

National Heritage Academies

School Improvement Process Workbook

Student Intervention Services
July 2025

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	2/26	TBD	TBD	TBD
Schoolwide Plan reviewed and updated	3/26	TBD	TBD	TBD
Effectiveness of school improvement process in school evaluated	3/26	TBD	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	3/26	TBD	TBD	TBD
Title I Parent Meetings	10/25	TBD	TBD	TBD

2.0 Evidence of Collaboration - NY

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)

Buffalo United Charter School

Buffalo United 2024-25

Teachers	\$145,056	32.2%
Coaches	\$132,688	29.5%
Counselor	\$82,839	18.4%
Supplies	\$67,017	14.9%
Paraprofessionals	\$18,840	4.2%
Audit Fees	\$2,393	0.5%
Social Work	\$900	0.2%
Indirect Expenses	\$650	0.1%
All	\$450,383	100.0%

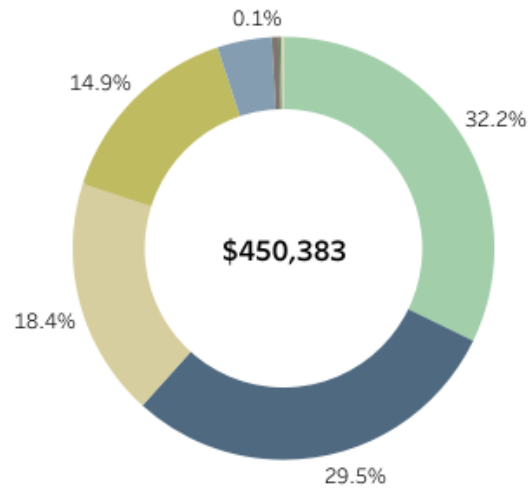


Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

03/14/2025

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

03/04/2025

5.0 Collaboration with the School Board

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

03/04/2025

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.

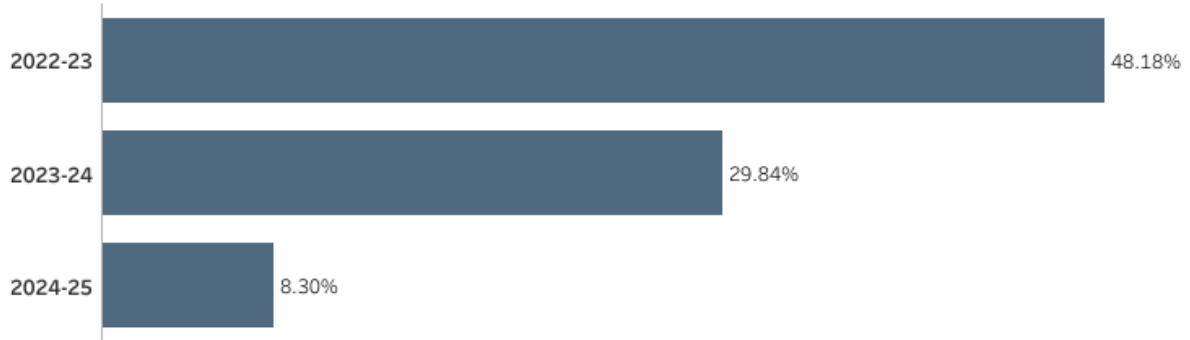
The Program Evaluation should be completed as part of the Comprehensive Needs Assessment and School Improvement Process and must be completed before submission of the ESSA Consolidated Application. The process must be completed with stakeholder input. Sign-in sheets, agendas and minutes for all meetings 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

