National Heritage Academies

School Improvement Process Workbook

1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2025-2026 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	2025-26	2026-27	2027-28	2028-29
Comprehensive Needs Assessment & Goal Identification completed	3/15/2025	3/15/2025	TBD	TBD
Schoolwide Plan reviewed and updated	3/15/2025	3/15/2025	TBD	TBD
Effectiveness of school improvement process in school evaluated	3/15/2025	3/15/2026	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	4/15/2025	4/15/2026	TBD	TBD
Title I Parent Meetings	3/27/2025	3/27/2026	TBD	TBD

2.0 Evidence of Collaboration - GA & LA

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

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

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

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

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

Willow 2024-25

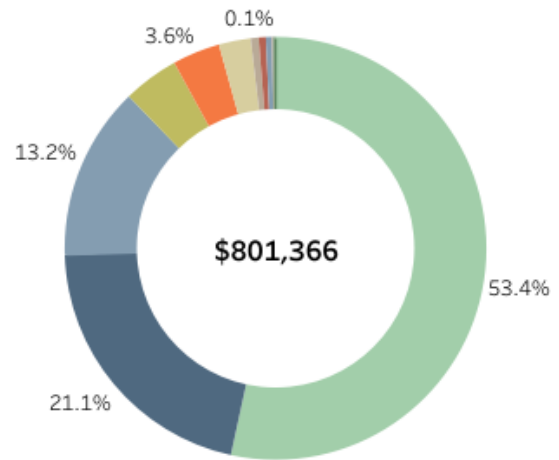|		
Teachers	$427,998	53.4%
Coaches	$169,381	21.1%
Paraprofessionals	$105,988	13.2%
Supplies	$34,275	4.3%
Before/After School	$29,163	3.6%
Indirect Expenses	$19,667	2.5%
At-Risk Coordination	$4,760	0.6%
Professional Development	$4,400	0.5%
Summer Coordinator	$3,533	0.4%
Parent Family Engagement	$1,200	0.1%
Social Work	$1,000	0.1%
All	$801,366	100.0%

Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

03/25/2025

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

03/27/2025

5.0 Collaboration with the School Board

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

04/25/2025

6.0 Program Evaluation - Overview

ESSA requires that schools must annually: - Evaluate the implementation of and results achieved for grant funded programs, strategies and initiatives. - Determine the effectiveness of the programs in increasing achievement of students in meeting state academic standards - Revise their continuous school improvement plan, as necessary based on the results of the evaluation, to ensure the ongoing continuous improvement of student achievement.

7.0 Comprehensive Needs Assessment - Overview

ESSA requires that schools must annually: - Evaluate the implementation of and results achieved for grant funded programs, strategies and initiatives. - Determine the effectiveness of the programs in increasing achievement of students in meeting state academic standards - Revise their continuous school improvement plan, as necessary based on the results of the evaluation, to ensure the ongoing continuous improvement of student achievement.
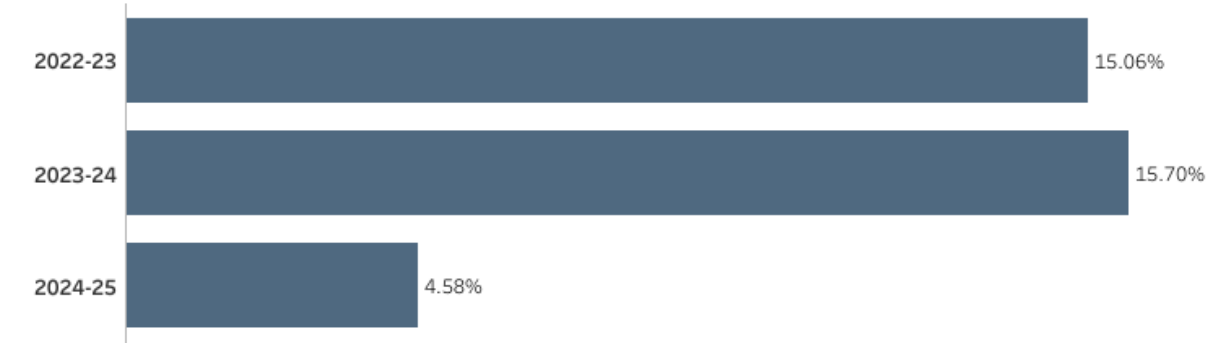
The Program Evaluation should be completed as part of the Comprehensive Needs Assessment and School Improvement Process and must be completed before submission of the ESSA Consolidated Application. The process must be completed with stakeholder input. Sign-in sheets, agendas and minutes for all meetings should be kept on file.   - Directions: Complete your school specific Program Evaluation Template sent to you via email by the Program Accountability Advisor Team and upload here. - Add upload button for Program Evaluation
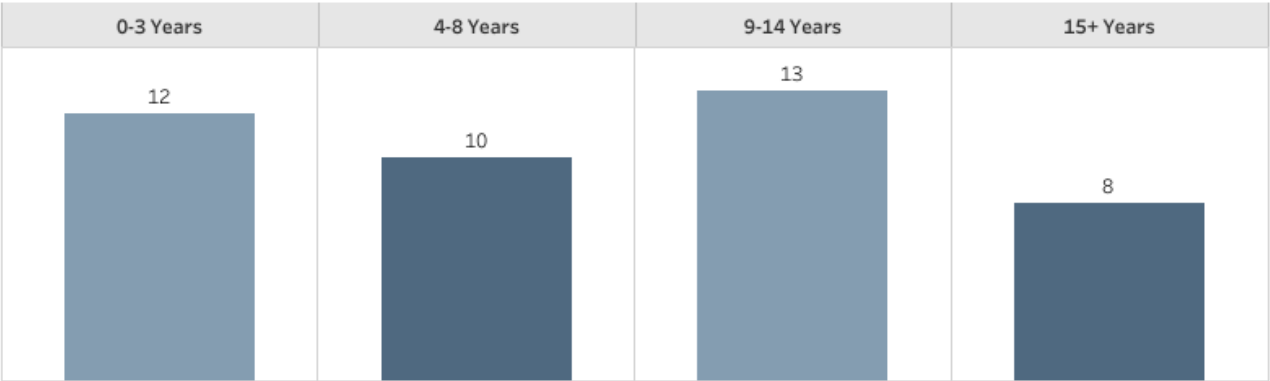
8.0 Staff Data

