑	53% (175) ↑	67% (220) ↑	
Academics	Child Receiving High-Quality Education			58% (171)	65% (211) ↑	
	Satisfaction With Child's Academic Progress	35% (77)	59% (323) ↑			
Schoolwide Behavior System	Discipline is Handled Effectively at This School		55% (322)	55% (170) ↑	65% (213) ↑	
	School Provides Safe Environment	46% (156)	67% (642) ↑	59% (171) ↓	74% (215) ↑	
Communication	Leadership Communication			55% (173)	66% (218) ↑	
	School Communication	29% (156)	64% (321) ↑			
	Teacher Communication		57% (322)	47% (173) ↓	61% (216) ↑	
Moral Guidance	Moral Focus Impact			58% (170)	69% (213) ↑	
	School Delivers Moral Guidance	42% (156)	61% (644) ↑			

Figure: Parent Survey Results

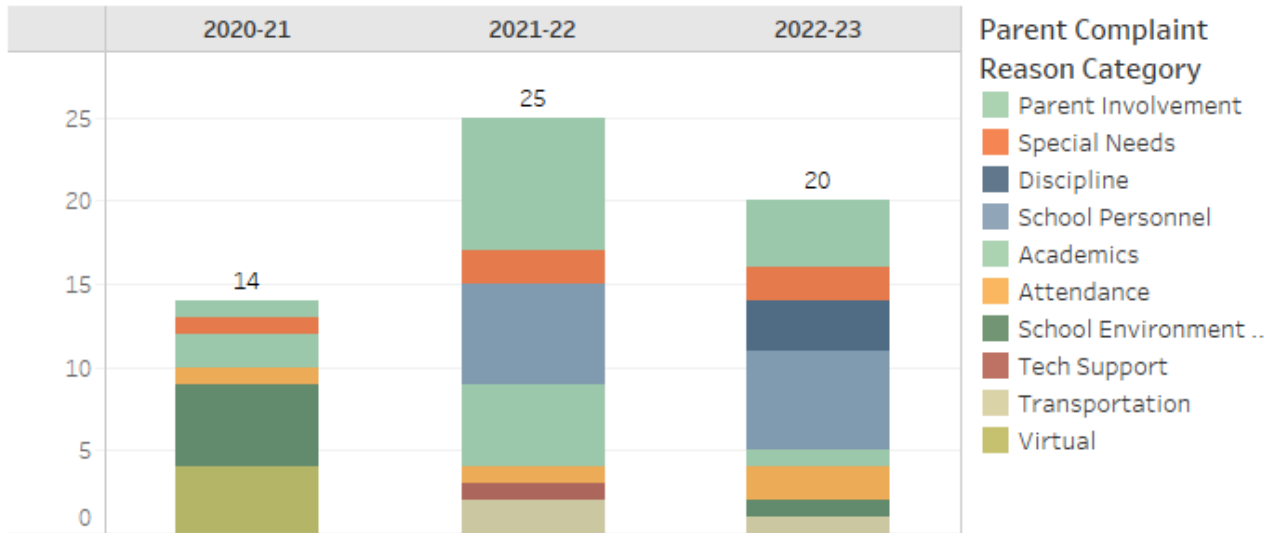


Figure: Parent Complaint Counts

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

I noticed that our parents would like more communication from their scholar's teacher and more things to happen with student behaviors. These two indicators went down from the previous years!

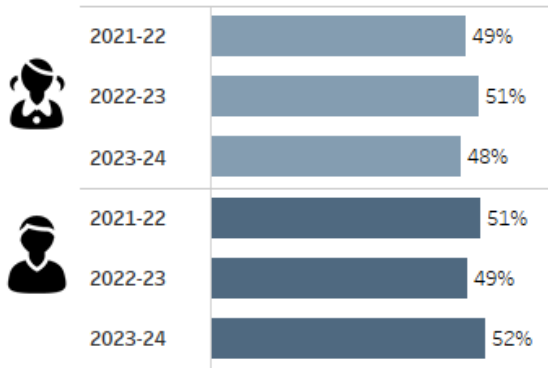
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Teachers are using school connect this school year, which will improve some areas of teacher to parent communication. Also, we have been getting more parents involved with our school to help reduce the number of student's behavior! Our parents are in the school building volunteering and doing more things to show our scholars that their parents and school are on the same page.