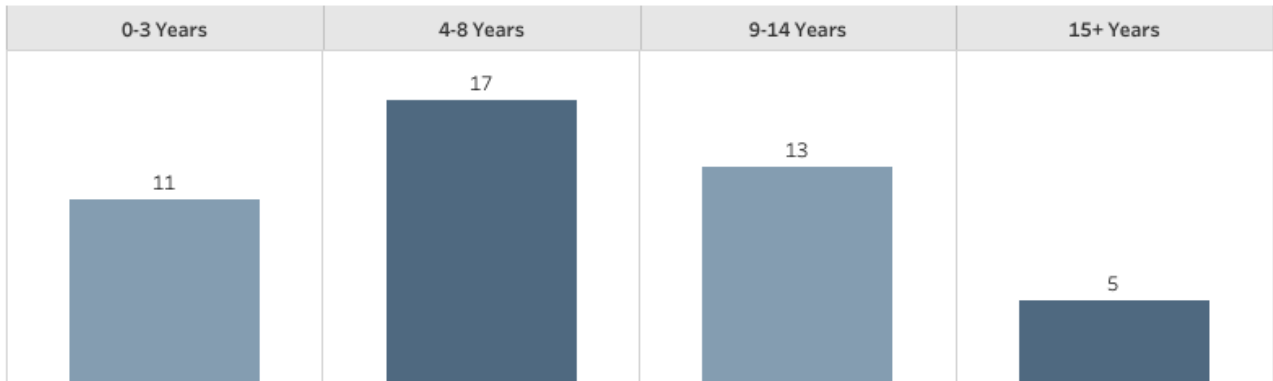
Buffalo United Charter School

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

Teacher Turnover



Total Years Teaching Experience

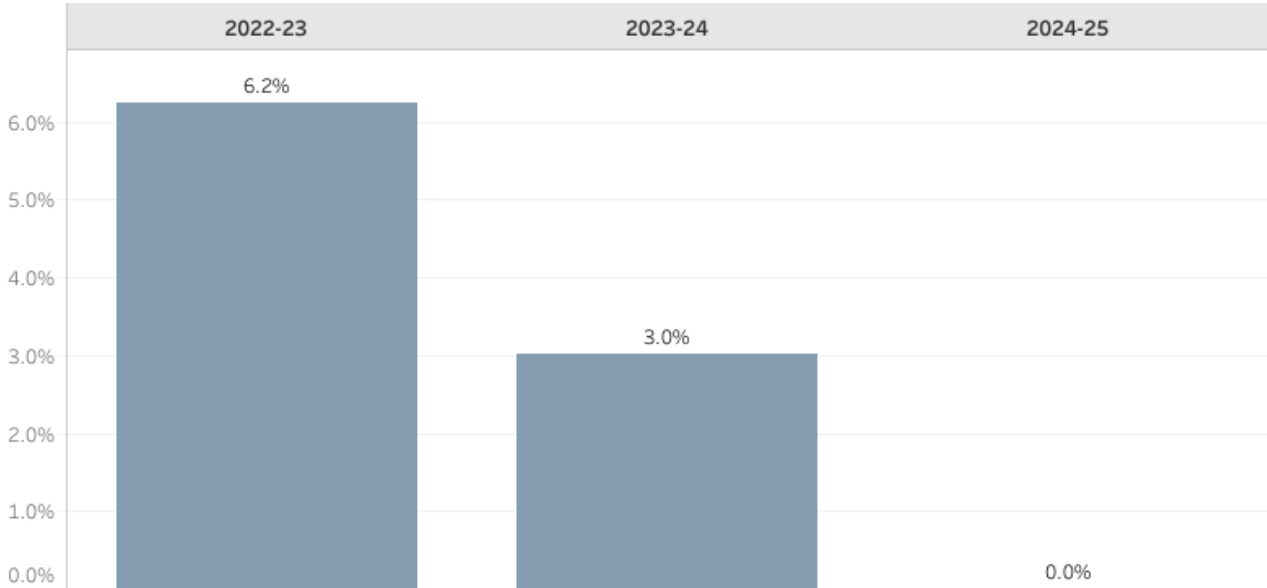


* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

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% 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

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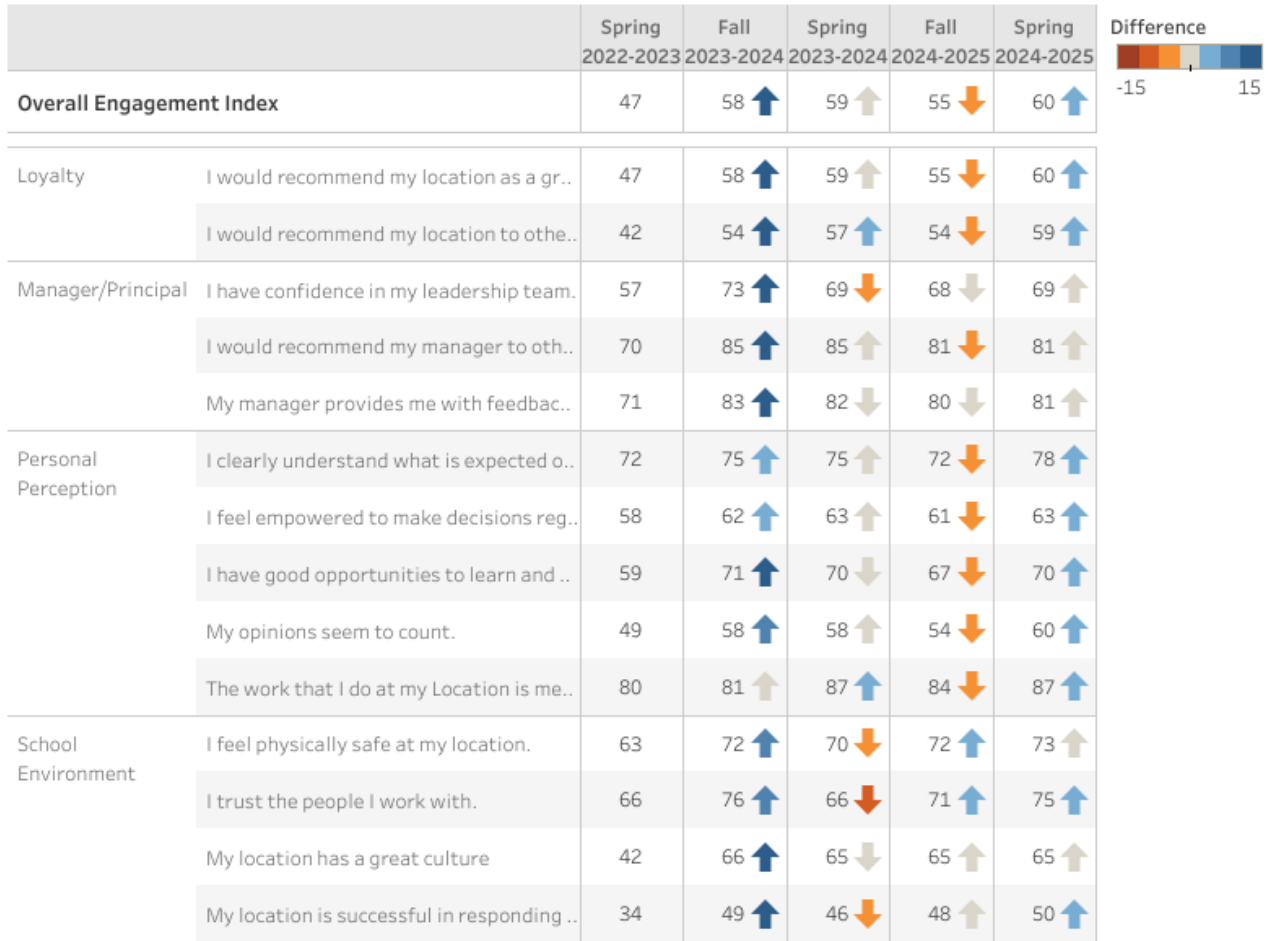


Figure: Staff Perceptions

What trends do you notice in your school staff data?

Our staff retention rate continues to improve each of the past 2 years. We have only lost 1 teacher this year, compared to 14 last year and 22 the year before. Some of our staff perceptions have decreased at the start of this school year, we had a great deal of changes when it came to small group instruction that impacted staffing schoolwide.

