

National Heritage Academies

# School Improvement Process Workbook

Student Intervention Services  
July 2023

## 1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2020 - 2021 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   | 2023-24   | 2024-25   | 2025-26 | 2026-27 |
|---|-----------|-----------|---------|---------|
| Comprehensive Needs Assessment & Goal Identification completed  | 1/4/2023  | 1/4/2024  | TBD     | TBD     |
| Schoolwide Plan reviewed and updated  | 1/16/2023 | 1/16/2024 | TBD     | TBD     |
| Effectiveness of school improvement process in school evaluated   | 1/30/2023 | 1/30/2024 | TBD     | TBD     |
| Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts | 2/6/2023  | 2/6/2024  | TBD     | TBD     |
| Title I Parent Meetings   | 2/20/2023 | 2/20/2024 | TBD     | TBD     |

## 2.0 Evidence of Collaboration - NY

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

Stakeholder Collaboration

## Riverton Street Charter School

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)

Riverton Street 2022-23

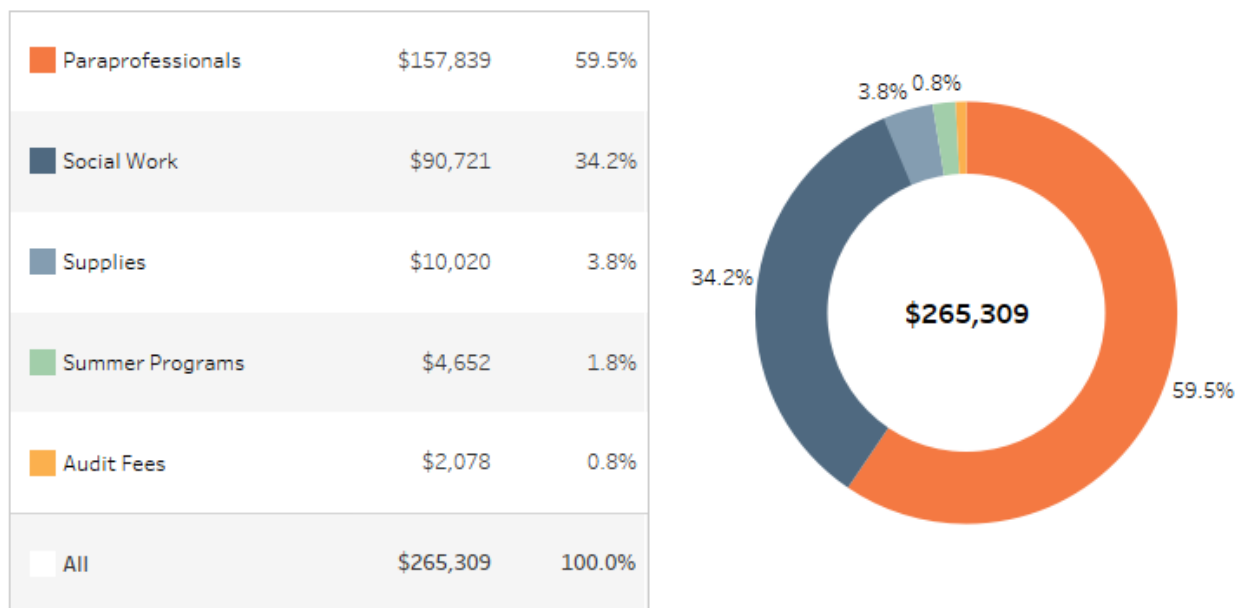


Figure: Grant Allocation Summary

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

06/16/2023

## **4.0 Collaboration with Parents**

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

06/16/2023

## **5.0 Collaboration with the School Board**

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

02/27/2023

## **6.0 Comprehensive Needs Assessment - Overview**

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

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

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

## 7.0 Staff Data

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

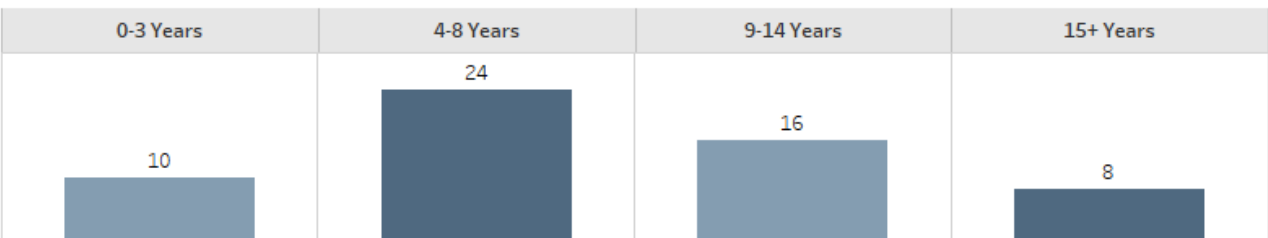
## Riverton Street Charter School

### Teacher Turnover



### Percent Highly Qualified

### Total Years Teaching Experience

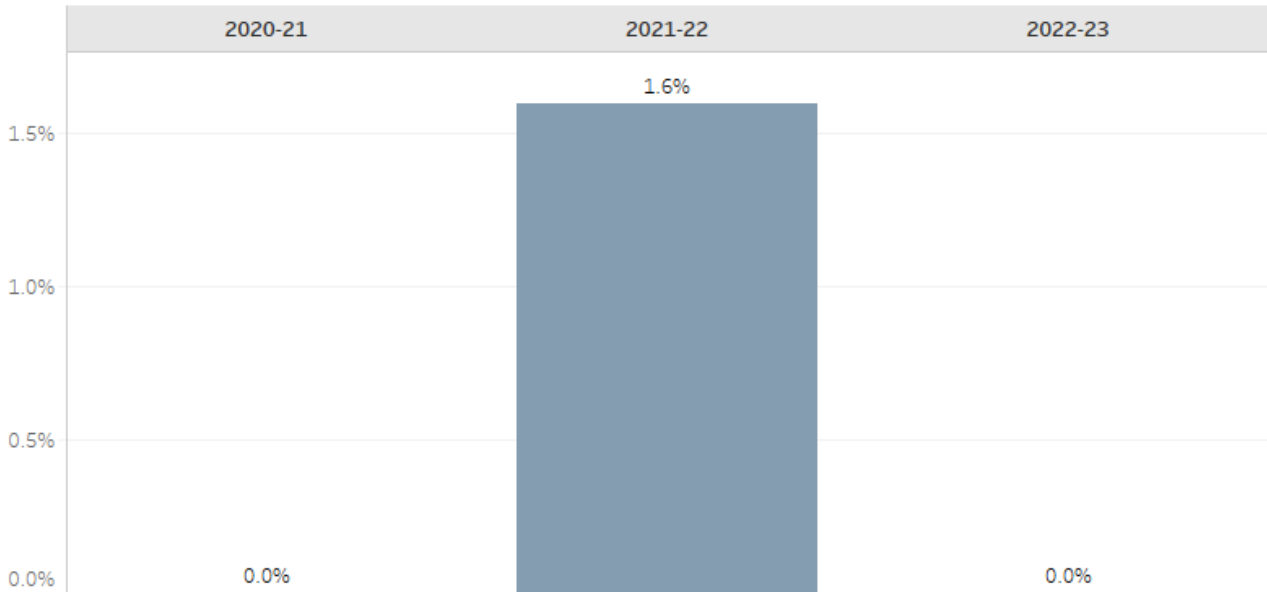


\* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover, % Highly Qualified, and Years Teaching Experience