9.0 Demographic Data

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

Gender



Ethnicity

American Indian or Alaskan Native	2021-22	0.8%
	2022-23	0.9%
	2023-24	2.0%
Asian	2021-22	1.8%
	2022-23	1.5%
	2023-24	0.8%
Black or African American	2021-22	91.6%
	2022-23	93.3%
	2023-24	90.8%
Hispanic	2021-22	1.8%
	2022-23	1.7%
	2023-24	3.2%
Native Hawaiian or Pacific Islander	2023-24	0.2%
White	2021-22	4.1%
	2022-23	2.6%
	2023-24	3.0%

Enrollment

Grade	2021-22	2022-23	2023-24
K	54	49 ↓	55 ↑
1	50	55 ↑	53 ↓
2	42	51 ↑	57 ↑
3	56	57 ↑	71 ↑
4	56	52 ↓	65 ↑
5	57	62 ↑	70 ↑
6	55	77 ↑	82 ↑
7	70	58 ↓	81 ↑
8	73	80 ↑	65 ↓

Figure: Gender, Ethnicity, and Enrollment

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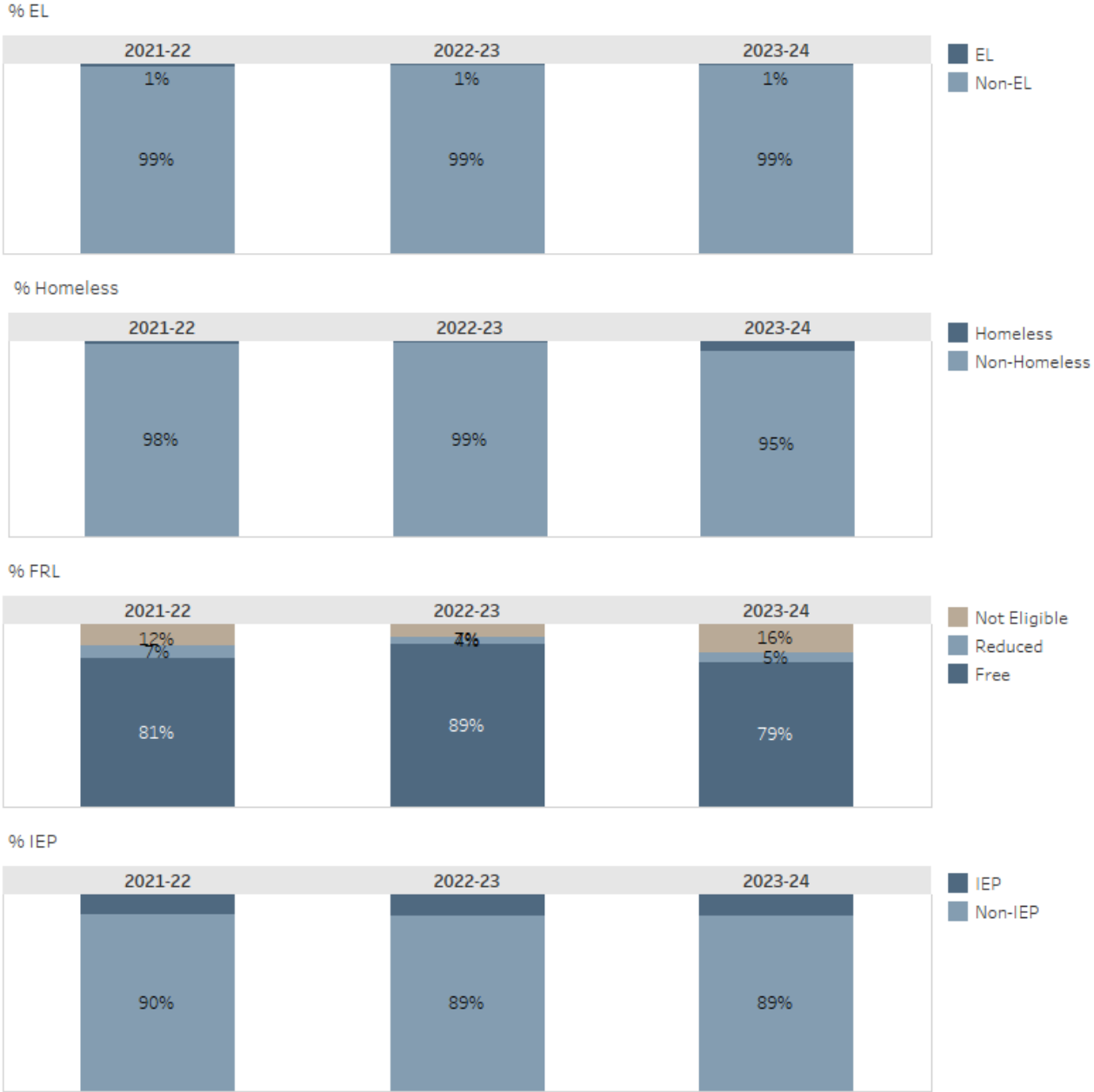


