

National Heritage Academies

Riverton Street Charter School 2026-2027 School Improvement Plan

June 2026

1.0 Overview Continuous School Improvement Plan and Team Process

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2026-2027 school year and beyond. By evaluating and updating this plan, along with completing their assigned school improvement-related OnBase grants compliance tasks (see Appendix A), the school will meet state and federal requirements pertaining to schoolwide planning each year.

2.0 Program Evaluation Overview (ESSA [Section 1114(b)(1)(A) of Title I])

ESSA requires that schools must annually complete a formal Program Evaluation with a team consisting of a variety of stakeholders that includes:

- Evaluation of the implementation of and results achieved for grant-funded programs, strategies, and initiatives;
- Determining the effectiveness of the programs in increasing achievement of students in meeting state academic standards;
- Revising their continuous school improvement plan as necessary, based on the results of the evaluation, to ensure the ongoing continuous improvement of student achievement.
- A school-specific Program Evaluation spreadsheet template will be sent via email to the school principal in early January of each year. Once completed, the Program Evaluation spreadsheet template is uploaded by the school to the Grants Compliance (GC-Program Evaluation) OnBase task.

3.0 Comprehensive Needs Assessment (CNA) Overview (ESSA [Section 1114(b)(1)(A) of Title I])

As part of the school's annual Comprehensive Needs Assessment (CNA), the school's identified Continuous Improvement Team (CIT) completes a data-driven review of demographic, process, perception, academic, non-academic, and systems data that includes all students and subgroups in the school. The CNA identifies the school's strengths and challenges in key areas that affect student achievement. The CNA, when conducted thoroughly, provides both targeted and schoolwide schools with identified strengths and weaknesses and through completion of a root cause analysis, specifies priorities for addressing whole-child needs. The CNA is critical to developing a schoolwide program, as it reveals the priority areas on which the program will focus.

Together the CNA, along with the Program Evaluation, guides the development of the comprehensive schoolwide plan.

Continuous Improvement Team (CIT) The school has a Continuous Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school's comprehensive needs assessment and program evaluation by analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in both a root cause and gap analysis and adequate yearly progress reviews.

The CIT 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 continuous school improvement plan;
- Building professional learning plans consistent with student academic performance needs;
- Participatory decision-making process;
- Identifying community resources that enhance instructor and student learning;
- Utilization of community resources and volunteers.

The CIT meets regularly (at least quarterly) to assess progress on and accomplishment of goals and implementation of the various components of the Schoolwide Plan, including evidence-based strategies and adult-led activities.

The CNA template is found within the OnBase Instructions for the task. Most data needed to complete the Comprehensive Needs Assessment can be found on InSite within the [Continuous Improvement Data Hub](#). If you need additional data please reach out to your school's designated Service Center Accountability Analyst. Once completed, the Comprehensive Needs Assessment (CNA) template is uploaded by the school to the Grants Compliance (GC-Comprehensive Needs Assessment-CNA) OnBase task.

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. 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 various stakeholders, including parents, board, and community partners, participate as appropriate in Continuous Improvement Team meetings and activities.

4.0 School 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 table below for each partnership that your school has developed. Include specific details about the benefits of that partnership. A minimum of three partnerships is required.

Name of partnership organization	Approximate number of years in partnership	Details regarding the benefits of partnership
Swim for Life - NYC Parks		Swim for Life targets second graders because it is an ideal time for them to learn to swim, they are not yet engaged in standardized testing, are eager to learn, have few inhibitions, and have not developed body image concerns. Here's how it works-Three 10-week sessions per year (October through June).Second grade students come as a class one hour per week as part of the school day. Classes are held 5 days per week during the hours of 10
Wil Loyd		Community Partner with the church
William Armstead		Facilitating discussions with students on bullying, personal safety, and the impact of criminal behavior within the school community.

5.0 Evaluation of Current School Improvement Efforts

ESSA requires that you evaluate the effectiveness of your school improvement efforts at least once annually. This data-based review provides an opportunity to evaluate progress toward your current year goals based on the school's implementation of their evidence-based strategies and activities.