## Riverton Street Charter School

% Instructional Time Lost



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

Figure: Teacher Absences and % Instructional Time Lost

## Riverton Street Charter School

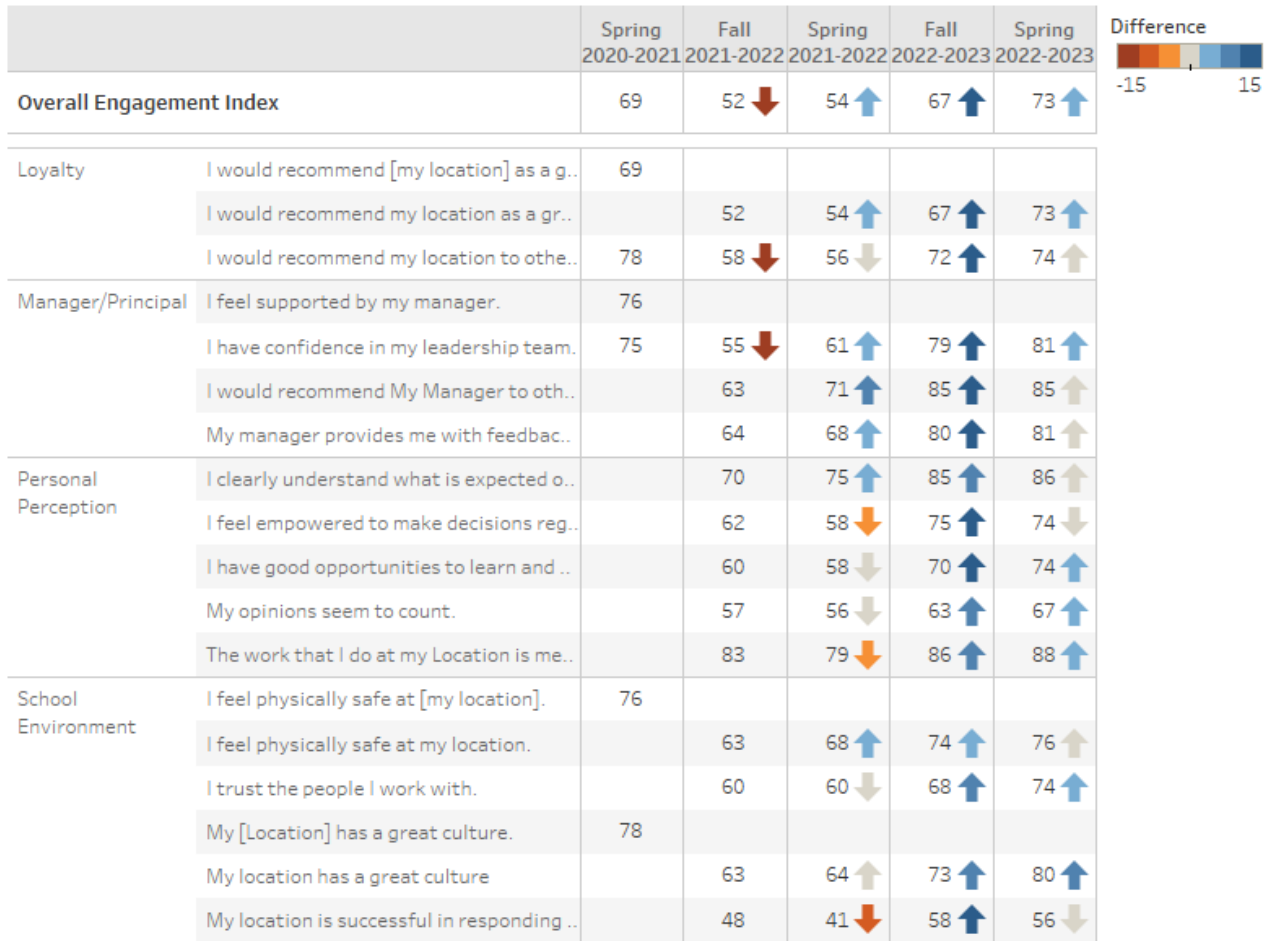


Figure: Staff Perceptions

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

10 out of 58 teachers are within their first 3 years of teaching. Rate of absence is now at 0% for this school year and teacher turnover has decreased from 20.21% to 3.48% from 2021-2022 school year. We are able to retain highly qualified teachers and our teachers with 10+ years of experience has grown from year to year. They are high willed and have a growth mindset. We will continue to use this to develop their instructional knowledge.

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

Professional Development has been led by staff members. The calendar for PD has also been developed based on the committee team and surveys to target areas where staff members would like to learn and grow. The discipline committee continues to work with all staff to be proactive about scholar and staff safety in the building. The social committee as well as the Administrative Team have come up with multiple initiatives to increase staff morale.



## 8.0 Parent Perception Data

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

|                |   | 2020-21   | 2021-22     | YOY Change |
|----------------|---|-----------|-------------|------------|
| Loyalty        | Likelihood to Recommend School  | 59% (244) | 60% (257) ↑ | -15% 15%   |
|                | Overall Satisfaction  | 36% (241) | 43% (256) ↑ |            |
| Communication  | I am satisfied with the updates I receive about my child's academic progress. | 59% (244) | 72% (261) ↑ | ↑          |
|                | School Communication is Effective and Timely                                  | 61% (245) |             |            |
| Moral Guidance | School Delivers Moral Guidance  | 63% (245) | 66% (261) ↑ | ↑          |