Figure: % EL, % Homeless, %FRL, % IEP

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

I noticed that we are becoming a more diverse school, which is a good thing for Advantage!

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

Advantage is recruiting all over Baton Rouge which allows us to have more diverse in our school building.

9.1 Student Attrition Data

Year End

	2020-21	2021-22	2022-23	YOY Difference
Attrition	26.2%	27.3% ↑	26.4% ↓	

Year-To-Date

	5/19/2022	5/19/2023	5/19/2024
Attrition	15.6%	15.0% ↓	13.2% ↓

*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?

I noticed that our attrition is going down slowly, but the percentages are still high.

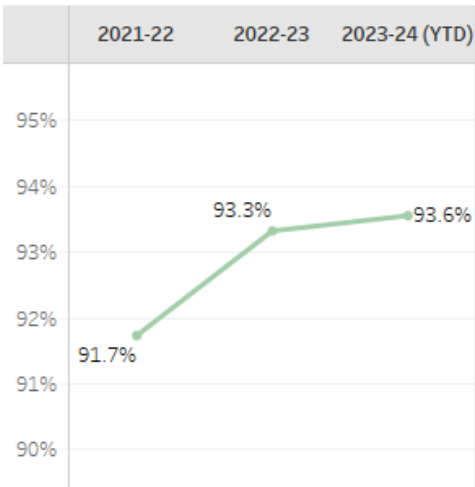
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Around Advantage, there are many charter school in the area, which means that parents have a lot of choices to select from. We are working as a school to keep our students motivated throughout the school building to ensure they continue to come back to Advantage.

9.2 Student Attendance

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Average Daily Attendance Rate



Student Absence Distribution

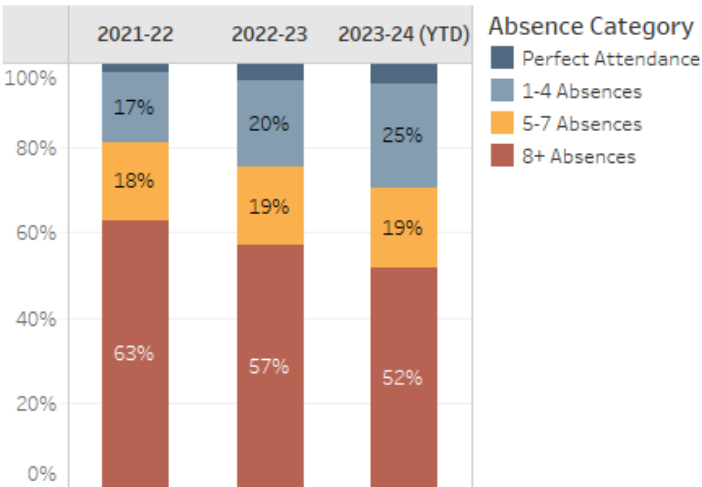


Figure: Student Attendance

What trends do you notice in your student attendance data?

I noticed that we are decreasing the number of students who are absent in the school building. Advantage has an Attendance Liaison which is helpful with following up with parents about their scholar's attendance.