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

Teacher Turnover

Year	Turnover
2022-23	15.06%
2023-24	15.70%
2024-25	4.58%

Total Years Teaching Experience

0-3 Years	4-8 Years	9-14 Years	15+ Years
12	10	13	8

* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

% Instructional Time Lost

2022-23	2023-24	2024-25

1.4%

0.9%

0.6%

Percentage of instructional days where a full-time teacher was not in the classroom (includes General Ed and Special Ed Teachers)
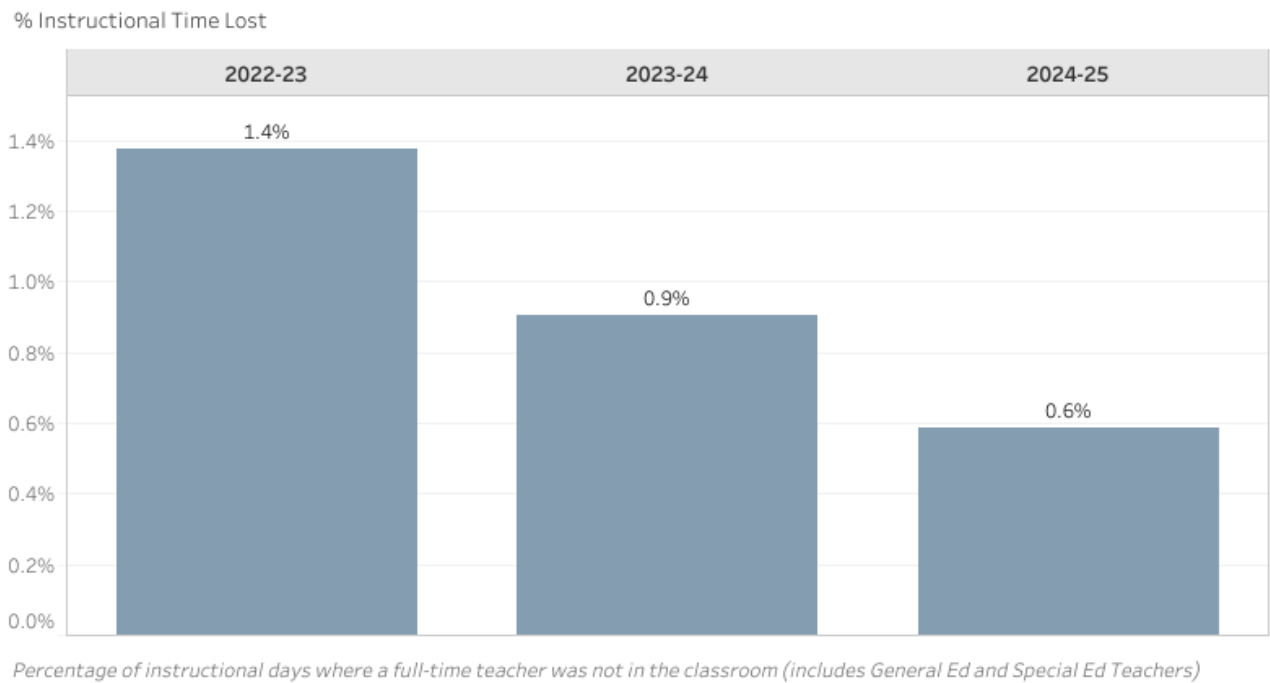
Figure: Teacher Absences and % Instructional Time Lost

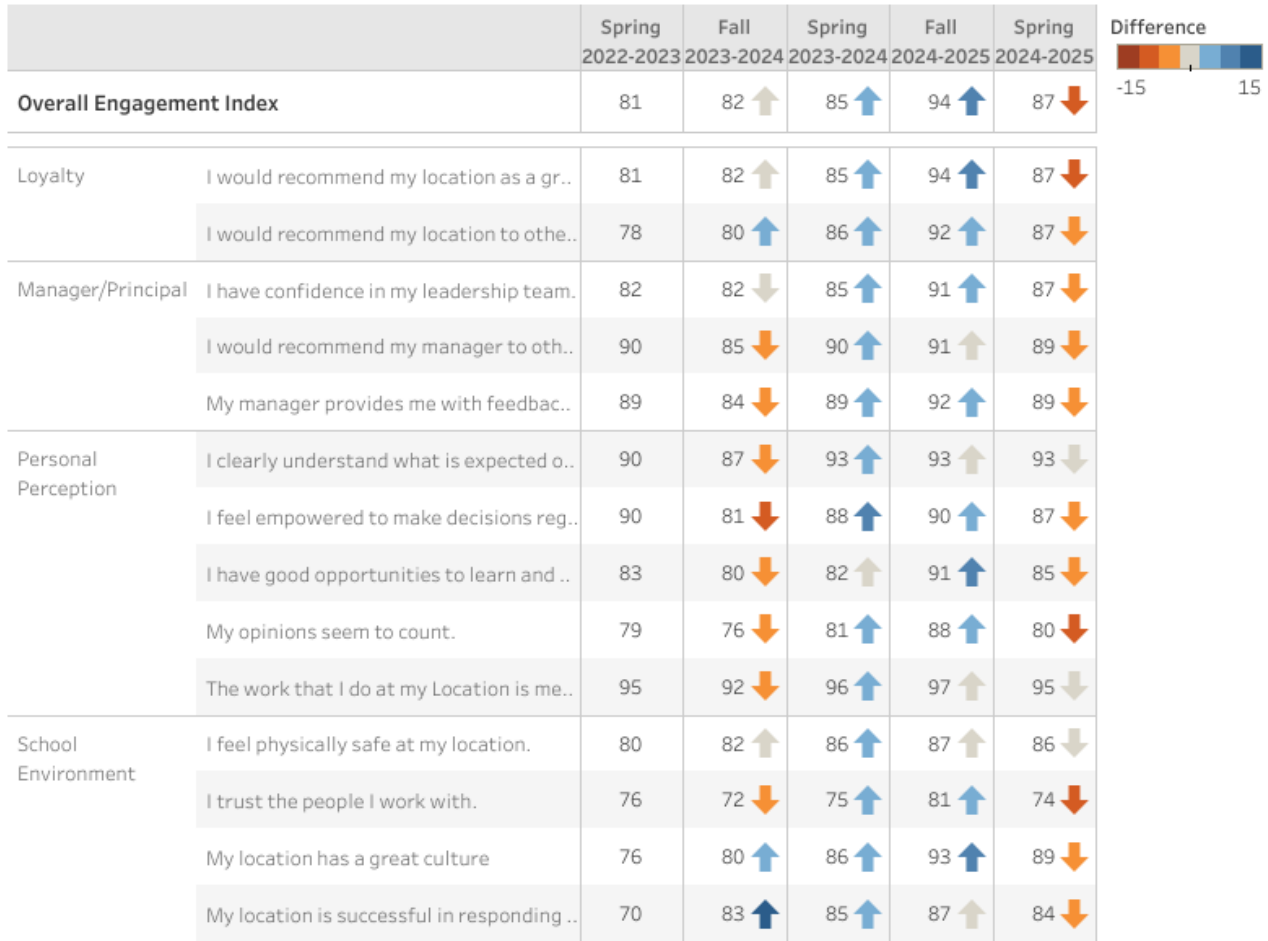|		Spring 2022-2023	Fall 2023-2024	Spring 2023-2024	Fall 2024-2025	Spring 2024-2025	Difference
Overall Engagement Index		81	82 ↑	85 ↑	94 ↑	87 ↓	-15 15
Loyalty	I would recommend my location as a gr..	81	82 ↑	85 ↑	94 ↑	87 ↓	
	I would recommend my location to othe..	78	80 ↑	86 ↑	92 ↑	87 ↓	
Manager/Principal	I have confidence in my leadership team.	82	82 ↓	85 ↑	91 ↑	87 ↓	
	I would recommend my manager to oth..	90	85 ↓	90 ↑	91 ↑	89 ↓	
	My manager provides me with feedbac..	89	84 ↓	89 ↑	92 ↑	89 ↓	
Personal Perception	I clearly understand what is expected o..	90	87 ↓	93 ↑	93 ↑	93 ↓	
	I feel empowered to make decisions reg..	90	81 ↓	88 ↑	90 ↑	87 ↓	
	I have good opportunities to learn and ..	83	80 ↓	82 ↑	91 ↑	85 ↓	
	My opinions seem to count.	79	76 ↓	81 ↑	88 ↑	80 ↓	
	The work that I do at my Location is me..	95	92 ↓	96 ↑	97 ↑	95 ↓	
School Environment	I feel physically safe at my location.	80	82 ↑	86 ↑	87 ↑	86 ↓	
	I trust the people I work with.	76	72 ↓	75 ↑	81 ↑	74 ↓	
	My location has a great culture	76	80 ↑	86 ↑	93 ↑	89 ↓	
	My location is successful in responding ..	70	83 ↑	85 ↑	87 ↑	84 ↓	

Figure: Staff Perceptions

What trends do you notice in your school staff data?