Figure: Parent Survey Results

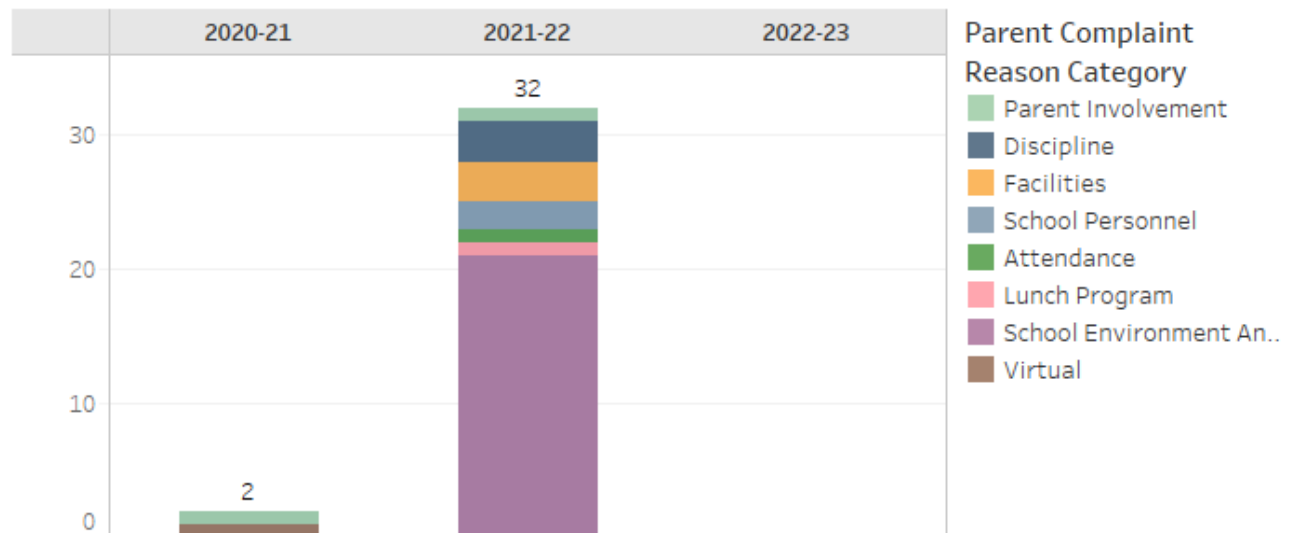


Figure: Parent Complaint Counts

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

The highest rated area is updates about academic progress and timely communication with parents. All areas have gone up with the lowest rated area being overall satisfaction.

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

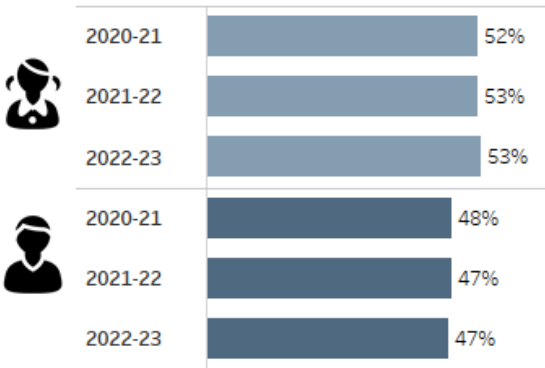
Some actions taken include the use of formative and summative assessments which include checks for understanding, exit tickets and weekly assessments that are aligned to the school's curriculum and Common Core standards throughout the school year. Progress on assessments are communicated to parents consistently.

## **9.0 Demographic Data**

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

# Riverton Street Charter School

## Gender



## Enrollment

| Grade | 2020-21 | 2021-22 | 2022-23 |
|-------|---------|---------|---------|
| K     | 106     | 109 ↑   | 111 ↑   |
| 1     | 112     | 112     | 114 ↑   |
| 2     | 112     | 112     | 110 ↓   |
| 3     | 112     | 113 ↑   | 112 ↓   |
| 4     | 112     | 110 ↓   | 111 ↑   |
| 5     | 113     | 112 ↓   | 113 ↑   |
| 6     | 107     | 110 ↑   | 108 ↓   |
| 7     | 108     | 108     | 108     |
| 8     | 105     | 103 ↓   | 103     |

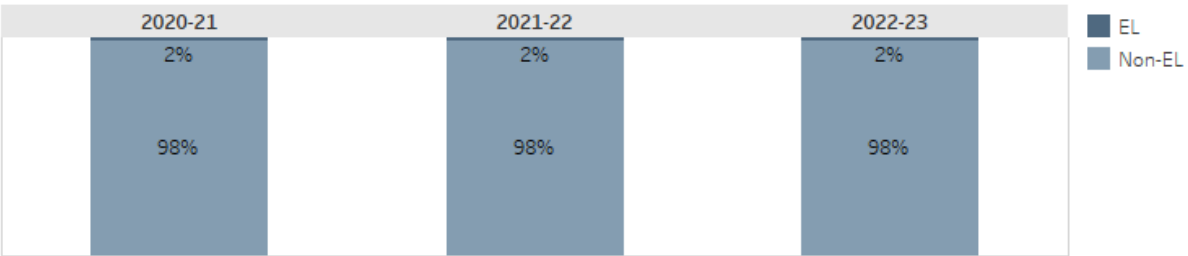
## Ethnicity

|                                     |         |       |
|-------------------------------------|---------|-------|
| American Indian or Alaskan Native   | 2020-21 | 0.5%  |
|                                     | 2021-22 | 0.5%  |
|                                     | 2022-23 | 0.6%  |
| Asian                               | 2020-21 | 1.0%  |
|                                     | 2021-22 | 0.9%  |
|                                     | 2022-23 | 1.1%  |
| Black or African American           | 2020-21 | 92.6% |
|                                     | 2021-22 | 91.9% |
|                                     | 2022-23 | 91.9% |
| Hispanic                            | 2020-21 | 5.1%  |
|                                     | 2021-22 | 5.9%  |
|                                     | 2022-23 | 5.5%  |
| Native Hawaiian or Pacific Islander | 2020-21 | 0.3%  |
|                                     | 2021-22 | 0.3%  |
|                                     | 2022-23 | 0.3%  |
| White                               | 2020-21 | 0.5%  |
|                                     | 2021-22 | 0.5%  |
|                                     | 2022-23 | 0.6%  |

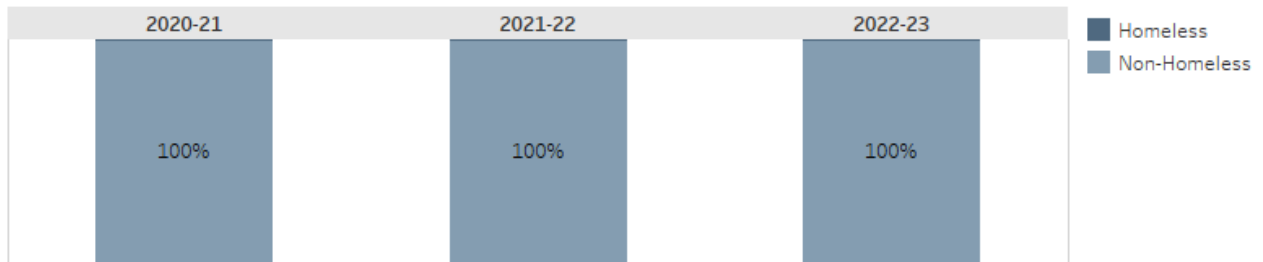
Figure: Gender, Ethnicity, and Enrollment