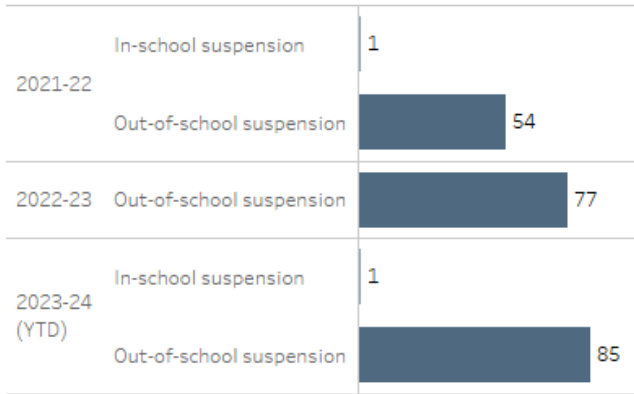
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

We have an Attendance Liaison to follow-up with parents to ensure our scholars are in school each day. We have a strict policy in place for students' attendance. We do hold students and their parents accountable for being absent from school.

9.3 Student Discipline

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Suspensions



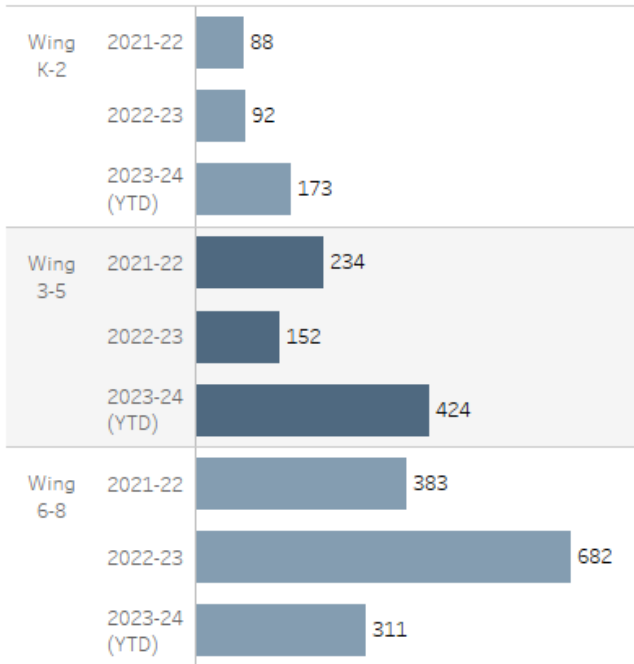
Behavior Plans



Behavior Events Per Student



Events by Wing



Events by Gender

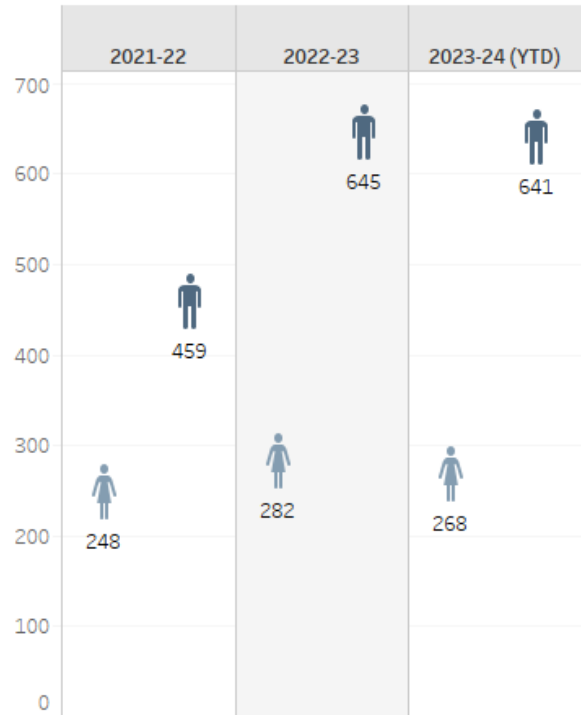


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

What trends do you notice in your student discipline data?