Our data indicates that the overall staff engagement has increased significantly since Fall 2022, from an index of 75 to an index of 94 in Fall 2024. Every single area from Loyalty to School Environment has increased from last Spring to this current Fall. Loyalty, safety, culture have consistently grown since Fall 2022. Teacher turn over rates have decreased significantly since 2022 - 2023 at 15.06% to 24-25 at 4.58%. Instructional time lost has diminished from 1.4% in 2022 - 2023 to 0% in 2024 - 2025.

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

The administrative staff has been consistent with continuously providing a culture of confidentiality where teachers and staff have safe spaces in order to share concerns and ideas. Those ideas are welcomed and strongly considered to improve the school's

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

9.0 Parent Perception Data

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

		2021-22	2022-23	2023-24	2024-25
Loyalty	Likelihood to Enroll Next Year		57% (88)		
	Likelihood to Recommend School	46% (127)	51% (96) ⬆	60% (156) ⬆	58% (88) ⬇
	Overall Satisfaction	44% (128)	49% (97) ⬆	56% (154) ⬆	56% (88) ⬇
Academics	Child Receiving High-Quality Education		49% (92)	57% (151) ⬆	56% (86) ⬇
	Satisfaction With Child's Academic Progress	44% (128)			
Schoolwide Behavior System	Discipline is Handled Effectively at This School	45% (128)	51% (88) ⬆	62% (149) ⬆	47% (85) ⬇
	School Provides Safe Environment	55% (254)	57% (90) ⬆	73% (150) ⬆	60% (82) ⬇
Communication	Leadership Communication		44% (95)	56% (154) ⬆	49% (41) ⬇
	School Communication	47% (128)			
	Teacher Communication	44% (128)	45% (96) ⬆	56% (153) ⬆	50% (40) ⬇
Moral Guidance	Moral Focus Impact		53% (91)	62% (151) ⬆	53% (85) ⬇
	School Delivers Moral Guidance	53% (256)			

YOY Change
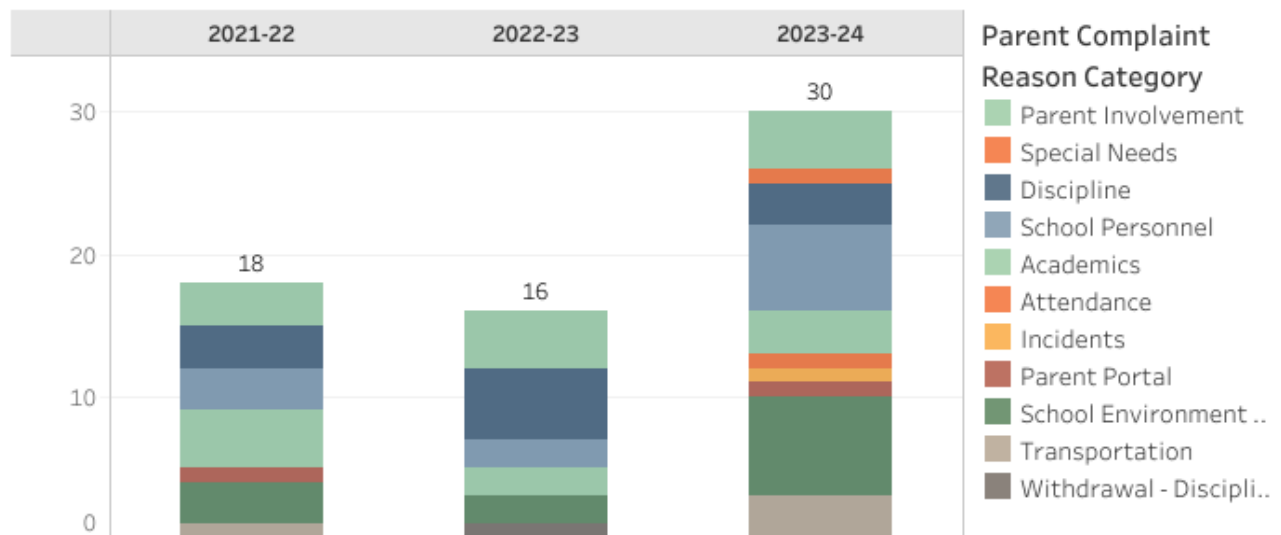-15%   15%

Figure: Parent Survey Results

Figure: Parent Complaint Counts

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

The data suggests that efforts to increase parent responses were effective. The number of parent responses have increased in each category. This allows for positive data validity. Nevertheless, over the past three years, there are several categories of data that was not consistently collected in regards to the parent survey results: retention of students, satisfaction with academics, school communication and moral guidance. Most areas in 2023 - 2024 concluded that over 00% of the parents positively agreed with the statements. In regards to parent complaints, this number has doubled from 2022 - 2023 to 2023 - 2024. The majority of the complaints are regarding school environment and procedures and school personnel.

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

Our focus is keeping our parents informed and engaged. The activities that we completed on last school year will continue, while adding in a few new activities for parents. Research has shown that students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. Parental involvement also more securely sets these students up to develop a lifelong love of learning, which researchers say is key to long-term success. Therefore the activities outlined for this school year are strategically designed to encourage positive interactions from parents. We will utilize survey results to fine tune some these activities based off of the suggestions and feedback provided on last year. Our goal is to make parental experiences better each school year. At the

beginning of the school year, we will have a Back to School Bash. At this event we will introduce staff, outline student expectations, explain school policies regarding discipline and attendance. We will share data regarding attendance and discipline, while sharing suggestions and tips to support a healthier home life centered around our school goals. We will have barbers and braiders on site to assist providing hair cuts for boys and hair dos for girls to those students who are in need. We will have registration tables set up to welcome new students. Because we have a large middle school population, we will have a separate middle school orientation to share upcoming events and expectations for our middle school students. The administration will also send home a weekly Family Newsletter in which the main goal is to share news and updates from the administration and teachers. Parents will also have an opportunity to visit with teachers during the school year, as we will have Parent Teacher Conferences during intervals of the year. In addition, there are opportunities during other events that take place on campus.