## Riverton Street Charter School

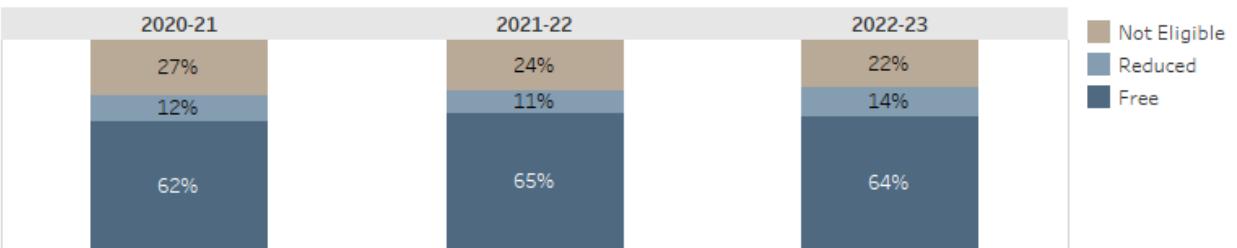
% EL



% Homeless



% FRL



% IEP

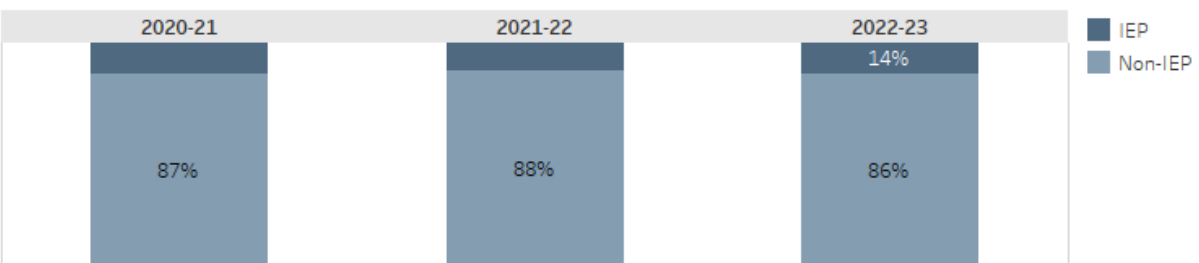


Figure: % EL, % Homeless, %FRL, % IEP

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

The ELL enrollment population is a challenge.


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

Since we have a lottery system that chooses who enrolls without our participation, we can reach out to the community with flyers to draw in a more diverse ethnic group of scholars who are

pooled in the lottery. We are also holding an Open House for parents of ELLs to introduce the programs and support that we have.

## 9.1 Student Attrition Data

### Year End

|           | 2020-21 | 2021-22 | 2022-23 | YOY Difference  |
|-----------|---------|---------|---------|---|
| Attrition | 10.5%   | 12.7% ↑ | 5.5% ↓  |  |

### Year-To-Date

*\* 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?

Our EL enrollment population continues to be a challenge, but there is some positive movement from 11 ELs to 15 ELs. The rate of student attrition has increased from 10.5% in 2020-2021 and has decreased in our year-to-date to 4.1%.

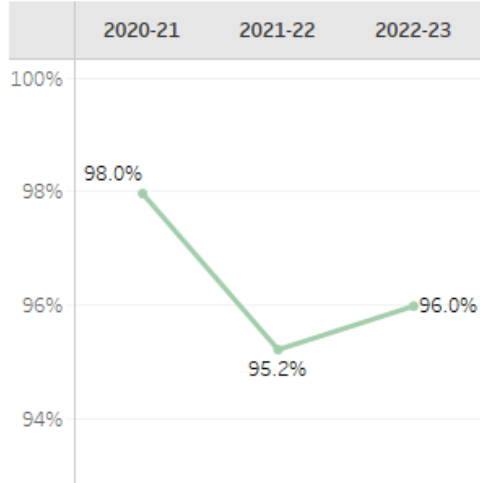
### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

The feedback of our parent partnerships is extremely important and we continue to work on getting that feedback during monthly Principal meetings and regular updates with each Dean so that the school leadership can work on responding to parent concerns.

## 9.2 Student Attendance

## Riverton Street Charter School

Average Daily Attendance Rate



Student Absence Distribution

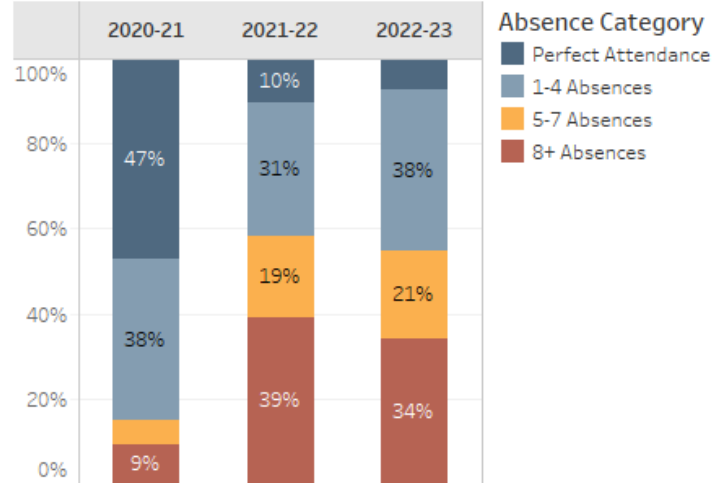


Figure: Student Attendance

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

Students with 8+ absences have risen 27% while students with 5+ absences have increased by 2%.

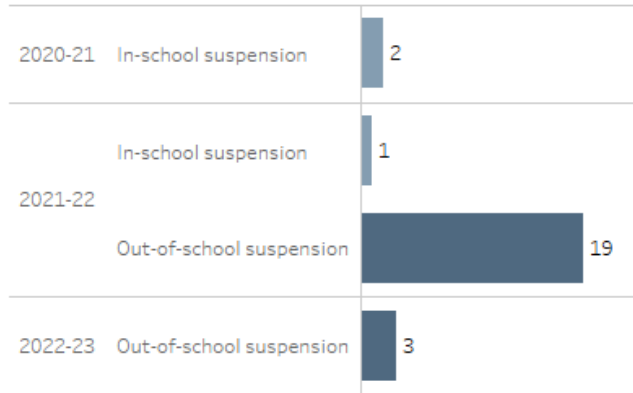
### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

As we continue to engage our scholars in daily learning and impress upon them the importance of attending school every day, there should be additional decreases in attendance absences.