I noticed that we are decreasing the number of behaviors throughout the school building. Although, the numbers are still high, they are decreasing.

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

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We are doing things around the school building to keep our scholars motivated to learn! We do raffles, Fun Fridays, and classroom additional incentive to keep our students motivated, which results in fewer discipline 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.

Baker, LA is home to a population of 12.7k people, from which 100% are citizens. As of 2021, 0.259% of Baker, LA residents were born outside of the country (33 people). In 2021, there were 8.48 times more Black or African American (Non-Hispanic) residents (11.3k people) in Baker, LA than any other race or ethnicity. Baker is a failing school district and has low poverty. There's not many jobs in Baker, so most of our parents works in Baton Rouge (outside of the parish). Most of scholars are living in a single family home with three plus siblings. Our scholars are faced with many challenges due to their home life, but we do acknowledge them and build positive relationships, so they can feel comfortable and engaged in their learning while at school.

11.0 Student Interim Data

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

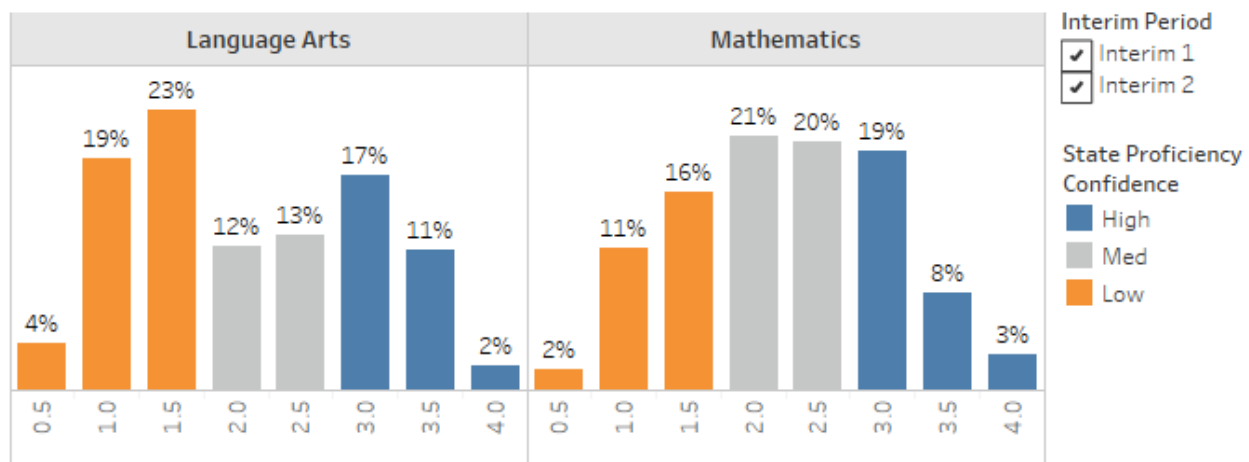


Figure: Interim Scaled Score Distribution

2023-24 Percent At or Above 3.0

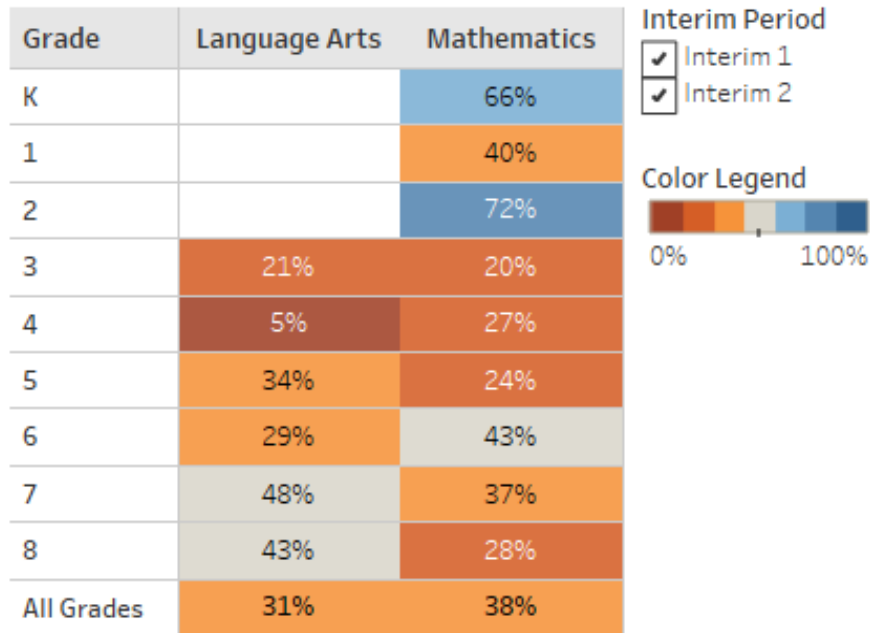


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

At ACA we focus on data and moving students towards mastery! I noticed that our math is doing better than ELA. Usually when we send an extreme amount of support to grades who may need extra help to ensure our students are growing. Overall, our students still do a great job on their LEAP state assessment.

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

With the provided data we usually send extra support to the teacher and grade level to ensure our students are growing and learning!