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

We want to continue our momentum and focus on 4 school wide goals of CFU's with adjustment; HOT questions; small group instruction and student discourse. Continued growth in these areas will equal more student engagement which leads to less behavioral issues and better teacher retention.

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	YOY Change
Loyalty	Likelihood to Enroll Next Year		41% (100)			
	Likelihood to Recommend School	41% (97)	42% (110) ↑	51% (68) ↑	50% (38) ↓	
	Overall Satisfaction	27% (100)	32% (110) ↑	49% (68) ↑	37% (38) ↓	
Academics	Child Receiving High-Quality Education		32% (106)	50% (64) ↑	42% (36) ↓	
	Satisfaction With Child's Academic Progress	51% (100)				
Schoolwide Behavior System	Discipline is Handled Effectively at This School	42% (100)	31% (101) ↓	51% (63) ↑	32% (37) ↓	
	School Provides Safe Environment	55% (200)	40% (103) ↓	56% (62) ↑	42% (36) ↓	
Communication	Leadership Communication		39% (106)	51% (68) ↑	49% (39) ↓	
	School Communication	45% (100)				
	Teacher Communication	55% (100)	35% (105) ↓	51% (65) ↑	47% (36) ↓	
Moral Guidance	Moral Focus Impact		32% (104)	52% (62) ↑	42% (36) ↓	
	School Delivers Moral Guidance	54% (200)				

Figure: Parent Survey Results

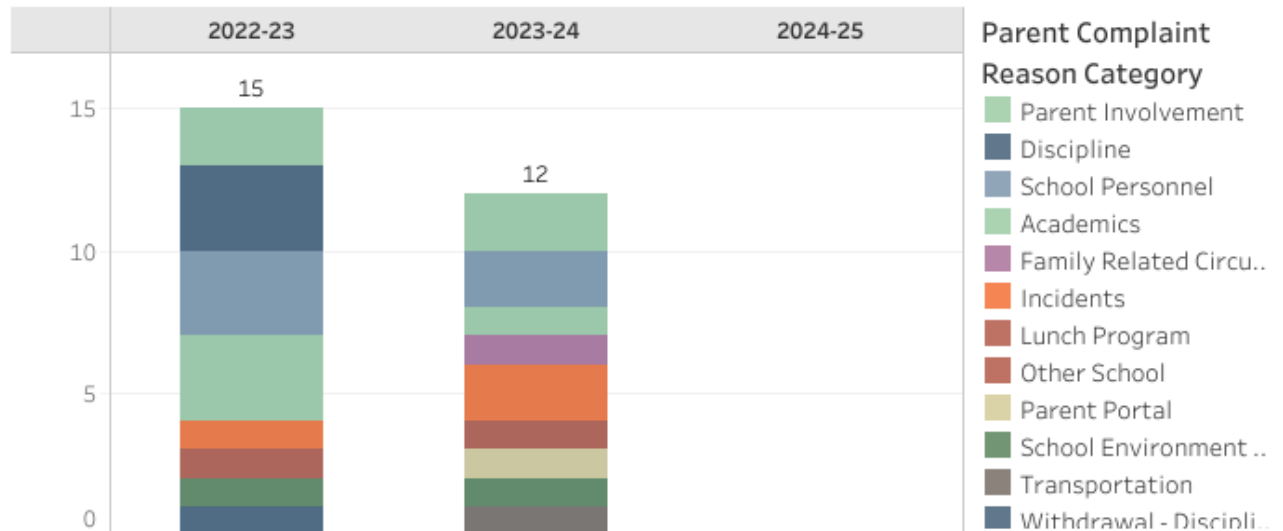


Figure: Parent Complaint Counts

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

Parents are more pleased across the board on the parent satisfaction survey.

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

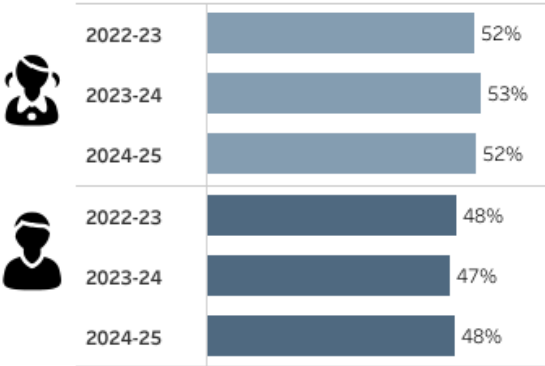
We are continuing to increase our parent involvement by asking for volunteers to be in a parent group and lend their voice to school happenings, academics events and etc.

10.0 Demographic Data

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

Buffalo United Charter School

Gender



Enrollment

Grade	2022-23	2023-24	2024-25
K	60	36 ↓	31 ↓
1	79	52 ↓	39 ↓
2	69	58 ↓	56 ↓
3	80	51 ↓	45 ↓
4	73	63 ↓	57 ↓
5	69	59 ↓	65 ↑
6	72	65 ↓	48 ↓
7	81	67 ↓	76 ↑
8	75	71 ↓	48 ↓

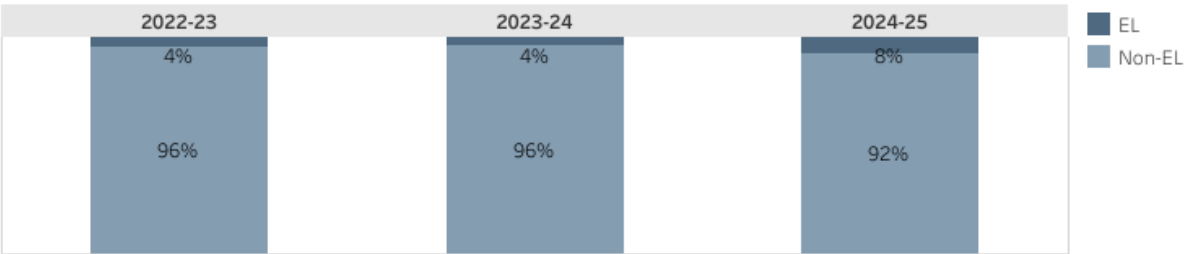
Ethnicity

American Indian or Alaskan Native	2022-23	1.2%
	2023-24	1.7%
	2024-25	1.3%
Asian	2022-23	2.3%
	2023-24	2.3%
	2024-25	4.5%
Black or African American	2022-23	79.8%
	2023-24	78.4%
	2024-25	71.6%
Hispanic	2022-23	12.8%
	2023-24	13.2%
	2024-25	17.2%
Native Hawaiian or Pacific Islander	2022-23	0.3%
	2023-24	0.6%
	2024-25	0.4%
White	2022-23	3.6%
	2023-24	3.8%
	2024-25	4.9%