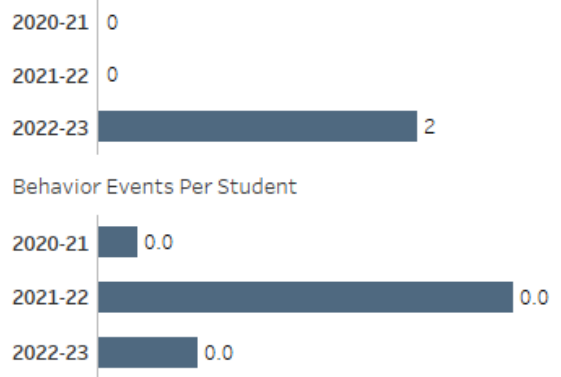
## 9.3 Student Discipline

## Riverton Street Charter School

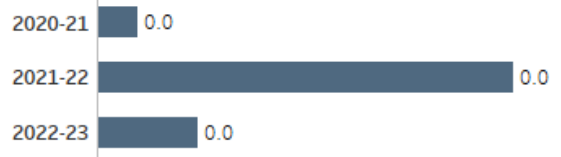
### Suspensions



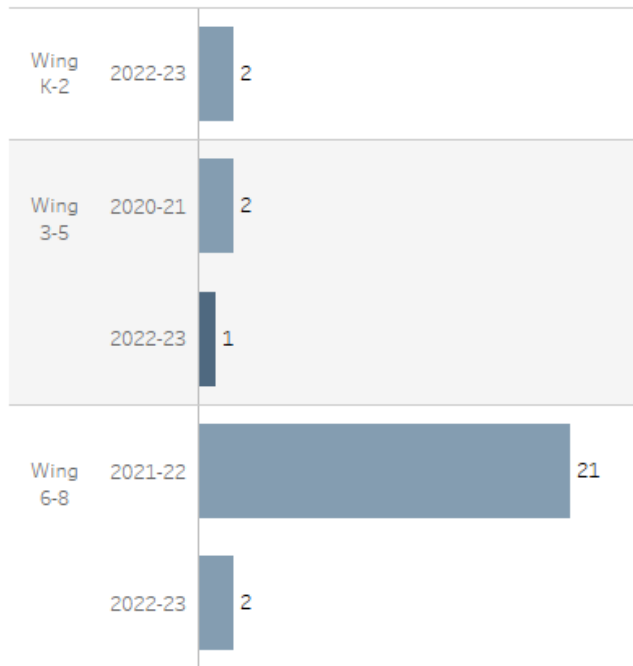
### Behavior Plans



### Behavior Events Per Student



### Events by Wing



### Events by Gender

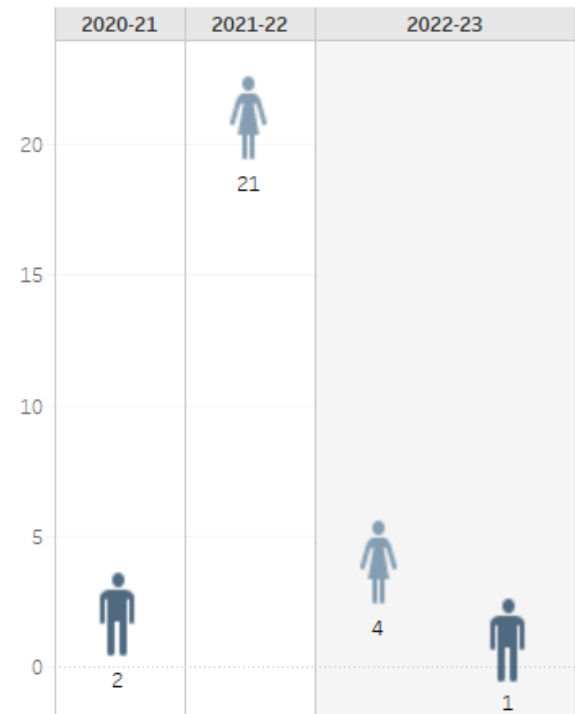


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

### What trends do you notice in your student discipline data?

From 2021-2023, suspensions have decreased. In each Wing, events have decreased overall.

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

Proactive measures can continue to be taken throughout the school. In addition, high engagement is essential in keeping scholars attentive and less likely to get into 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.**

Riverton Street Charter School is located in the community of St. Albans Queens, two miles north of JFK Airport. The bustling community has nearly 49,000 residents with the median home income at \$73,000. Besides the opening of Riverton Street Charter School in 2010, St. Albans boast various features that stand alone. On the short list is the legendary African American entertainers who once lived in the sprawling area of Addasleigh park. Distinguished residents included Ella Fitzgerald, Count Basie, John Coltrane, James Brown, and Lena Horne to name a few. In addition St. Albans is home to beautiful parks and recreation which encloses its borders. This includes Roy Wilkins, Baisley, and St. Albans Parks. In contrast, St. Albans has not been without its challenges. The foreclosure crisis of early 2000 made its imprint in the community. Residents worked hard to keep their homes. As a result of their diligence 71% of families own their homes while 29% are renters. There is know doubt that Riverton Street Charter School is located in a good community . In fact, the Overall Niche Grade for crime is a B and Riverton itself received a B plus. The strength of the Riverton community school is three-fold: academic excellence, college readiness and community involvement. These elements combined put scholars on the tract to be successful.