10.0 Demographic Data

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

Gender

2022-23		50%
2023-24		51%
2024-25		50%
2022-23		50%
2023-24		49%
2024-25		50%
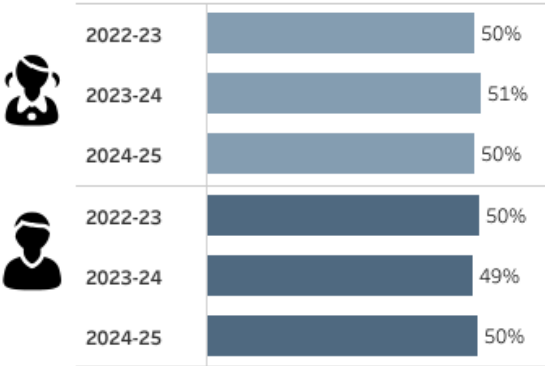
Enrollment

Grade	2022-23	2023-24	2024-25
K	80	74 ⬇	74
1	79	73 ⬇	72 ⬇
2	89	73 ⬇	72 ⬇
3	89	87 ⬇	81 ⬇
4	56	83 ⬆	54 ⬇
5	84	59 ⬇	83 ⬆
6	77	76 ⬇	73 ⬇
7	89	47 ⬇	55 ⬆
8	70	49 ⬇	41 ⬇

Ethnicity

American Indian or Alaskan Native	2022-23	0.7%
	2023-24	1.6%
	2024-25	2.0%
Asian	2022-23	0.3%
	2023-24	0.2%
Black or African American	2022-23	93.4%
	2023-24	92.3%
	2024-25	90.9%
Hispanic	2022-23	2.1%
	2023-24	2.1%
	2024-25	3.0%
Native Hawaiian or Pacific Islander	2022-23	0.3%
	2023-24	0.3%
	2024-25	0.2%
White	2022-23	3.2%
	2023-24	3.5%
	2024-25	4.0%

Figure: Gender, Ethnicity, and Enrollment

% EL

	2022-23	2023-24	2024-25	
	1%	1%	1%	EL
	99%	99%	99%	Non-EL

% Homeless

	2022-23	2023-24	2024-25	
				Homeless
	99%	99%	100%	Non-Homeless

% FRL

	2022-23	2023-24	2024-25	
	7%	17%	8%	Not Eligible
	6%	3%	4%	Reduced
	87%	80%	87%	Free

% IEP
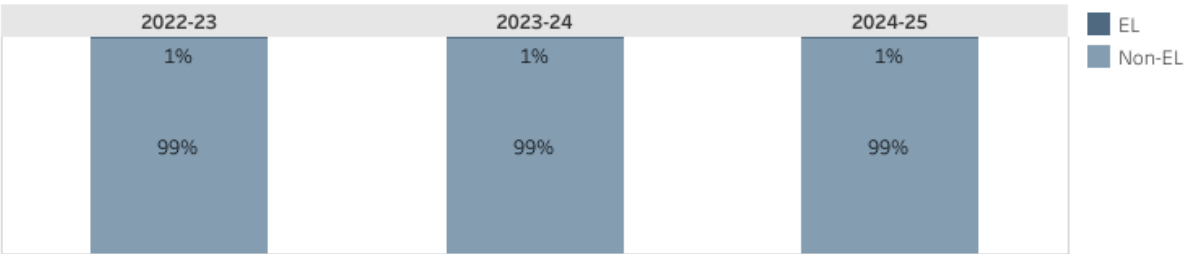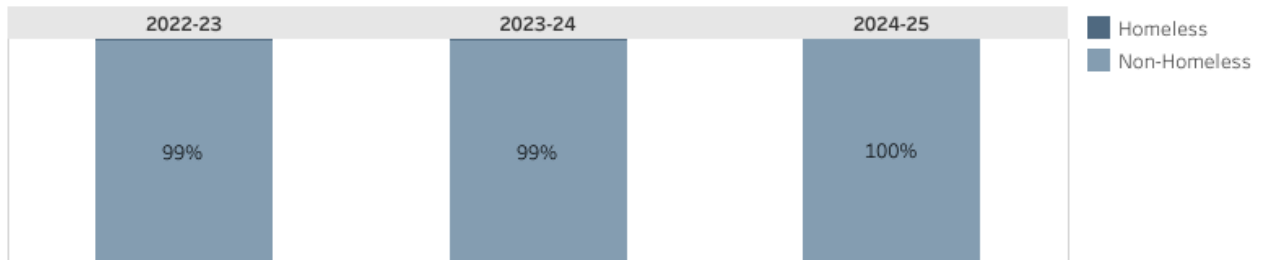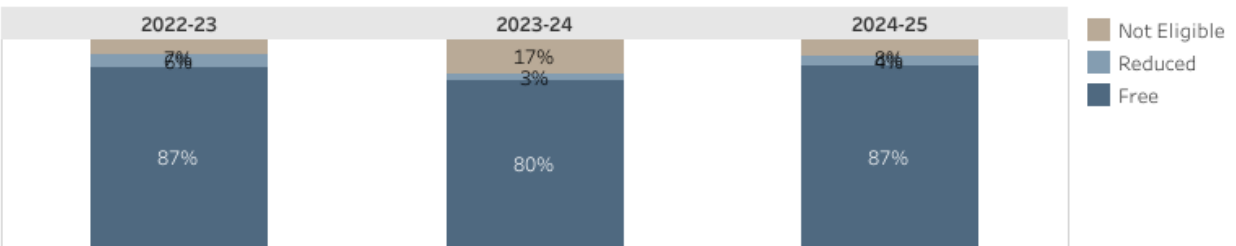
	2022-23	2023-24	2024-25	
				IEP
	88%	89%	89%	Non-IEP
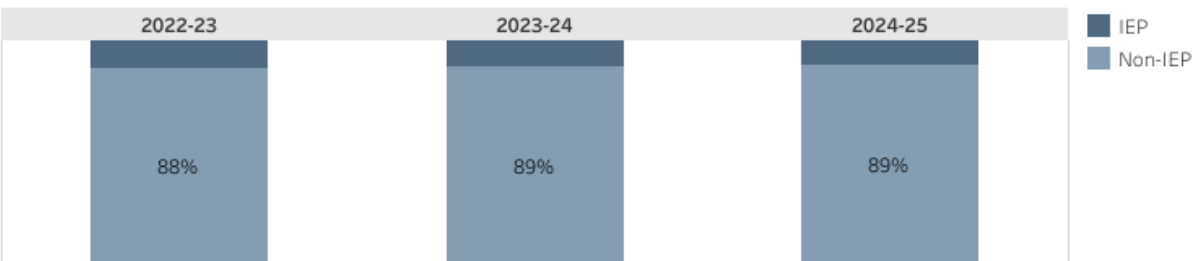
Figure: % EL, % Homeless, %FRL, % IEP

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

Enrollment has declined in all grade levels with the exception of 5th and 7th grade. The student ratio of boys to girls is 1:1. The percentage of white students has increased.

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

In regards to enrollment, our Admissions Representative recruits from within our community, providing school tours and informational sessions to prospective families. We are currently promoting our student and encouraging students in the Lafayette area to join our family. We still continue to implement PBIS activities centered around attendance and discipline. For example, "Willows Cool Kids Popsicle Event" that is dedicated to acknowledging and rewarding students with perfect attendance, no behavior infractions and showing effort in class. In addition, one student from each class is recognized during our "Monthly Moral Focus Assemblies". Willow students also have an opportunity to participate in "Quarterly Field Trips" centered around attendance, behavior and effort.

10.1 Student Attrition Data

Year End

	2021-22	2022-23		2023-24	
Attrition	31.9%	39.3%	⬆	40.1%	⬆

YOY Difference

-15%   15%

Year-To-Date

	5/12/2023	5/12/2024		5/12/2025	
Attrition	23.5%	26.6%	⬆	18.2%	⬇

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

Figure: Student Attrition

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

Attrition has increased since the 2021 - 2022 school year.   Attrition has consistently increased from 2021 to 2024. When comparing March 2024 to March 2025 attrition has decreased from 24.2 to 15.1%.