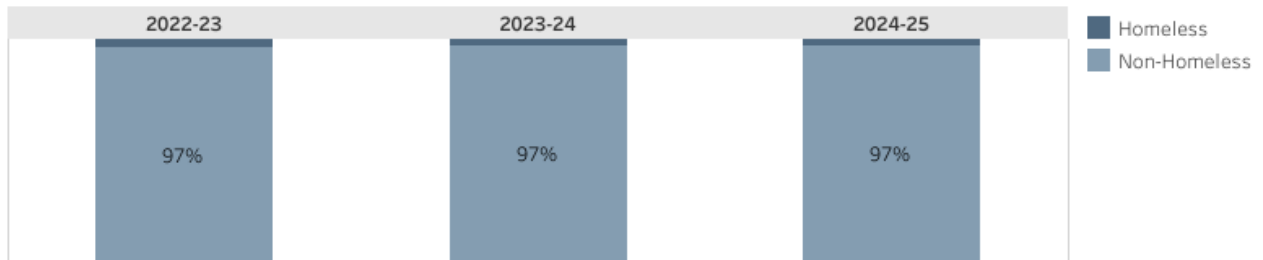
Figure: Gender, Ethnicity, and Enrollment

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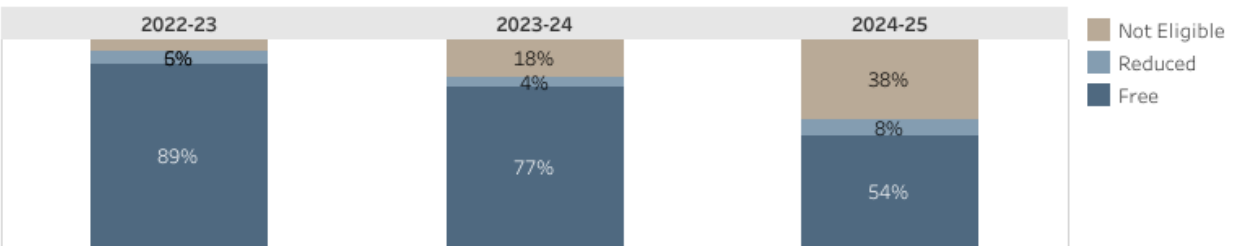
% EL



% Homeless



% FRL



% IEP

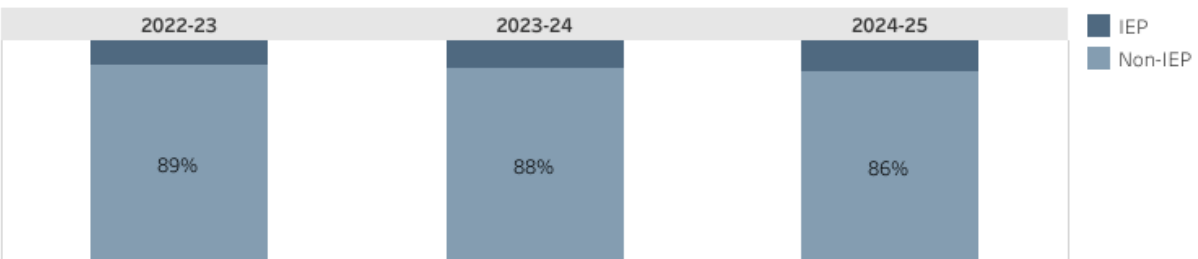


Figure: % EL, % Homeless, %FRL, % IEP

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

Our Hispanic population has increased by 4% and African American population has decreased by almost 7%, whereas the Asian population has increased by over 2%.

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

We would like to increased the community support at the school with the Hispanic and Asian populations to provide families with more robust resources.

10.1 Student Attrition Data

Year End

	2022-23	2023-24	2024-25	YOY Difference
Attrition	35.0%	32.6% ↓	11.4% ↓	

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?

Over the past 2 years our attrition rates have decreased.

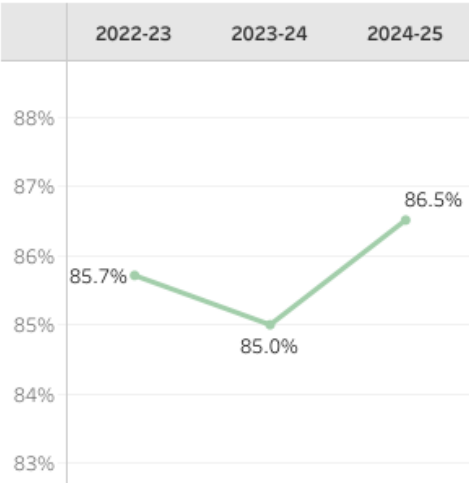
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Increased parent interventions (phone calls, emails, letters, and meetings) are happening on a monthly basis.