Consider what was successful and what may need to be updated or adjusted for the upcoming school year and provide a summary by answering the following questions for each goal.

Current Year Goal #:1

Increase student achievement in ELA through targeted small-group instruction and data-driven interventions.

1. Fidelity: Were the strategies and activities identified in the goal implemented with fidelity? What is the evidence?

Yes, the strategies identified in the school improvement plan were implemented with fidelity throughout the school year. Teachers consistently utilized small-group instruction, weekly data analysis, differentiated learning activities, and targeted interventions during instructional blocks. Instructional coaches and administration conducted classroom walkthroughs and observations to monitor implementation. Evidence included lesson plans aligned to standards, intervention schedules, student work samples, walkthrough data, and professional development attendance records.

2. Scale/Reach: Did the plan reach the intended audience? What is the evidence?

The plan successfully reached the intended audience, including all students in grades K–8, classroom teachers, intervention staff, and families. Students identified as academically at-risk received additional intervention support based on assessment data. Families were informed of student progress through parental conferences, progress reports, and communication platforms. Evidence included intervention rosters, attendance records, assessment participation rates, and family engagement documentation.

3. Capacity: Were sufficient resources (funds, staff, materials, time, etc.) allocated toward the implementation of the plan, and were they distributed equitably and used as intended? Were barriers addressed? What is the evidence?

The school allocated sufficient instructional resources, intervention staff, curriculum materials, and professional development opportunities to support implementation of the goal. Time was embedded within the master schedule for intervention and collaborative planning. Resources were distributed equitably across grade levels based on student needs. Some barriers included student attendance concerns and varying instructional needs; however, these were addressed through targeted support services, differentiated instruction, and ongoing teacher collaboration. Evidence included staffing schedules, intervention logs, curriculum purchases, and professional development agendas.

4. Impact: What was the impact of the implementation of the plan? Did it accomplish its goals? Why or why not? What is the evidence? Will the school continue this goal into the next year? What adjustments might be needed?

Implementation of the plan resulted in measurable academic growth for many students, particularly those receiving targeted interventions. Benchmark assessment data, classroom performance, and

teacher observations demonstrated improvement in reading comprehension, writing skills, and overall student engagement. While progress was made, additional support is still needed for students performing below grade level. The school plans to continue this goal next year with adjustments that include increased intervention time, enhanced progress monitoring, and additional professional development focused on differentiated instruction and literacy strategies.

Current Year Goal #:2

Improve school culture and student attendance through positive behavior supports and family engagement initiatives.

1. Fidelity: Were the strategies and activities identified in the goal implemented with fidelity? What is the evidence?

The school implemented the identified strategies consistently throughout the year. Positive behavior systems, attendance incentives, student recognition programs, and family outreach initiatives were carried out as planned. Staff members utilized restorative practices and consistent behavior expectations across grade levels. Evidence included attendance records, behavior data reports, family communication logs, and documentation from school-wide events and incentive programs.

2. Scale/Reach: Did the plan reach the intended audience? What is the evidence?

The plan reached students, families, teachers, and support staff across the entire school community. School-wide expectations and attendance initiatives were communicated regularly through meetings, newsletters, and parent outreach efforts. Students identified with chronic absenteeism or behavioral concerns received additional support and monitoring. Evidence included participation rates in school events, attendance improvement data, counseling referrals, and parent communication records.

3. Capacity: Were sufficient resources (funds, staff, materials, time, etc.) allocated toward the implementation of the plan, and were they distributed equitably and used as intended? Were barriers addressed? What is the evidence?

The school dedicated staff time, counseling support, behavior intervention resources, and family engagement opportunities to support implementation of this goal. Incentive programs and social-emotional learning resources were provided to all grade levels. Barriers such as chronic absenteeism, inconsistent family engagement, and behavioral challenges were addressed through individualized support plans, ongoing communication, and community partnerships. Evidence included attendance intervention documentation, counseling records, behavior tracking systems, and family event participation data.