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

There are numerous reasons as to why a student leaves during the school year, that range from families relocating to discipline issues and dissatisfaction. Retention is one

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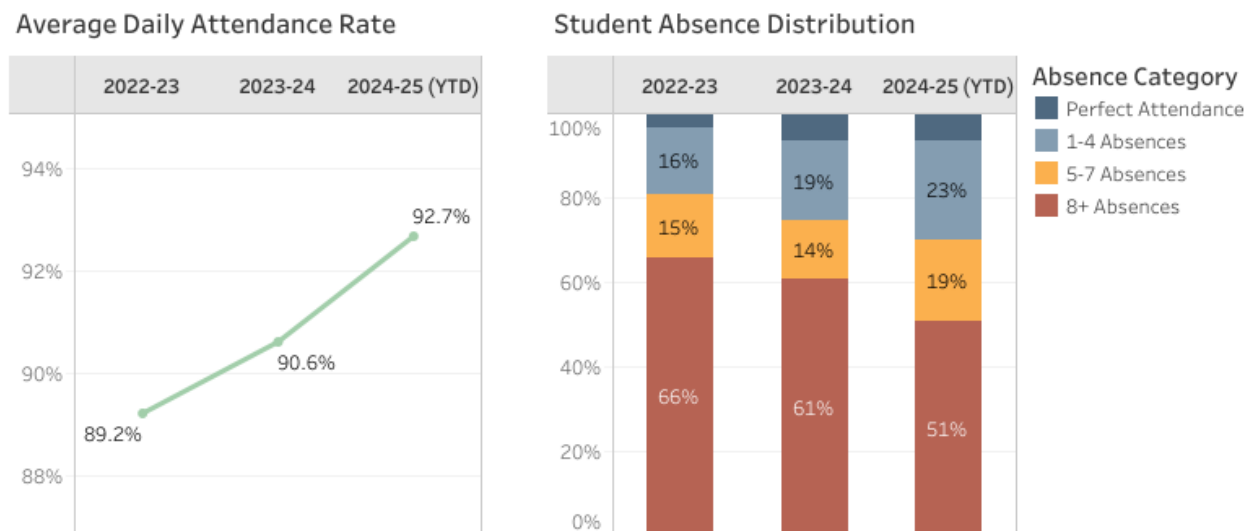
10.2 Student Attendance

Figure: Student Attendance

What trends do you notice in your student attendance data?

Over three years students more than half of the student body has 8 or more absences. Since 2022 absences of 8 or more have decreased tremendously: from 66% to 61% to 42%. However, there is a large percentage that continue to have 1 - 7 absences for this current year 2025 (58%).

Are there action steps you are taking/will take to impact this trend? If yes, what are they?
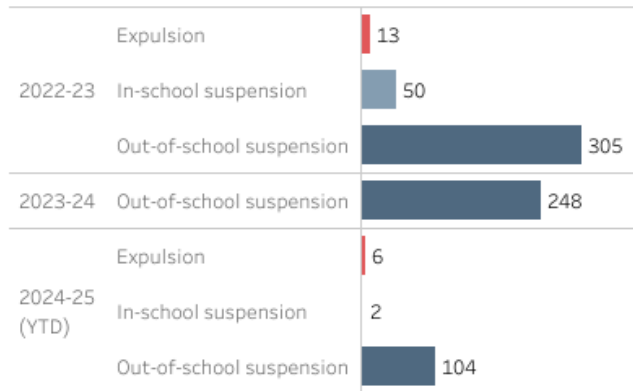
Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance

and achievement may appear early in a child's school career, therefore it is critical for administration and staff to make coming to school daily a priority for students. The home school connection must be intact and strengthened, which will be done through our weekly newsletters, parent teacher meetings, and other social events that we will include our parents in this school year. In addition, we have centered our PBIS efforts around increasing attendance. This has been done through Quarterly Field trips, centered around attendance. In addition, to our "Weekly Cool Kids Popsicle Event" and "Monthly Moral Focus Assemblies". Teachers are also expected to commit to a culture of High Professional Expectations by modeling, communicating and supporting our school expectations, via enforcing the student handbook.
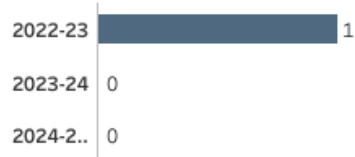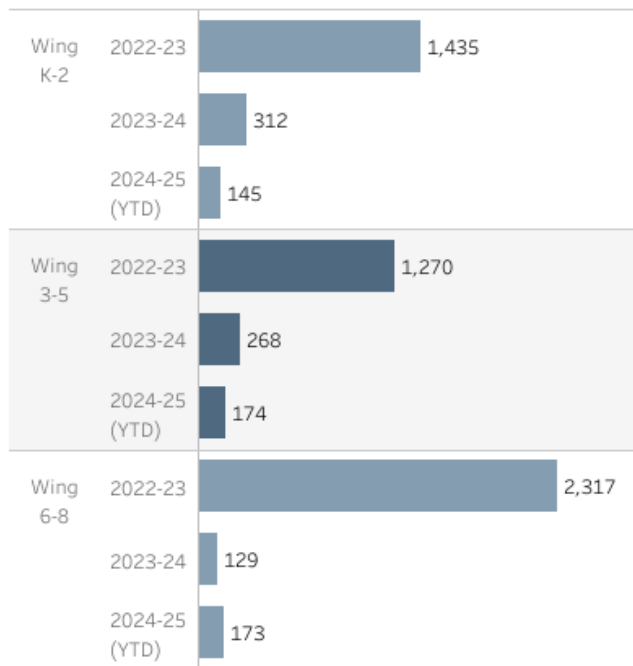
10.3 Student Discipline

Suspensions

2022-23	Expulsion	13
	In-school suspension	50
	Out-of-school suspension	305
2023-24	Out-of-school suspension	248
2024-25 (YTD)	Expulsion	6
	In-school suspension	2
	Out-of-school suspension	104

Behavior Plans

2022-23	1
2023-24	0
2024-2..	0

Behavior Events Per Student

2022-23	6.3
2023-24	0.9
2024-2..	0.7

Events by Wing

Wing K-2	2022-23	1,435
	2023-24	312
	2024-25 (YTD)	145
Wing 3-5	2022-23	1,270
	2023-24	268
	2024-25 (YTD)	174
Wing 6-8	2022-23	2,317
	2023-24	129
	2024-25 (YTD)	173

Events by Gender

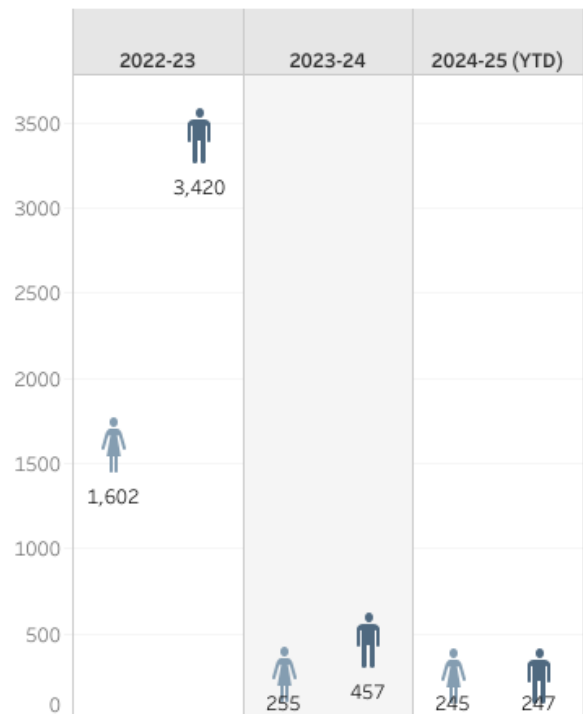|	2022-23	2023-24	2024-25 (YTD)
Male	3,420	457	247
Female	1,602	255	245

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

What trends do you notice in your student discipline data?