10.2 Student Attendance

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Average Daily Attendance Rate



Student Absence Distribution

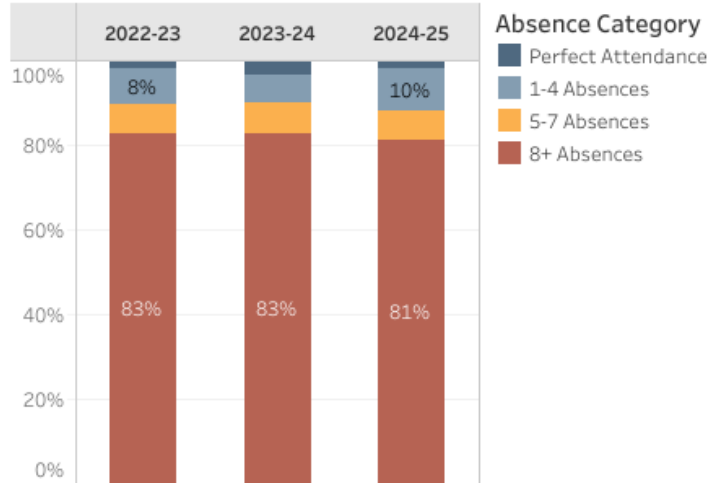


Figure: Student Attendance

What trends do you notice in your student attendance data?

Our attendance rates have improved; daily attendance and yearly.

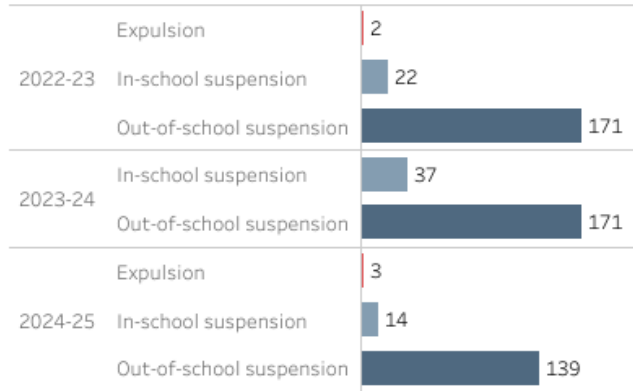
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

We have increased our focus to remediate poor attendance through the use of phone calls, attendance awards, home visits, parent meetings, CPS calls and more.

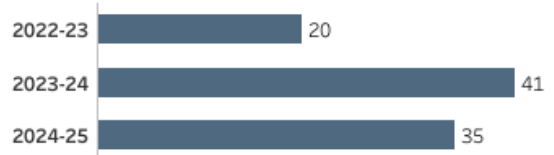
10.3 Student Discipline

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Suspensions



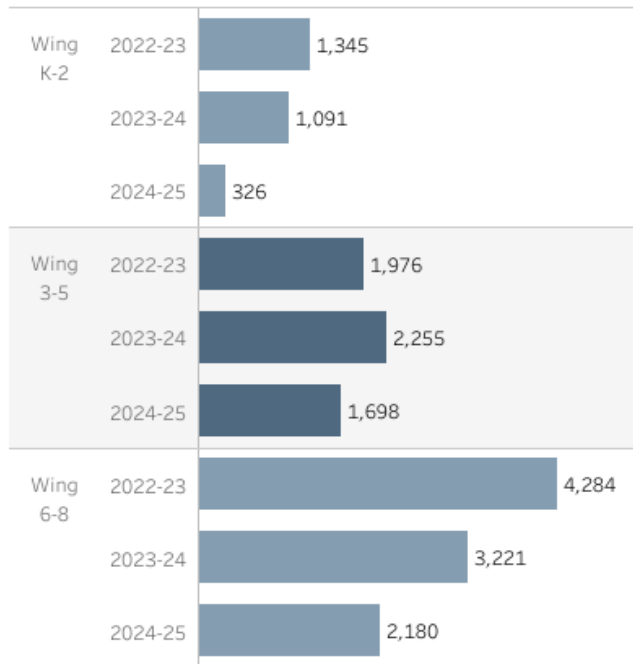
Behavior Plans



Behavior Events Per Student



Events by Wing



Events by Gender

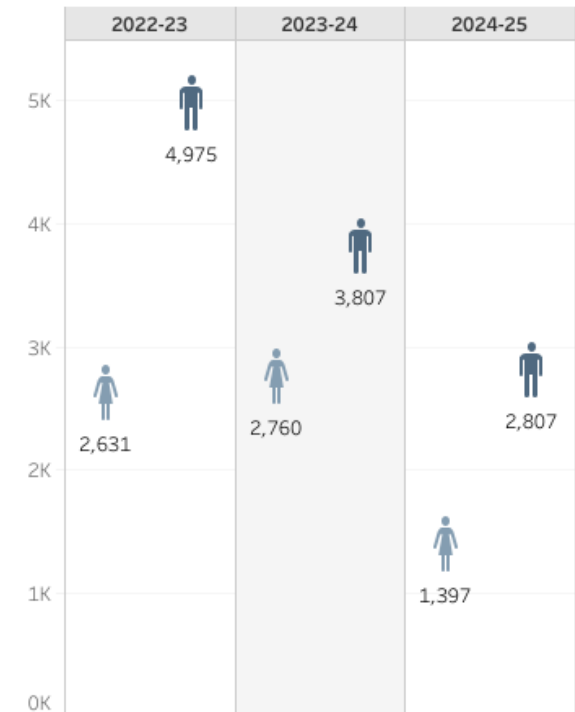


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

What trends do you notice in your student discipline data?

Behaviors and suspensions are trending down at this point in the school year at the halfway mark. The MS continues to have the highest behavior events overall.

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

The 4 Before the Door Initiative has empowered teachers to try and handle behaviors in the classroom; its helping to build more positive relationships with scholars as well. Our PBIS system is encouraging positive behaviors as well.

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.

14214 zip code is located in west New York. 14214 zip code is part of Erie County. 14214 zip code has 2.86 square miles of land area and has no water area. As of 2010-2014, the total 14214 zip code population is 19,743, which has shrunk 9.68% since 2000. The population growth rate is much lower than the state average rate of 3.26% and is much lower than the national average rate of 11.61%. 14214 zip code median household income is \$38,969 in 2010-2014 and has grown by 28.06% since 2000. The income growth rate is lower than the state average rate of 35.25% and is about the same as the national average rate of 27.36%. 14214 zip code median house value is \$137,700 in 2010-2014 and has grown by 64.12% since 2000. The house value growth rate is lower than the state average rate of 90.79% and is higher than the national average rate of 46.91%. As a reference, the national Consumer Price Index (CPI) inflation rate for the same period is 26.63%. On average, the public school district that covers 14214 zip code is worse than the state average in quality.