## 11.0 Student Interim Data

**2021-22 Scaled Score Distribution (Grades 3-8)**

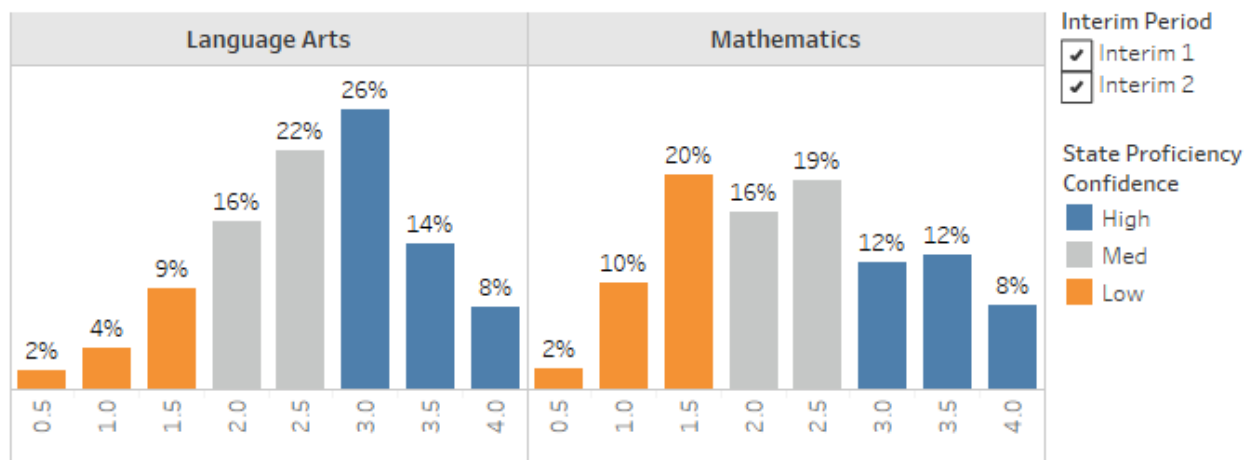


Figure: Interim Scaled Score Distribution



### 2021-22 Percent At or Above 3.0

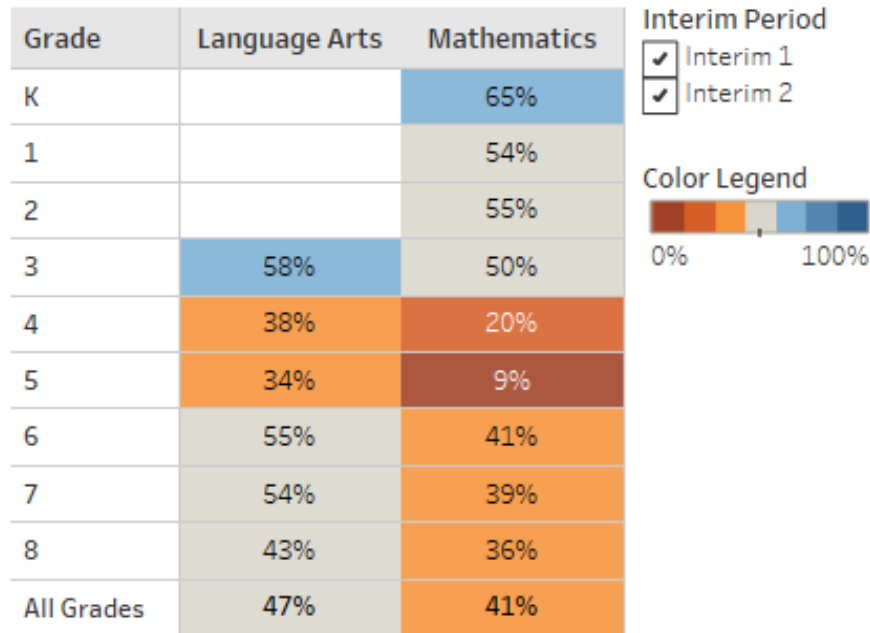


Figure: Interim Percent At or Above 3.0

#### What trends do you notice in your student interim data?

In the area of Mathematics, scholars' proficiency has increased from 52% to 54% with each grade across Grades K-8 showing an increase in percent at or above 3.0. In the area of ELA, scholars' proficiency has increased from 41% to 52% with each grade across Grades K-8 showing an increase in percent at or above 3.0.

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

Flexible student groups are determined based on previous year's performance on state exams, classroom tasks and assessments, beginning and end of year benchmarks and progress monitoring using Aims Web throughout the year. Teachers and interventionists analyze data regularly to note if students are prepared to transition or move out of groups. Teachers receive grade level instruction coaching with their dean such as the data dive that we do after each unit exam in ELA and Math as well as after each Interim exam. We also provide school wide professional development such as "what instruction looks like to promote academic success". The effectiveness of the training and coaching is determined through student growth and feedback from teachers as well as school wide survey results.

## 12.0 State Test Data

# Riverton Street Charter School

|         |       | 2021-22 | YOY Proficiency Change<br>-15% 15% |
|---------|-------|---------|------------------------------------|
|         |       |         |                                    |
| Math    | 3     | 58%     |                                    |
|         | 4     | 26%     |                                    |
|         | 5     | 18%     |                                    |
|         | 6     | 60%     |                                    |
|         | 7     | 29%     |                                    |
|         | 8     | 16%     |                                    |
|         | Total | 35%     |                                    |
| Reading | 3     | 66%     |                                    |
|         | 4     | 51%     |                                    |
|         | 5     | 42%     |                                    |
|         | 6     | 75%     |                                    |
|         | 7     | 54%     |                                    |
|         | 8     | 66%     |                                    |
|         | Total | 59%     |                                    |
| Science | 4     | 68%     |                                    |
|         | Total | 68%     |                                    |

Figure: State % Proficient by Grade

## 12.1 Subgroup State Achievement Data

|                 |                              | 2021-22 | YOY Proficiency Change<br>-15% 15% |
|-----------------|------------------------------|---------|------------------------------------|
| All Students    |                              | 48%     |                                    |
| EL Status       | EL Student                   |         |                                    |
|                 | Non-EL Student               | 48%     |                                    |
| Ethnicity       | American Indian or Alaska... |         |                                    |
|                 | Asian                        |         |                                    |
|                 | Black or African American    | 49%     |                                    |
|                 | Hispanic                     | 28%     |                                    |
|                 | Native Hawaiian or Pacifi... |         |                                    |
|                 | White                        |         |                                    |
| FRL Status      | Free                         | 43%     |                                    |
|                 | Reduced                      | 57%     |                                    |
|                 | Not Eligible                 | 56%     |                                    |
| Gender          | Female                       | 50%     |                                    |
|                 | Male                         | 46%     |                                    |
| Homeless Status | Homeless                     |         |                                    |
|                 | Non-Homeless                 | 48%     |                                    |
| IEP Status      | IEP Student                  | 16%     |                                    |
|                 | Non-IEP Student              | 52%     |                                    |
| Student Tenure  | < 3 Years                    | 46%     |                                    |
|                 | 3+ Years                     | 48%     |                                    |

Figure: State % Proficient by Subgroup

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

From 2019-2020 school year to 2021-2022 school year, most scholars have remained stable in their proficiency on the state test regardless of subgroup and grade.

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

Professional Development is given to increase understanding of how to create effective instruction for these learners.

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

There are no noted trends as there is no data in 2020-2021.

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

There are no noted trends as there is no data in 2020-2021.

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

There are no noted trends as there is no data in 2020-2021.

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

There are no noted trends as there is no data in 2020-2021.

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

There are no noted trends as there is no data in 2020-2021.

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

There are no noted trends as there is no data in 2020-2021.

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

There are no noted trends as there is no data in 2020-2021.

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

There are no noted trends as there is no data in 2020-2021.

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

There are no noted trends as there is no data in 2020-2021.

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

There are no noted trends as there is no data in 2020-2021.

## 13.0 Comprehensive Needs Summary

### Reading

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

There is a disparity between comprehension and fluency where the large majority of scholars have high fluency rates but low comprehension.

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

The large majority of scholars have high fluency rates but low comprehension

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

The Reading Mastery program is being implemented to increase reading comprehension along with reading fluency.

### Writing

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

It is a challenge to promote the proper use of grammar and phonics and seamlessly infused in writing instruction.

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

Students don't have stamina to write extended responses.

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

One suggestion is to revamp writing instruction so that there is a balance between developmentally writing instruction and test taking strategies.

### Math

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

In Math, students who have issues with comprehension flow into student's ability to solve word problems at a higher rate.

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

As math problems increase in complexity and require multiple steps, students tend to struggle.