4. Impact: What was the impact of the implementation of the plan? Did it accomplish its goals? Why or why not? What is the evidence? Will the school continue this goal into the next year? What adjustments might be needed?

The implementation of the plan positively impacted overall school climate, student behavior, and attendance awareness. Many students demonstrated improved attendance and increased participation in school activities. Behavioral incidents decreased in several grade levels, and staff reported improved student engagement and school culture. Although progress was evident, chronic absenteeism and behavioral challenges remain areas for continued growth. The school will continue

this goal into the next school year with adjustments that include expanded family engagement opportunities, additional attendance interventions, and increased social-emotional supports for students.

6.0 School Improvement Goals Best Practice Guidelines

Writing a Smart Goal: Goals provide a sense of direction, motivation, and a clear focus for improvement. They create a target for those implementing a plan. Focusing improvement efforts by setting goals increases the likelihood that improvement will take place.

Define A Measurable (SMART) Goal: Identify the components of the Goal, ensuring that it is SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) and name the goal. The measurement component of a SMART goal should align to the data considered during the CNA process. A SMART Goal can have more than one measure.

- Specific: Clearly define what you want to achieve, the reasons for it and who is involved.

- **Measurable:** Establish how you will track progress and determine when the goal has been met. What data will be used to measure?
- **Achievable:** Ensure the goal is realistic and attainable with your current skills, knowledge, and resources.
- **Relevant:** Confirm that the goal aligns with broader organizational priorities and that the outcome is meaningful.
- **Time-bound:** Set a specific, realistic deadline for completing the goal to create a sense of urgency and manage the timeline.

Examples of SMART Goal Statements:

- Increase reading comprehension scores in grades K-3 by x% as measured by State Assessment and NWEA by Spring, 20xx.
- Decrease student absenteeism in grades 6-8 from x% to x% as measured by attendance reports by June 20xx.

Selecting Evidence Based Programs, Strategies and Initiatives: Strategies are the roadmap to achieving measurable goals. The team should focus on selecting a strategy that is tightly aligned to the outcome you want to achieve with your goal.

Things to consider when identifying an evidence-based strategy for implementation

- **Evidence:** The strength of the strategy's evidence in achieving intended outcomes when implemented well through research and or evaluation work. How will you consider the ESSA Tiers of Evidence in your selection of a strategy [1]
- **Fit:** The extent to which the strategy aligns with the district's current priorities, existing initiatives, and values.
- **Need:** The extent to which the strategy has demonstrated meeting the identified need of the target population through research and/or evaluation with a comparable population.
- **Supports:** The strength of the foundation available to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and use support, policies and procedures, and stakeholder engagement).
- **Usability:** The extent to which the strategy's principles, values, and core components are measurable and observable.
- **Capacity:** The strength of the district's qualified workforce, financial supports, technology support, and administrative supports needed to implement and sustain the strategy with fidelity.

[1] Emphasis of the use of evidence-based strategies, programs and initiatives is required for ESSA grant-funded programs. ESSA defines the term "evidence-based:

when used with respect to an LEA, as an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on the following identified levels.

- Tier 1 Strong - At least one well designed and well-implemented experimental study (randomized, control trial). Studies that meet What Works Clearinghouse standards without reservation
- Tier 2 – Moderate - At least one well-designed and well-implemented quasi-experimental study. Studies that meet What Works Clearinghouse standards with reservation
- Tier 3 - Promising - At least one well-designed and well-implemented correlational study with statistical controls for selection bias
- Tier 4 – Demonstrates a Rationale - Supported by well-specified logic model supported by research and evaluation

EXAMPLES:

Strategy, Program or Initiative	ESAA Level of Evidence (1-4)	Evidence Based Citation
Academic Intervention Coaches	1-Strong Evidence	https://www.evidenceforessa.org/program/content-focused-coaching-whole-class/
aimsweb Plus	3- Moderate Evidence	https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/efficacy-assessment-reports/aimsweb-Plus-research-report.pdf
Corrective Reading	3- Promising Evidence	https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120