12.0 State Test Data

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		2020-21	2021-22	2022-23	YOY Proficiency Change
Math	3	16%	32% ↑	30% ↓	
	4	17%	44% ↑	71% ↑	
	5	13%	30% ↑	33% ↑	
	6	10%	35% ↑	30% ↓	
	7	7%	18% ↑	35% ↑	
	8	28%	28% ↑	29% ↑	
	Total	15%	31% ↑	37% ↑	
Reading	3	11%	28% ↑	21% ↓	
	4	24%	23% ↓	46% ↑	
	5	17%	39% ↑	33% ↓	
	6	21%	24% ↑	41% ↑	
	7	20%	48% ↑	61% ↑	
	8	38%	39% ↑	55% ↑	
	Total	22%	34% ↑	43% ↑	
Science	3	7%	11% ↑	9% ↓	
	4	7%	4% ↓	15% ↑	
	5	4%	13% ↑	10% ↓	
	6	11%	10% ↓	6% ↓	
	7	5%	10% ↑	14% ↑	
	8	6%	12% ↑	21% ↑	
	Total	7%	10% ↑	12% ↑	
Social Studies	3	4%	13% ↑	2% ↓	
	4	7%	4% ↓	17% ↑	
	5	8%	15% ↑	20% ↑	
	6	7%	2% ↓	10% ↑	
	7	9%	18% ↑	10% ↓	
	8	18%	13% ↓	23% ↑	
	Total	9%	11% ↑	14% ↑	

Figure: State % Proficient by Grade

12.1 Subgroup State Achievement Data

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		2020-21	2021-22	2022-23	YOY Proficiency Change
All Students		13%	21% ↑	27% ↑	
EL Status	EL Student				
	Non-EL Student	13%	22% ↑	27% ↑	
Ethnicity	American Indian or Ala...				
	Asian				
	Black or African Ameri...	13%	20% ↑	25% ↑	
	Hispanic				
	Native Hawaiian or Pa...				
	White	29%	37% ↑	34% ↓	
FRL Status	Free	11%	19% ↑	26% ↑	
	Reduced	26%	36% ↑		
	Not Eligible	28%	30% ↑	39% ↑	
Gender	Female	15%	23% ↑	29% ↑	
	Male	12%	20% ↑	25% ↑	
Homeless Status	Homeless				
	Non-Homeless	13%	21% ↑	27% ↑	
IEP Status	IEP Student	6%	16% ↑	10% ↓	
	Non-IEP Student	14%	22% ↑	28% ↑	
Student Tenure	< 3 Years	7%	20% ↑	24% ↑	
	3+ Years	16%	22% ↑	28% ↑	

Figure: State % Proficient by Subgroup

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

The trends are all grade levels are moving in the right direction, but from year to year - some grade levels took a dip. We are working to ensure that scholars are growing, but we also have to factor in new students that we receive over the years who are falling well below grade level. Although, some grade levels took a dip, it wasn't a tremendous dip that we cannot recover from. We have a number of interventions in place to ensure all scholars are learning.