12.0 Student Interim Data

Buffalo United Charter School

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

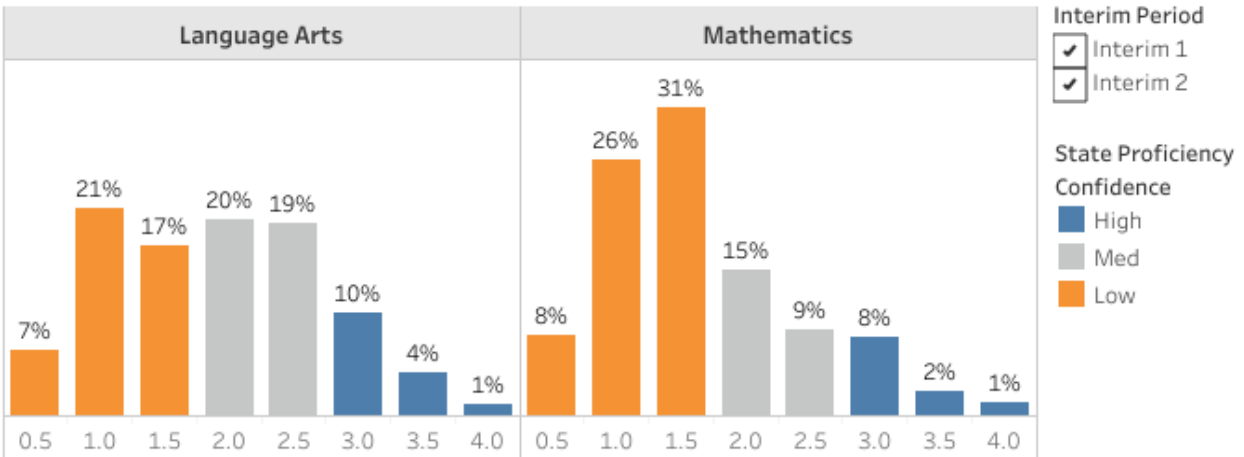


Figure: Interim Scaled Score Distribution

2023-24 Percent At or Above 3.0

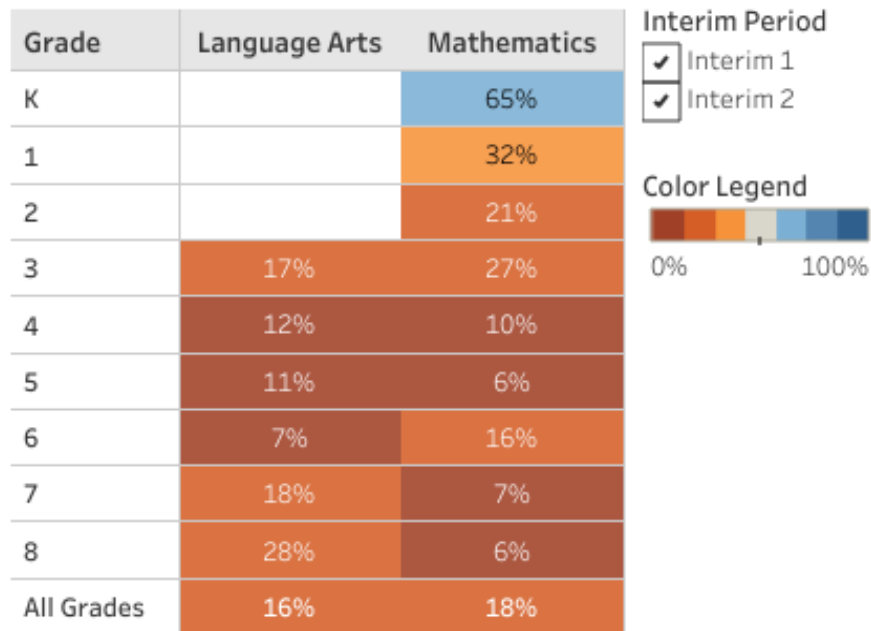


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

Buffalo United Charter School

Students in grades 3-8 scored higher on their math interim then they did their ELA. Their were more students 38% in the 2.0-2.5 (bubble range) for ELA and 27% for Math.

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

Targeted small group instruction based on short and long term data.

13.0 State Test Data

Buffalo United Charter School

		2022-23	2023-24	YOY Proficiency Change
Math	3	24%	29%	↑
	4	5%	20%	↑
	5	8%	11%	↑
	6	5%	25%	↑
	7	13%	23%	↑
	8	27%	29%	↑
	Total	13%	23%	↑
Reading	3	22%	18%	↓
	4	16%	26%	↑
	5	15%	18%	↑
	6	25%	16%	↓
	7	21%	35%	↑
	8	29%	42%	↑
	Total	21%	26%	↑
Science	5		5%	
	8	24%	25%	↑
	Total	24%	15%	↓

Figure: State % Proficient by Grade

Buffalo United Charter School

13.1 Subgroup State Achievement Data


		2022-23	2023-24		YOY Proficiency Change 
All Students		18%	23%	↑	
EL Status	EL Student	0%	17%	↑	
	Non-EL Student	18%	23%	↑	
Ethnicity	American Indian or Alaska..				
	Asian				
	Black or African American	18%	24%	↑	
	Hispanic	16%	19%	↑	
	Native Hawaiian or Pacifi..				
	White	20%	18%	↓	
FRL Status	Free	16%	21%	↑	
	Reduced	30%			
	Not Eligible	36%	40%	↑	
Gender	Female	18%	24%	↑	
	Male	18%	22%	↑	
Homeless Status	Homeless				
	Non-Homeless	18%	23%	↑	
IEP Status	IEP Student	2%	9%	↑	
	Non-IEP Student	20%	25%	↑	
Student Tenure	< 3 Years	13%	21%	↑	
	3+ Years	20%	25%	↑	

Figure: State % Proficient by Subgroup

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

All grades except for 3rd and 6th increased in ELA proficiency. All grades 3-8 increased in math proficiency.