Identifying the Root Cause: There are many tools available to assist in completing a Root Cause Analysis including the “Five Why’s” and “Fishbone Diagram”. Click on the link to access resources and templates for these tools. [Root Cause Analysis Guidelines and Templates](#)

Root Cause Best Practices:

A cause is a “Root Cause” if:

- The problem would not have occurred if the cause had not happened
- The problem would not reoccur if the cause were corrected or dissolved, and
- Correction or dissolution of the cause would not lead to the same or similar problems

A Root Cause should be:

- Within the control of the school (a practice or system)
- Connected to the identified priority need
- Fit your improvement strategy (if one has already been decided)

A Root Cause should NOT be:

- Identified as a person
- Something you cannot control

Example of identifying a Root Cause using the Five Why's:

Problem statement: Parents do not feel that they receive timely and relevant communication from the school.

1. Why? Parents do not regularly check our school website.
2. Why? They might not know the information is there.
3. Why? We have not told parents that the information is there.
4. Why? We have not had the time to meet with parents or prepare any materials to share with parents about the website.
5. Why? It is not something we normally plan time for.

Possible Root Cause: We need to schedule time to provide resources and tools for communicating with parents in a timely manner that they can readily access.

Identifying Activities: Activities are the details for implementing programs, strategies and initiatives.

Activities should be adult based actions and include a person(s) responsible and the start and end date of the activity. Some activities may be one-time events while other activities may be ongoing. Most, but not all activities should be tied to your budget requests for the upcoming year. A minimum of 3 activities per strategy, program or initiative should be included in your goal.

Examples of one-time event activities:

- Purchase supplies and materials for Math Parent Learning Event
- Hold staff meeting to include training on building parent capacity and engagement
- Bringing in an outside vendor to provide Professional Learning related to the strategy

Examples of ongoing activities:

- Paraprofessionals providing Tier 2 supplemental instruction to the most at-risk students

- Weekly PLC meetings to review and analyze ELA data
- Yearly subscription renewal for a curricular or progress monitoring tool
- Instructional Coaches completing weekly observations to new teachers

7.0 Continuous School Improvement Goals for the Upcoming Year

Based on your Program Evaluation and Comprehensive Needs Assessment (CNA), complete the tables below with your identified priorities and continuous school improvement goals for the upcoming year. A minimum of two goals is required. Additional goals may be added at the school's discretion based on their priority needs.

Best Practice: See OnBase Grants Compliance tasks for instructions and templates for completing your Program Evaluation and CNA, which must be completed prior to writing your Continuous School Improvement Goals.

Note: All Federal and State budget requests for the upcoming investment and consolidated application season must be tied back to your school improvement goals, strategies, activities, and/or your Comprehensive Needs Assessment and Program Evaluation.

Continuous Improvement Goals

Required Goal #1

1. SMART goal statement: *By June 2027, the percentage of students meeting or exceeding proficiency in ELA will increase by 10% as measured by NYS assessments, benchmark assessments, and internal progress monitoring tools through targeted small-group instruction, data-driven interventions, and differentiated instruction.*
2. Area of need being addressed: *Student academic achievement in English Language Arts (ELA), particularly reading comprehension, vocabulary development, and writing proficiency.*
3. Root Cause: *Inconsistent foundational literacy skills, learning gaps from prior years, varying instructional needs among students, and limited intervention time for struggling learners.*
4. Baseline data (Where are you starting?): *Current benchmark and state assessment data indicate that approximately 42% of students are meeting proficiency standards in ELA, with significant performance gaps among identified subgroups.*
5. End target measure (Where do you want to be?): *Increase ELA proficiency rates from 42% to 52% by June 2027 as measured by NYS assessments and internal benchmark data.*