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

Yes, we'll continue to work with all students to ensure they have the best instruction and educational experience at ACA. Each student receives 45 minutes of intervention and we offer Saturday School Tutoring as well as after-school tutoring.

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

I noticed our genders are about the same. Although our females are outperforming our boys, it's not by much! The growth is also rising over the years.

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

N/A - We will continue to educate all scholars the same and monitor each scholars growth over the years.

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

On this report, we do not have any homeless students, but there are some identified in the school building. Although, they are considered homeless, they are growing at Advantage.

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

N/A - we will continue to do what are doing at Advantage for our students who are identified as homeless.

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

N/A - we don't have any students that are labeled as Migrant.

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

N/A - we don't have any students that are labeled as Migrant.

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

Our EL subgroup is growing! Last school year, we had 3 scholars to test out of EL. Although, it's not reported on this report, we do serve EL students and they are growing tremendously.

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

We will continue to have Ms. Patton service all three schools for our EL students to ensure they will continue to grow!

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

I noticed that all students are growing, but we did take a dip with white students (by 3%). We also took a big dip with students with an IEP over a year time span.

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

We'll continue to work with our special education teachers to ensure our students with an IEP are growing and meeting their IEP goals.

13.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

Our strengths are we are closing the gap in reading with our Younger students. In grades K-2, every student is getting 45 minutes of reading intervention and is progress monitored weekly. They are also getting small group instruction for most of their day. Some challenges we face is our new students coming to us with a huge reading deficit, which puts him/her behind on their school work because they struggle with reading.

What trends have been identified in Reading?

Trends are we are growing students in reading, but at times it could be a challenge with our new students. Once we build their confidence level in reading we are still some changes.

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

Some actions we took is putting extra intervention in place for our struggling readers. For example, some of our struggling students may go see his/her ELA teacher vs going to specials to get extra time reading. We also offer Saturday school and after-school tutoring to our struggling learners.

Writing

What strengths and challenges in Writing have been identified?

I would say writing is our strong area! Our students are writing daily and is able to answer questions. Over the years, we noticed that writing is weighed heavy on the LEAP assessment, so we shifted our focus to writing, which made a huge impact in our school building. Some challenges would be our struggling students who struggles in reading cannot write, but they do receive extra interventions to ensure they are successful in class.

What trends have been identified in Writing?

We have some strong writers in our building and our writing is improving. The writing strategies that we have in place is working and we'll continue to work with the implemented strategies

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

N/A - we'll continue to work on our strategies that we are currently using!

Math

What strengths and challenges in Math have been identified?

Our strengths in Math is that our students love math and seems to do better in Math than ELA. We have a lot of math staff members in our school building, who is capable of leading PD's and creating meaningful assessments to move our students in math. Some challenges are our returning students who are struggling in all subjects. Also, we noticed if students are struggling in reading, it doesn't have a huge impact on their math because they are able to use number and clues to figure out the answer.

What trends have been identified in Math?

Some trends are as the school year goes on our math assessment scores gets lower. This is due to math standards changing from assessment to assessment. It's not like ELA where the standard progresses. Although, the scores are lower, our students are still making gains.

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

N/A - we'll continue to do what we are doing in math

Science

What strengths and challenges in Science have been identified?

Some strengths this year in Science, is we have Science teachers across the building, which means our students are getting something in Science! The Challenges are, the state does not release many resources that our teachers can use for Science. Science has always been a struggle for us at Advantage. Once the state is able to provide more resources in this area, we'll be fine!

What trends have been identified in Science?

Some trends in Science are, across the states it's a struggle. We have limit resources available to us for Science, but we finds ways to ensure our students are learning.

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

We'll continue to work with the state and our C&I team to ensure that receive the appropriate curricular tools for Science.

Social Studies

What strengths and challenges in Social Studies have been identified?

Some strengths this year in Social Studies, is we have Social Studies teachers across the building, which means our students are getting something in Social Studies! The Challenges are, the state does not release many resources that our teachers can use for Social Studies. Good News: This year, Social Studies does have a curriculum, but the state is releasing it piece by piece. Once this curriculum is 100% released our students will be fine in Social Studies.

What trends have been identified in Social Studies?

N/A - we are waiting on the state to release the full curriculum for Social Studies.