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

We can place a greater emphasis on applying problem solving strategies and math skills. In addition, we can make problem solving more hands on and interactive.

### **Science**

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

There is a heavy emphasis on ELA and math and lack of attention to investigative science.

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

There is a heavy emphasis on ELA and math and lack of attention to investigative science.

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

We can incorporate more hands on science within ELA block.

### **Social Studies**

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

There is a lack of opportunities for social studies specific instruction and investigation.

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

There is a lack of opportunities for social studies specific instruction and investigation.

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

We can incorporate more Social Studies within ELA block.

### **Student Interventions**

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

Our daily schedule also is constructed to allow appropriate time for intervention blocks to provide struggling students with additional and more specialized instructional time. Such opportunities also exist for students needing accelerated study.

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

Students who have not yet demonstrated mastery receive supplemental support within the classroom, and corrective approaches regularly include re-teaching, cooperative learning opportunities, differentiated instructional strategies targeting individual student need, and use of learning centers and alternative materials.

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

Students with more significant academic needs receive supplemental interventions using programs and approaches that are proven to accelerate student learning. Other intervention strategies are provided in the classroom in a workshop setting or delivered through supplemental support outside of the general education classroom during non-core educational programming.

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

All students complete a screening and diagnostic assessment at the beginning of each school year, which provides useful information for planning more effective, individualized instruction.

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

Riverton teachers regularly use formative and summative assessments which include checks for understanding, exit tickets and weekly assessments that are aligned to the school's curriculum and Common Core standards to determine mastery of standards, make instruction for what comes next, for what can be retaught and scholar grouping. Teachers analyze data to guide their instruction and ensure that the school meets all students' learning needs. Teachers use assessment data to adjust and improve instruction to meet the identified needs of students. Assessment data helps teachers identify their students' strengths and weaknesses – and differentiate instruction accordingly.

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

We have a behavior specialist who meets regularly with the admin team to discuss trends in discipline practices and student removals. We focus on our moral focus curriculum overall and implement additional PBIS systems to reduce the overuse of discipline practices.

**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)?**

At Riverton, teachers start with the end-goal in mind: All scholars can learn. Teachers who are attracted to our school and are retained are scholar focused and make every decision based on what is best for the individual. The school celebrates the drive, purpose and hard work of such teachers who work together for the betterment of scholars.

**Staff Professional Development**

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

Professional workshops was planned intentionally to develop instructional rigor and differentiation in the area of ELA. The CCLS(Common Core Learning Standards) taught each week will be assessed weekly through common Grade level CFUs(Check for Understandings). As a school, our focus was on Data Driven instruction. Teachers participated in a book study about how to effectively use data to modify instruction for student achievement. Data informed our effectiveness.

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

Teachers were highly engaged and the results and action steps taken after the professional development spoke to the effectiveness of the PD.

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

Professional workshops are driven by how scholars are learning and therefore what teachers need to continue the instruction in their classrooms.

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

Professional Development is conducted by teachers and this enables teachers to build their own growth as future leaders as well as the professional capacity of other teachers.

**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.**

As a staff, we are working on work-life balance which is a high need that impacts academic achievement in scholars. Our Title II, Part A program is designed to address these needs by providing additional support.

**Schoolwide Reform Strategies**

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

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

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

One research-based schoolwide reform strategy that the school has adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. According to Tomlinson and Eidson, differentiated instruction “refers to a systematic approach to planning curriculum and instruction for



academically diverse learners” and is “a way of thinking about the classroom with the dual goals of honoring each student’s learning needs and maximizing each student’s learning capacity” (2003). The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student’s individual learning needs. The school believes that “only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place” (Tomlinson, 2003). As such, the school employs differentiated instruction in order to address the needs of all children in the school—particularly those at risk of not meeting challenging State standards.

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

In addition to utilizing differentiated instruction and implementing professional learning communities, the school has also adopted a system that ensures that teachers and students can establish and communicate about student learning goals and track student progress through the formative assessment process. Research supports these schoolwide reform strategies. Specifically, research has demonstrated that “goal setting has a general tendency to enhance learning” (Marzano, 2007). As such, the school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success that they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals—which align with all applicable Department of Education guidelines—teachers can effectively provide feedback on student learning through the use of formative assessment. Marzano points out that “major reviews of research on the effects of formative assessment indicate that it might be one of the more powerful weapons in a teacher’s arsenal” (2007). W. James Popham describes formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics” (2008). Since teachers of the school have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed in the school’s classrooms.

Finally, the school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to grow in their background knowledge. In

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

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

#### Instruction by Highly Qualified Teachers

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

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

#### Strategies to Attract High Quality Teachers

The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies, include the following: - Establishing close relationships with local universities and colleges with teacher education programs. - Yearly attendance at college teacher specific job fairs. - Internal teacher job fair events sponsored by National Heritage Academies. - Advertising positions through online college postings, newspaper advertisements, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees. - Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education. - Providing a comprehensive orientation that facilitates a successful transition into teaching. - Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program. - Including

teachers in the continuous improvement planning process, and other school initiatives and activities.

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

## 14.0 Wellness Policy and Goal Evaluation

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

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

Yes

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

Yes

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

No, the Wellness Policy does not need to be changed.

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

There are no changes necessary.

## 15.0 School Improvement Goals

### **Action Plan for Continuous Improvement**

|               |   |
|---------------|---|
| Goal          | By June 2024, each grade will see a 10% increase in the areas of ELA and Math as measured by the New York State Common Core Assessments and NWEA. |
| Baseline Data | New York State Common Core Assessments and NWEA   |

Riverton Street Charter School

| Area of Need   | ELA and Math   |              |                         |          |                   |         |                         |             |       |
|--|--|--------------|-------------------------|----------|-------------------|---------|-------------------------|-------------|-------|
| Root Cause   | Increasing student proficiency in Reading, Writing and Mathematics             |              |                         |          |                   |         |                         |             |       |
| Strategies   | Small Group Instruction, Effective Planning, Frequent Checks for Understanding |              |                         |          |                   |         |                         |             |       |
| 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 |
| Small Group Instruction PD   | 9/1/2023   | 6/28/2024    | Admin Team and Teachers |          |                   |         |                         |             |       |
| Effective Planning PD  | 9/1/2023   | 6/28/2024    | Admin Team and Teachers |          |                   |         |                         |             |       |
| Checks for Understanding PD  | 9/1/2023   | 6/28/2024    | Admin Team and Teachers |          |                   |         |                         |             |       |

|  |  |
|--|--|
| Goal   | By June 2024, each teacher will ensure at least 30% of their scholars achieve at least one year's growth as measured by the New York State Common Core Assessments and NWEA. |
| Baseline Data  | New York State Common Core Assessments and NWEA  |
| Area of Need   | ELA and Math   |
| Root Cause   | Increasing student proficiency in Reading, Writing and Mathematics   |
| Strategies   | Small Group Instruction, Effective Planning, Frequent Checks for Understanding   |
| 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 |
|-----------------------------|---------------|--------------|-------------------------|----------|-------------------|---------|-------------------------|-------------|-------|
| Small Group Instruction PD  | 9/1/2023      | 6/28/2024    | Admin Team and Teachers |          |                   |         |                         |             |       |
| Effective Planning PD       | 9/1/2023      | 6/28/2024    | Admin Team and Teachers |          |                   |         |                         |             |       |
| Checks for Understanding PD | 9/1/2023      | 6/28/2024    | Admin Team and Teachers |          |                   |         |                         |             |       |