Riverton Street Charter School

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1	Targeted Small-Group Instruction and Intervention Program		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Conduct bi-weekly data meetings to analyze student performance and identify intervention groups	Sept. 2026	June 2027	Administration, Teachers, Intervention Staff
Activity #2 Implement daily small-group instruction during ELA blocks based on assessment data	Sept. 2026	June 2027	Classroom Teachers
Activity #3 Provide professional development on differentiated instruction and literacy strategies	Aug. 2026	May 2027	Administration, Instructional Coaches
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Family Literacy and Student Support Initiative		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Host quarterly family literacy workshops to support reading at home	Oct. 2026	May 2027	Family Coordinator, Teachers
Activity #2 Provide students with take-home literacy resources and independent reading materials	Sept. 2026	June 2027	Teachers, Intervention Staff
Activity #3 Monitor student progress monthly and communicate intervention updates with families	Sept. 2026	June 2027	Teachers, Administration

Required Goal #2

1. SMART goal statement: *By June 2027, the school will improve student attendance and school culture by reducing chronic absenteeism by 10% and decreasing behavioral referrals by 15% through positive behavior supports, family engagement, and social-emotional learning initiatives.*
2. Area of need being addressed: *Student attendance, behavior, school climate, and social-emotional well-being.*
3. Root Cause: *Chronic absenteeism, inconsistent student engagement, social-*

Riverton Street Charter School

emotional challenges, and limited family participation in school-based supports.

4. Baseline data (Where are you starting?): *Current attendance data indicates that 28% of students are considered chronically absent, and behavioral referral data shows a high number of classroom disruptions and repeated incidents.*

5. End target measure (Where do you want to be?): *Reduce chronic absenteeism from 28% to 18% and decrease behavioral referrals by 15% by June 2027.*

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1	Positive Behavioral Interventions and Supports (PBIS)		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Implement consistent school-wide behavior expectations and incentive systems	Sept. 2026	June 2027	Administration, Teachers, Dean Team
Activity #2 Conduct monthly PBIS team meetings to review behavior data and interventions	Sept. 2026	June 2027	PBIS Team, Counselors
Activity #3 Provide staff training on restorative practices and classroom management	Aug. 2026	May 2027	Administration, Support Staff
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Attendance and Family Engagement Initiative		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Conduct attendance outreach calls and parent meetings for at-risk students	Sept. 2026	June 2027	Attendance Team, Social Worker
Activity #2 Create monthly attendance incentives and student recognition programs	Sept. 2026	June 2027	Administration, Dean Team
Activity #3 Increase family engagement opportunities through workshops and school events	Oct. 2026	June 2027	Family Coordinator, Teachers

Appendix A

Additional Required OnBase Continuous School Improvement Tasks (and Month Due)

Best Practice: Within the OnBase platform on myNHA, download the instructions for each task and use the templates and resources linked within the instructions to complete each task.

- Quarterly Monitoring and Adjusting of Continuous School Improvement Plan (August, November, January, and April)
- Title I Targeted and Schoolwide Program Requirements (January)
- Comprehensive Needs Assessment (CNA) (February)
- Program Evaluation (February)
- Parent and Family Engagement Plan and Activities Calendar (March)
- Professional Learning Plan (March)
- Parent Continuous Improvement Collaboration (March)
- Staff Continuous Improvement Collaboration (March)
- Board Continuous Improvement Collaboration (March)
- Evaluation of Wellness Plan and Goals (March)
- School Improvement Plan Implementation Ready for Upcoming Year and CIT Roster (April)
- NY Only - Stakeholder Consultation and Collaboration Form

Resources

Questions?

- Email the Program Accountability Advisor Team at PAA@nhaschools.com
- Attend PAA weekly Open Office Hour every Thursday from 1-2 PM ET to Office <https://meet.google.com/vws-qpxn-dxt>
- School Finance Resources tile on myNHA <https://sites.google.com/nhaschools.com/schoolfinanceresources/home>. Your guide to all things School Finance, including Program Accountability, Grant Project Manager, and School Finance Partner resources