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

We are waiting on the state to release the full curriculum for Social Studies. Some actions we are taking now, is teaching what is available and finding/creating resources for the missing components of the curriculum.

Student Interventions

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

Every student in grades K-2 receive 45 minutes of intervention and small group instruction daily. Scholars who falls below the 25th percentile in grades 3rd to 8th receive 45 minutes of intervention daily. We also provide extra interventions to students who are falling well below grade level. We do learn lunches, after-school tutoring, and Saturday school to ensure we are closing the gap.

How does your school identify students who need intervention?

At the beginning of the school year every student is assessed in aims web/MClass. They also take NWEA & we go off their LEAP (3rd to 8th) scores. If a student falls below the 25th percentile, he/she is placed in intervention. In K-2 no matter what percentile he/she falls in they receive intervention for 45 minutes daily. We also do mid-year assessments to see what students tested out of receiving intervention.

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

We provide after-school tutoring and Saturday School. We also provide extra support to classrooms based on Interim scores. For example, if 4th grade ELA scores are low and/or alarming, we'll provide extra interventionist including a dean to that classroom to ensure learning/teaching is happening.

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

We determine if the students needs are being met by on-going assessments throughout the school year.

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

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All teachers are responsible for having a data chart in their classroom to show the growth of students! All students are expected to know his/her interim scores and/or other assessment given to them throughout the school year.

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

We get our parents involved before placing students out of the classroom. If a student is placed outside the classroom, he/she is provided work that is due upon their return. Each teacher have a google classroom set up to ensure students are not missing instruction while out of school.

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)?

Our teachers are usually referred by another teacher! We do not have many certified teachers at Advantage, but they are great teacher.

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?

At the beginning of the year, we have 4 staff PD's including a regional. Throughout the year we have weekly PLC's provided by the Dean. We also team up with other schools in the district to share ideas on how to improve the school.

How do you know the PD was effective?

At the end of the PD's staff members are required to complete a survey! Also, the administration team completes walk-throughs to ensure our teachers are implementing strategies that are learned at PD's.

How will the learning be sustained moving forward?

We'll continue to provide on-going PD's and planning days for our teachers!

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

We have weekly PLC's, O3's, and staff meetings to ensure our teachers are growing.

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.

We were able to have a good number of interventionist in our building to assist teachers with teaching! This made a huge impact on students' learning and us closing the gap! We also have parent engagement/learning nights for title 11 to address our learning needs.

Schoolwide Reform Strategies

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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

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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

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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, our scholars have P.E daily and recess to keep them active

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

Yes! We allow students to bring healthy snacks and participate in daily activities along with P.E.

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

No, I think we have a good plan & we'll continue our wellness plan with students and staff members.

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

No, we don't need any changes to our policies.

15.0 School Improvement Goals

Action Plan for Continuous Improvement

Goal	Ensure students are staying active daily
Baseline Data	Students grade in P.E.
Area of Need	Eating Healthy
Root Cause	
Strategies	
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous	

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Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
P.E Daily	08/06/2024	05/15/2025	Palmer						
Recess	08/06/2024	05/15/2025	Deans and Teachers						

Goal	Eating Healthy
Baseline Data	
Area of Need	
Root Cause	
Strategies	

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
Eating Healthy	08/06/2024	05/15/2025	Teachers, parents, and students						

Recess	08/06/202 4	05/15/202 5	Teacher s

16.0 Evaluation of School Improvement Efforts

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

We look at the needs of students through P.E and through the VOP survey

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
8/1/24 to 8/5/24	8	Staff PD	Back to School	Getting teachers prepared for back to school teaching and learning	General	65

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11/22/24	8	Staff PD	Going over curriculum	Getting teachers prepared to teach	General	65
12/19/24	8	Staff PD	Planning	Looking at the data	General	65

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
Kids Orchestra	Bringing a music program to our school building
Girls on the Run	Promoting girls partnership, teamwork, and building culture
Men who Leads	Men supports us with building partnership with our young males

19.0 Parent and Family Engagement Plan and Activities Calendar

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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

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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

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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.

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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

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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

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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.