## 16.0 Evaluation of School Improvement Efforts

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

The school annually evaluates the implementation of its school improvement efforts through its school improvement process. While the school regularly assesses its needs, when engaged in the school improvement process it specifically considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs. The school improvement process is an ongoing, cyclical effort that encompasses the following: 1) capturing, analyzing, and reporting data; 2) prioritizing needs based on data; 3) communicating priorities; 4) organizing and implementing specific action in accordance with priorities; and 5) evaluating progress. The evaluation of progress during the improvement process allows the school to assess the degree to which its school improvement plan is successful and fosters conversation for adjustments to its strategic initiatives and overall improvement efforts.

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

## 17.0 Professional Learning Plan

Riverton Street Charter School

In accordance with ESSA, the academy provides high-quality and ongoing professional learning for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

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

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

| <b>Date</b>               | <b>Content Hours</b> | <b>Title</b>  | <b>Objectives</b>   | <b>PD Type (Required, Grants, or General Funded)</b> | <b># of Estimated Attendees</b> | <b>Intended Audience</b> |
|---------------------------|----------------------|---|---|--|---------------------------------|--------------------------|
| 07/18/23<br>-07-<br>21/23 | 8 hours              | NHA Leadership Summit                               | Administrators will participate in a series of professional development workshops to increase the rigor of instructional practices in their school. |  | Grant Funded                    | 6                        |
| 08/23/23<br>-<br>08/25/23 | 8 hours              | National Heritage Academies New Teacher Orientation | To welcome new teachers and provide them with NHA mission and vision and introduce systems and structures   |  | General Funded                  | 70                       |

Riverton Street Charter School

|                           |         |  |  |  |                |    |
|---------------------------|---------|--|--|--|----------------|----|
| 08/29/23<br>-<br>09/02/23 | 8 hours | Beginning of<br>the Year?                        | To provide<br>teachers and<br>staff<br>members<br>with school<br>year<br>expectations<br>and launch  |  | General Funded | 70 |
|                           | 8 hours | Classroom<br>Management<br>Series (Part<br>I)    | To provide<br>teachers with<br>strategies<br>and<br>structures to<br>apply<br>effective<br>classroom<br>management<br>skills or add<br>to their<br>toolset.          |  | General Funded | 70 |
| 10/18/23                  | 8 hours | Classroom<br>Management<br>Series??<br>(Part II) | To provide<br>teachers with<br>strategies<br>and<br>structures to<br>apply<br>effective<br>classroom<br>management<br>skills or add<br>to their<br>toolset           |  | General Funded | 70 |
|                           | 8 hours | Planning and<br>Preparation                      | To provide<br>teachers with<br>an<br>understandin<br>g of the<br>effective<br>components<br>of lesson<br>planning and<br>how to apply<br>it to weekly<br>instruction |  | General Funded | 70 |

|  |         |   |  |  |                       |    |
|--|---------|---|--|--|-----------------------|----|
|  | 8 hours | Instructional Materials and Differentiation | To provide teachers with the opportunity to share resources and provide multiple entry points for instructional objectives |  | General Funded Funded | 70 |
|  |         |   |  |  |                       |    |

## 18.0 Community Partnerships

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

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

| Partner Name   | Benefits of Partnership  |
|--|--|
| Salvation Army   | Connection to community services for needy families, disaster relief, and youth camps. |
| St. Albans Library   | Foster relationship throughout the year to have a presence in the literacy community   |
| SUNY Old Westbury, St. Johns, York                                 | Provide student teachers and observers   |
| Local catering businesses e.g. J&T, Valleys, The Door, El Rey etc. | Provides goods and services to us  |



|  |  |
|--|--|
| ECAP, Excellence Achievement Afterschool | After School program focused on the Arts?and homework assistance |
|--|--|

## 19.0 Parent and Family Engagement Plan and Activities Calendar

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

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

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

| Month          | Engagement Activity  |
|----------------|--|
| September 2023 | 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 2023   | Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)   |
| November 2023  | Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)  |
| March 2024     | Parent SIP Meeting   |
| April 2024     | Spring Parent/Teacher Conferences  |

Through these activities and parental/family engagement components, the school assures that it appropriately: 1) provides assistance to parents/families; 2) provides materials and training to

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

Parental and family engagement activities, and the parent/family engagement component of this schoolwide plan, will be involved in the annual evaluation of the schoolwide plan. Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the school improvement plan and programs will be adjusted accordingly.

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

#### Preschool Transition Strategies

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

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

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

#### Teacher Participation in Making Assessment Decisions

Teachers at the school play an active role in making assessment decisions for their students. Specifically, teachers choose to implement as appropriate tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively with respect to the curriculum in order to identify what specific knowledge or skills students need to know and also to identify how they will determine when such learning has taken place. Teachers participate in the decision-making

process regarding whether they use curricular program assessments, common grade-level assessments, or other formative or summative assessments to determine or gauge student learning on an ongoing basis throughout the year. Instruction is adjusted accordingly by each teacher as they work to ensure mastery is attained by each student within their classroom and at the school.

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

#### Assistance to Students Having Difficulty Mastering Standards

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

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

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

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

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

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

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

Since the school is a single school K-8 public school academy, it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan.

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

#### Curriculum Alignment

The school implements the National Heritage Academies Curriculum. National Heritage Academies is the school's management company and has gone to extensive lengths to create a guaranteed and viable curriculum. NHA has researched the level of knowledge and skills students must have to be successful in terms of mastering State standards as well as being prepared for a challenging college program. This has included analyzing data from the NAEP (National Assessment of Educational Progress), ACT (American College Testing), and Northwest Evaluation Association's (NWEA) in order to determine what students must know in

order to be successful in college. By understanding the required knowledge base to succeed at the college level, NHA was able to work backwards and breakdown this knowledge base at each grade level. This breakdown allows for a seamless building of knowledge which will best prepare our students for high school and college. They utilized these findings and state standards to create the curriculum, ensuring the curriculum is aligned to and meets state requirements.

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

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

#### Methods of Effective Use of Technology

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

#### On-the-Job Learning

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

#### Building Level Decision Making

##### Decision Making Process:

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

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

## Riverton Street Charter School

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.