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

Targeted small group instruction for students based on their academic data and needs.

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

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

Targeted small group instruction for students based on their academic data and needs.

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

Homeless student data increased this year to 23% proficiency.

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

McKinney Vento Liaison working closely with families to provide scholars/families what they need to attend school each day.

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

No Migrant data was provided.

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

No Migrant data was provided.

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

Our EL proficiency has increased on the state test this year.

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

Targeted small group instruction and tutoring groups for students based on their academic data and needs.

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

Our African American and Hispanic students have increased in proficiency whereas our white students have decreased in proficiency.

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

Targeted small group instruction for students based on their academic data and needs.

14.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

K-2 Strengths: During the Fall aimsweb benchmark assessment, 30% of students scored in the 25th percentile or higher for oral reading fluency. On the iReady Fall Diagnostic, 14% of students tested on grade level. High frequency words and phonics were the domains students performed the highest in. 3-5 Strengths: teachers understand the need to fill the gaps in foundational skills like phonics and decoding students are coming in with from early elementary. Using interim data and i-Ready teachers are able to identify small groups and focus their instruction on the individual needs of the students. Third grade grew 21% proficiency in i-ready ELA. Fourth and fifth grades both grew by 9% in i-Ready ELA. All three grade levels increased proficiency from interim 1 to interim 2, third grade increased by 13%. fourth grade by 5% and fifth grade increased by 7th grade. 6-8 Strengths: Middle school students have made growth from Interim 1 to Interim 2. Teachers know where the areas they need to work on in order to continue to make growth and how to use the data to drive their small group instruction and intervention plans. K-2 Challenges: On the Fall aimsweb benchmark, 45% of students tested in the tenth percentile or below on the oral reading fluency assessment. On the iReady Diagnostic, 53% of students were placed two or more grade levels below. Comprehension of literature and information text had the lowest proficiency. 3-5 Challenges: finding resources to supplement the foundational needs while addressing grade level content to prepare students for success on NYS assessments. Additionally, finding the time in the schedule to accommodate all aspects 6-8 Challenges: Filling the gaps that exist in phonics instruction to help increase student

proficiency. Additionally, finding resources to supplement the curriculum to address grade level needs to be successful on NYS assessments.

What trends have been identified in Reading?

K-2 Trends: Students in Kindergarten and First grade have a higher percent of proficiency than Second grade. 3-5 Many students are entering 3rd grade not being able to read, or even decode, fluently, which has hindered any significant progress in reading comprehension. 6-8 Trends: Many students are coming in 3 or more grade levels behind, which is having a negative impact on moving students toward proficiency.

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

K-2 Opportunities: The biggest opportunity for the K-2 cohort is to increase the amount of students testing above the tenth percentile on the oral reading fluency assessment. 3-5 The biggest opportunity for growth is implementing corrective reading into the schedule for our students who are several grade levels below. We are also focusing on small group instruction preparing for the NYS tests 6-8 Opportunities: Teachers have the opportunity to make growth with their students on i-Ready Diagnostics and decrease the amount of foundational gaps.

Writing

What strengths and challenges in Writing have been identified?

K-2: Students are able to produce high quality fictional writing pieces. 3-5: Students are able to restate and answer questions, but are still focusing on 6-8: Students successfully complete writing units using mentor text and given resources. Writing stamina has increased over the course of the year and the product is becoming stronger. K-2: students struggle to find relevant details to support their answers 3-5: Students struggle with the lack of time scheduled in writing and providing evidence to respond to the prompt. 6-8: Students struggle when identifying relevant evidence from a text and providing details to support their answers.

What trends have been identified in Writing?

K-2: Students do not have adequate time to work on writing due to their scheduling constraints. 3-5: Students do not have adequate time to work on writing due to their scheduling constraints. 6-8: Students do not have adequate time to work on writing due to their scheduling constraints.

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

K-2: Continue to use model text to help increase student understanding of the types of writing and achievement boards. 3-5: Continue to use model text to help increase student understanding of the types of writing and achievement boards. 6-8: Continue to use model text to help increase student understanding of the types of writing and achievement boards.

Math

What strengths and challenges in Math have been identified?

K-2 Strengths: On the Winter Numeracy Assessment, 48% of students were proficient. On the iReady Diagnostic, Geometry was the domain with the most proficiency. 3-5 Strengths: We have seen growth in i-Ready from the fall to winter diagnostic- Third grade grew 7%, 4th grade grew 15% and 5th grade grew 20%. 6-8 Strengths: i-Ready data has grown from the fall to winter with an overall decrease in students 2 or more grade levels below. Math interims have shown increased proficiency from interim 1. K-2 Weakness: No students are on grade level for math. Students demonstrate higher levels of proficiency on paper assessments than the online iReady assessment. 3-5 Students continue to struggle with addition and subtraction fluency within 10. This presents trouble in students applying these skills to learn multiplication and division as well as applying operations to word problems. Additionally, due to the struggle with reading comprehension, word problems are a consistent struggle. 6-8 Weakness: Students are still struggling to get to grade level on i-Ready. Students demonstrate higher levels of proficiency on interims than i-Ready due to the direct instruction provided in the classrooms.

What trends have been identified in Math?

K-2 Trends: Geometry is an overall strength for this cohort of students. The daily routine of Number Corner has contributed to geometry proficiency. 3-5: The students are improving on their iReady results, and they are improving on the interims at this point. Math continues to be an area of concern. We are following the curriculum with fidelity and focusing on high priority standards. 6-8 Trends: The students struggle with the foundations of multiplication and division which is causing a strain on the teachers to build upon the grade level skills.