Data for this school year has significantly decreased when compared to previous years. The data shows a trend that could have indicated an increase in infractions at each grade span, however the data has turned in a positive direction. Out of school suspensions are high, however the highest out of school suspension year was 2022-

2023 school year with 305 suspensions.   Overall suspensions have decreased from 305 to 75. Males have more incidents than females, however the 2:1 ratio has improved.

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

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

11.0 School Community Summary

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

Willow Charter Academy is located in Lafayette, Louisiana. Lafayette is located close to the center of Louisiana. Lafayette has 15.62 square miles of land area and 0.04 square miles of water area. The total population is 30,155, which has shrunk 1.47% since 2000. The population growth rate is lower than the state average rate of 2.96% and is much lower than the national average rate of 11.61%. As of 2014, the median household income is $24,889 and has grown by 16.65% since 2000. The income growth rate is much lower than the national average rate of 27.36%. The median house value is $95,400 in 2010-2014 and has grown by 67.96% since 2000. On average, the public school district is better than the state average in quality. There are 42 schools in Prekindergarten to Grade 12 with 30,961 students, 1,979 teachers, and a student teacher ratio of 15:64.

12.0 Student Interim Data
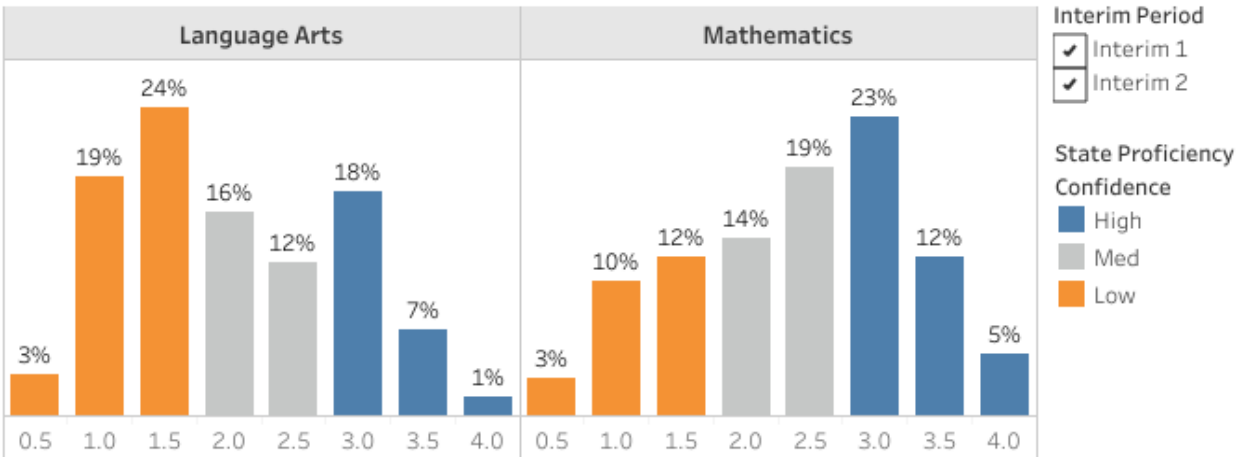
2024-25 Scaled Score Distribution (Grades 3-8)

Figure: Interim Scaled Score Distribution
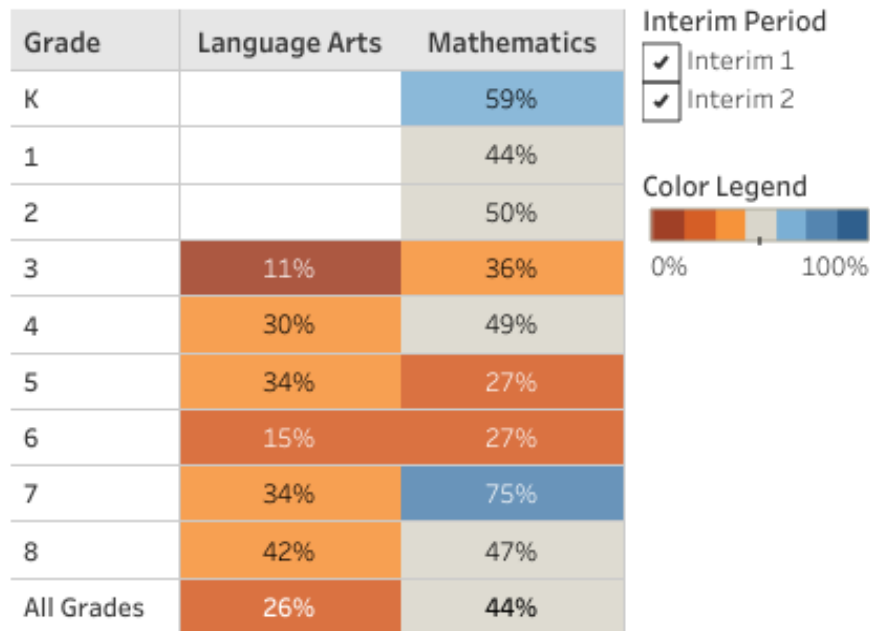
2024-25 Percent At or Above 3.0

Grade	Language Arts	Mathematics
K		59%
1		44%
2		50%
3	11%	36%
4	30%	49%
5	34%	27%
6	15%	27%
7	34%	75%
8	42%	47%
All Grades	26%	44%

Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

75% of the students in grade students are scoring at or above 3.0 in Mathematics. In addition, 59% of Kindergarten students are scoring at 3.0 or above in Mathematics. Only 11% of 3rd grade students are scoring at or above 3.0 in ELA. Students in most grade levels score higher in Mathematics, than they do in ELA. Overall students are performing better in Mathematics with 44% scoring at or above 3.0.

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

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

13.0 State Test Data

		2021-22	2022-23		2023-24	
Math	3	24%	19%	↓	24%	↑
	4	17%	26%	↑	30%	↑
	5	11%	15%	↑	20%	↑
	6	8%	16%	↑	15%	↓
	7	8%	7%	↓	30%	↑
	8	25%	13%	↓	29%	↑
	Total	**15%**	**15%**	↑	**24%**	↑
Reading	3	24%	31%	↑	38%	↑
	4	28%	40%	↑	36%	↓
	5	23%	37%	↑	46%	↑
	6	16%	32%	↑	42%	↑
	7	32%	32%	↑	43%	↑
	8	56%	31%	↓	71%	↑
	Total	**29%**	**33%**	↑	**44%**	↑
Science	3	8%	8%	↓	15%	↑
	4	5%	21%	↑	26%	↑
	5	8%	11%	↑	18%	↑
	6	4%	6%	↑	6%	↓
	7	9%	10%	↑	20%	↑
	8	18%	5%	↓	13%	↑
	Total	**8%**	**9%**	↑	**16%**	↑
Social Studies	3	7%	11%	↑		
	4	3%	21%	↑		
	5	5%	5%			
	6	4%	6%	↑		
	7	18%	22%	↑		
	8	25%	8%	↓		
	Total	**10%**	**12%**	↑		

YOY Proficiency Change

-15%   15%

Figure: State % Proficient by Grade

13.1 Subgroup State Achievement Data

		2021-22	2022-23		2023-24	
All Students		15%	18%	⬆	28%	⬆
EL Status	EL Student					
	Non-EL Student	16%	18%	⬆	28%	⬆
Ethnicity	American Indian or Ala..					
	Asian					
	Black or African Ameri..	15%	18%	⬆	29%	⬆
	Hispanic	10%				
	Native Hawaiian or Pa..					
	White	30%	16%	⬇	17%	⬆
FRL Status	Free	14%	17%	⬆	28%	⬆
	Reduced	33%	24%	⬇	40%	⬆
	Not Eligible	15%			20%	
Gender	Female	14%	21%	⬆	29%	⬆
	Male	17%	14%	⬇	27%	⬆
Homeless Status	Homeless					
	Non-Homeless	16%	18%	⬆	28%	⬆
IEP Status	IEP Student	6%	6%	⬆	12%	⬆
	Non-IEP Student	17%	19%	⬆	31%	⬆
Student Tenure	< 3 Years	14%	14%	⬆	24%	⬆
	3+ Years	16%	20%	⬆	31%	⬆

YOY Proficiency Change

-15%   15%

Figure: State % Proficient by Subgroup

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

Overall the grade level data shows an overall increase from 2022 -2023 to 2023 -2024, from 18% to 28%. Every subgroup showed increase from 2022-2023 to 2023-2024.

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

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

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

Males are closing the achievement gaps when compared to females. In 2022 - 2023 there was a 7% gap between males and females. Now, there is only a 2% gap: 29% proficient females and 27% proficient in males.

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

It has been a struggle closing the achievement gap for our male students, especially in ELA and Math. One of the main problems we have is encouraging our male students to attend school daily and behave in a manner that is deemed acceptable and appropriate. We are addressing our attendance issues by encouraging our male students to participate in after school and athletic programs. Research states that if a child is connected to school outside of just academics that there is a better chance to get them to be successful in school. We allow some males (who may lack athletic skills) on the basketball and track teams to help boost their motivation to perform in the classroom. We are also intentional about our student ambassadors. Usually, we select males who are not performing well academically.   In addition, all students are encouraged to attend school and do their very best through our monthly PBIS incentives.

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

There was no data shared regarding Homeless, Neglected and Foster Care Students.

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

This data is not available.

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

There was no data shared regarding Migrant Students.

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

This data is not available.

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

Over the course of three years, proficiency has increased each year for the non-EL students, from 10% to 18% and now the data reflects 28%.

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

There is no data available for the comparison of EL students, there is only data for NON-EL students.

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

In regards to race, white students have declined overall from 2021-2022 to 2023 - 2024, however there has been growth from 2022 - 2023 to 2023 - 2024: 16% to 17% for white students and 18% to 29% for African American students. There was no other ethnic groups with available data.

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

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

14.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

Reading is the highest proficiency out of the four content areas. In addition, six out of 7 grade levels showed an increase in proficiency.   Lastly, another strength is that 8th grade more than doubled in proficiency in Reading. The most obvious challenge is that 4th grade was the only grade level that showed decline when analyzing data horizontally, however when vertically looking at the data the same group of students had 31% proficient the previous year as 3rd graders, however showed 36% proficient as 4th graders.

What trends have been identified in Reading?

Overall the Reading content area has shown growth each year from 29% (2022) to 33% (2023) to 44% (2024). This is the highest area of proficiency of the four content areas.

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

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

Writing

What strengths and challenges in Writing have been identified?

NOTE: This section is based on Administrative Observations / Teacher Feedback. The one strength that has been identified is that students like a variety of writing topics to choose from. They seem to love to write when it is a topic that they like or if they can

explain themselves or tell a story. The one challenge is that students lack grade level vocabulary to assist them in writing effectively on grade level.

What trends have been identified in Writing?

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

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

Teachers have Writing Conferences with students, where they help them correct their writing through mini lessons. Teachers are teaching various topics like editing, subject verb agreement, spelling, punctuation, etc.   Our Curriculum Specialists are introducing writing strategies and support teachers on a daily basis to ensure that those strategies are being presented to students.

Math

What strengths and challenges in Math have been identified?

Every grade level in Math showed an increase with the exception of 6th grade. 7th and 8th grade really showed tremendous growth. Overall, Math grew from 15% to 24%. One major challenge is that the lowest percent proficient is 6th grade with 15% proficiency.

What trends have been identified in Math?

While the overall proficiency remained the same from 2021-22 to 2022-23, students showed a 9% proficiency growth in 2023 - 2024. When looking at the data vertically and horizontally, most students showed growth.

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

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

This data is also used during the intervention block and during After School Tutoring. All PLCs and unpacking of standards is supported by the Literacy Coach.

Science

What strengths and challenges in Science have been identified?

The obvious strength in Science is that overall there was an increase each year in this content area from 8% to 9% to 16%. When looking at data vertically, students that moved from 6th grade (2023) to 7th grade (2024) had tremendous growth from 6% to 20% and students that moved from 3rd grade (2023) to 4th grade (2024) grew from 8% to 26%.

What trends have been identified in Science?

Over the past three years, 3rd, 4th, 5th and 7th grade have increased while 6th and 8th grade remained either the same or moved up and down not showing consistency. 7th and 8th grade more than doubled in proficiency.

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

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

Social Studies

What strengths and challenges in Social Studies have been identified?

There is no new data to analyze for 2023 - 2024.

What trends have been identified in Social Studies?

There is no new data to analyze for 2023 - 2024.

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

There is no new data to analyze for 2023 - 2024.

Student Interventions

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

At Willow Charter Academy excellence is the goal. We ensure that all students are learning at a high level by providing each class with a highly qualified teacher who is

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

How does your school identify students who need intervention?

Through the various content areas, there are several programs that have particular thresholds to determine if the student needs additional supports in order to experience success. For Reading and Math, those thresholds are identified by content and grade level, as identified above in those respective sections: from falling below a specific percentile, to scoring in the Approaching Basic / below basic ranges on specific assessments.

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

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

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

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

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

Each teacher participates in weekly job embedded PLCs. Teachers analyze student achievement on LEAP assessments, classroom assessments, benchmarks, etc.

Teachers look for trends and determine the best approach to eliminate the trend if it is something that is keeping the student from learning.

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

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

Highly Qualified Staff

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

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

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

What staff development offerings were the most effective last year?

WCA has identified that Bridging the Gap between Curriculum and State Assessments have been the most effective, utilizing LEAP Test Prep. Additionally, our job embedded staff development is also beneficial to teachers. Our weekly PLCs help teachers navigate daily preparation as students move closer towards mastery. Having effective curriculum specialists on campus is a great resource to enhance teacher development.

How do you know the PD was effective?

Although there is no formal survey, we utilize teacher feedback, administrative observations and interim/benchmark data to help determine if teachers are growing through the PD provided. The administration and lead staff members make adjustments

as needed to ensure that teachers are delivering instruction at the highest level possible.

How will the learning be sustained moving forward?

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

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

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

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

Willow Charter Academy's teachers struggle with engagement strategies and building the classroom culture needed for students to grow to their full potential. Students must remain engaged in daily lessons in order to seek mastery of content. Teachers need to see this concept in action, with an opportunity to ask questions and feel safe as they navigate understanding what this looks like on a daily basis. Therefore, I would like to take my middle school teachers to visit Ron Clark Academy. The Academy has received both national and international recognition for its success in creating a loving, dynamic learning environment that promotes academic excellence and fosters leadership.   RCA helps teachers learn better ways to engage students, promote academic excellence, build relationships, and create a positive climate and culture. RCA's Professional development for teachers is a completely unique, immersive experience where our teachers can observe classes in session, thus giving them a deeper understanding of strategies for engaging students, promoting academic excellence, fostering meaningful relationships, and creating a climate and culture that

promotes success for all. The Ron Clark Academy House System is a dynamic, exciting, and proven way to create a positive climate and culture for students and staff. RCA is located in Atlanta, Georgia.

Schoolwide Reform Strategies

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

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

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

One research-based schoolwide reform strategy that the school has adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning

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

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

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

Since teachers of the school have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed in the school's classrooms.

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

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

Instruction by Highly Qualified Teachers

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

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

Strategies to Attract High Quality Teachers

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

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

15.0 Evaluation of School Improvement Efforts

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

WCA uses a combination of data collection, analysis, and reflection while focusing on student achievement, attendance, and other key indicators, as well as feedback from teachers and staff.

Please complete the following review of your current year's goals.

16.0 School Improvement Goals

Action Plan for Continuous Improvement

Goal	Increase Math proficiency from 24% (2024) to 30% in 2025.
Baselne Data	Math proficiency has started to increase: 15% (2022), 15% (2023), and 24% (2024).
Area of Need	Computation Skills, Multi-Step word problems
Root Cause	Students in Mathematics are scoring below proficiency levels as compared to ELA. Students lack critical thinking skills to compute multi-step word problems.
Strategies	Teacher Development in PLC's and Student Development through Intervention

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
Teacher PLC - Instructionally Focused and Data Driven	8/2024	5/2025	PrincipalCurriculum SpecialistsCurriculum Specialists						
Student Intervention Block	8/2024	5/2025	PrincipalCurriculum SpecialistsCurriculum Specialists						

Goal	Increase ELA proficiency from 44% (2024) to 51% in 2025.
Baselne Data	ELA proficiency has continually increased: 29% (2022), 33% (2023) and 44% (2024).
Area of Need	Reading Comprehension and Vocabulary development
Root Cause	Students struggle with reading comprehension and vocabulary.
Strategies	Teacher Development in PLC's and Student Development through Intervention

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
Teacher PLC - Instructionally Focused and Data Driven	8/2024	5/2025	PrincipalCurriculum SpecialistCurriculum Specialist						
Student Intervention Block	8/2024	5/2025	PrincipalCurriculum SpecialistCurriculum Specialist						

17.0 Professional Learning Plan

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

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

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

Date	Content Hours	Title	Objectives	PD Type (Required, Grants, or General Funded)	# of Estimated Attendees	Intended Audience
6/2025		Louisiana Teacher Leader Summit	Engage in sessions aligned to Louisiana's academic priorities, collaborate with peers, and gain resources and strategies to support teaching and learning in their schools and classrooms	The Louisiana Teacher Leader Summit is a central focus to ensure that all professional development and resources support effective implementation of Louisiana Student Standards in core content areas	Title I	6
7/2025		New Teacher	To receive the tools needed to	At a New Teacher	General Funded	3

		Summit	start the year strong as an new NHA teacher	Summit, alignment to Louisiana State Academic Standards is a foundational component to ensure new educators understand what students are expected to learn and how to deliver effective, standards-based instruction across all content areas		
7/2025		Back-to-School PD	To prepare and equip educators with the knowledge, skills, and resources they need to start the new school year effectively, ensuring a strong foundation for student success.	Throughout the PD, the goal is to ensure teachers are- Using state-adopted curriculum and resources that align with the standards. Implementing effective instructional strategies that support the mastery of grade-level content.	General Funded	80

				Consistently applying assessment practices to monitor student progress and adjust instruction to meet state expectations.		
8/2025		Weekly PLC Meetings	To collaboratively enhance teaching practices and improve student outcomes by fostering a culture of continuous learning, sharing, and problem-solving among educators	aligning teaching and learning to Louisiana's academic standards across all content areas. During PLC meetings, teachers come together to ensure that what they teach—and how they teach it—directly reflects the expectations outlined in the state's standards. This alignment ensures that all students, regardless of classroom or teacher, are	General Funded	80

				being held to the same rigorous academic expectations.		
10/2025 & 1/2026		NHA Regional PD	Designed to bring together educators from Louisiana & Georgia to engage in meaningful, collaborative learning that supports both instructional excellence and leadership development	Enhance teacher effectiveness by deepening content knowledge, improving instructional strategies, and ensuring alignment to state and network standards. Promote collaboration across schools to share best practices, build consistency in instructional quality, and strengthen a culture of excellence. Support school and regional goals by focusing on data-driven priorities, student outcomes, and professional	General Funded	80

				growth.		

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
Girls on the Run	Girls on the Run offers a mentoring system that allows middle school girls to recognize their inner strength, increase their physical activity, and build their confidence.
Healing House	Supports student development by providing Grief Counselors for students and staff that may be impacted by the loss of a loved one or friend.
Community in Schools South Louisiana	Supports the mental, social and emotional health of students by providing the school with a Social Worker who offers counseling services to students in need.
Lafayette Parish Library	Supports Literacy by providing books and engaging students through the use of the Mobile Bus - Book Mobile.

Kids Orchestra	Supports student development and interests by providing after school music for middle school students.

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 2025	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 2025	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November	Fall Parent/Teacher Conferences (includes review of Commitment to

2025	Excellence Contracts)
March 2026	Parent SIP Meeting
April 2026	Spring Parent/Teacher Conferences

20.0 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?

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

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

The Wellness Policy and goals are positively impacting students and supporting a healthier student that focuses on nutrition and physical activity.

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

The Wellness Policy is effective in its current form.

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

There are no changes recommended or suggested at this time.

Through these activities and parental/family engagement components, the school assures that it appropriately: 1) provides assistance to parents/families; 2) provides materials and training to help parents/families work with children to improve their achievement; 3) trains teachers and other required staff in the importance of and how to partner with parents/families; 4) coordinates and integrates to the appropriate degree its parent and family engagement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in

an understandable format and language; and 6) provides full opportunities for parents/families with limited English proficiency, disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports. As such, it complies with ESSA.

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

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

Preschool Transition Strategies

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

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

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

Teacher Participation in Making Assessment Decisions

Teachers at the school play an active role in making assessment decisions for their students. Specifically, teachers choose to implement as appropriate tests and assessments that measure student performance with respect to the school's curriculum.

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

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

Assistance to Students Having Difficulty Mastering Standards

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

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

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

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

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

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

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources, as well as federal sources—including Titles I and IIA—to support the goals identified in the Schoolwide Plan. While funding will not be consolidated, the school's entire educational program is supported by the school's Schoolwide Plan; this includes the school's general educational program (State and local funds) as well as supplemental programs (supported through federal Title I funds). The school's professional development program, supplemented with funding available through Titles IIA, is also supported by

the academy's Schoolwide Plan. Although the school is not required to delineate the funds that it is consolidating or the specific amounts contributed by each source— because it is not actually consolidating funds—please see the table below for a summary of the resources available to the school and the degree to which they support the components within this Schoolwide Plan.

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

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

Curriculum Alignment

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

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

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

Methods of Effective Use of Technology

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

On-the-Job Learning

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

Building Level Decision Making

Decision Making Process:

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

Job Description of the School Improvement Team:

The school has a School Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school's comprehensive needs assessment, analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in the annual gap analysis and adequate yearly progress reviews. The School Improvement Team also reviews and assists in the development, implementation, and evaluation of the following school improvement components: - Annual review of the Building Mission Statement - Building goals, strategies, and assessments based on academic standards for all

students - Curriculum alignment with State Standards and Benchmarks, NHA Curriculum, and Core Knowledge objectives - Monitor and evaluate the process for the building school improvement plan - Building professional development plans consistent with student academic performance needs - The utilization of community resources and volunteers - Participatory decision-making process - Identifying community resources that enhance instructor and student learning

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