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

K-2 Opportunities: The cohort needs to continue to build number fluency and operations fluency. 3-5: Students 2 grades levels or more below are receiving intervention services. Teachers continue to pull during intervention and small group time to address individual needs of students. In addition, on iReady Math, personalized progression

lessons are implemented daily. 6-8 Opportunities: Middle school needs to build student capacity for basic multiplication and division by increasing the amount of exposure.

Science

What strengths and challenges in Science have been identified?

3-5 The students are more engaged with the hands-on experiments and investigations that are provided in StemScopes. 6-8 The students have had more exposure to the NYS Science labs through StemScopes. 3-5 There is a lack of depth in certain areas for 3-5 due to its broad scopes, and a heavy need in training the teachers on a digital platform. 6-8 Students are coming with large gaps in content which make it hard to access on grade level material.

What trends have been identified in Science?

3-5 Students struggle with the higher than level grade level materials presented in each grade-there are major gaps in knowledge for students in grades 3-5 stemming from the early elementary years-this is most likely caused by the lack of time in scheduling and more focus on reading and math 6-8 Students struggle with the comprehension component of StemScopes due to their struggles in informational text.

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

3-5 Provide teachers with in-depth training so they are aware of all of the tools and scopes the Science program has. 6-8 Provide more training or an alternate curriculum to support students who have major learning gaps.

Social Studies

What strengths and challenges in Social Studies have been identified?

3-5-teachers are using the resources in the curriculum to create units of study and keep teaching real world experiences with cultural relevance. 6-8 Teachers are working hard to build units where students can make real world connections. 3-5 InquirEd units are not fully aligned to NYS content for each grade level-it is another extensive program that requires a larger amount of time than what is given in the schedule. 6-8 Middle School only has an outdated textbook to use which relies heavily on the teacher creating opportunities for students to engage with the content.

What trends have been identified in Social Studies?

3-5 are continually lacking foundational SS knowledge in both history and geography. 6-8 Lacking foundational knowledge and the ability to access rich tasks.

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

3-5: All grade level teachers are going to work together to plan and discuss what content is required at each grade level to set students up for subsequent grades. 6-8 Having a cohesive curriculum where students are engaged in higher order thinking and a variety of teaching strategies.

Student Interventions

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

BUCS continues to provide intervention support to students based on their individual needs. This takes place through intervention push in/pull out services in addition to small group lessons being provided inside the classroom. Lesson plans are reviewed and feedback is provided on a weekly basis to ensure plans are written to address the needs of the students. In addition, the teachers are observed during instruction and on-the-spot coaching and feedback to take instruction to the next level.

How does your school identify students who need intervention?

The following data is used to help determine students in need of intervention support: ELA: K-2 aimsweb-students who scored under the 15th percentile K-8 iReady-students who scored under the 10th percentile 3-8 NWEA-students who scored under the 10th percentile Math: K-8 iReady-students who scored under the 10th percentile 3-8 NWEA-students who scored under the 15th percentile If there is a student who did not qualify for intervention services but the classroom teacher or parent has concerns, they would work through the Student Success Team process. This involves following the SST flowchart.

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

The intervention identification process begins with data review, a discussion of classroom observations, provides intervention small group support, and then moves through the SST process with targeted students.

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

Student data is reviewed after major assessments (such as interims, iReady, NWEA, Numeracy, aimsweb, etc.) and adjustments to small groups are made accordingly. Students going through the SST process have progress monitoring data charts filled out weekly and graphed so that it can be discussed with the parents throughout the process.

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

All SPED student data is kept on a SPED Data Tracker that is referenced in team meetings and 03s. Progress monitoring data and trends are discussed in 03s through Data Talks. In addition, there are SPED Data Reviews that are conducted by the Dean to assess the progress monitoring process and data trends. This review is then shared with the teachers and changes to instruction and data collection are made, if necessary. Finally, action plans are created for iReady and interim assessments. All intervention data is reviewed after each assessment and groups are adjusted based on the needs of the students.

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

Our behavior team reviews behavioral incidents and tries to deescalate behavioral issues prior to them becoming more severe incidents requiring removal.

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)?

The school works to build personal connections with the staff, offer them shadow days, provide them with a new hire lunch to get to know each other and start forming those relationships.

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?

Supplemental (grant-funded) PD: i-Ready; Lexia; Haggerty, aimsweb+; Capturing Kids Hearts, NHA-provided PD: Regional Days, NTO, CPI and C&I bi-weekly visits

How do you know the PD was effective?

Supplemental (grant-funded) PD: More resources for standards mastery for students; additional training on how to use the on-line platforms more successfully NHA-provided PD: Teachers have implemented the trainings they received from regionals into the classroom

How will the learning be sustained moving forward?

Supplemental (grant-funded) PD: Teachers will continue to implement the use of i-Ready; Lexia; Haggerty, aimsweb+ to guide instruction NHA-provided PD: Bi-weekly coaching with C&I

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

Supplemental (grant-funded) PD: Capturing Kids Hearts NHA-provided PD:NHA-provided PD: Regional PD Days; work with C&I team; plcs held by Deans, instructional coach or other teachers; team leaders; NHA Learns pd opportunities

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.

Supplemental (grant-funded) PD: i-Ready; Lexia; Haggerty, aimsweb+; Capturing Kids Hearts NHA-provided PD: Regional PD days; NTO; bi-weekly coaching from C&I Supplemental (grant-funded) PD: Used to provide coaching through the instructional coach's position NHA-provided PD: NA

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?

The school analyzes various data points throughout the school year to evaluate the effectiveness of various school initiatives.

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

16.0 School Improvement Goals

Action Plan for Continuous Improvement

Goal	Provide scholars with a minimum of two out of school experiences to enhance the curriculum, annually.								
Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
2 Annual Field Trips per grade	9/4/25	6/25/26	Team Leads & Deans						

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Goal	Reach out to community members to offer high interest programs for families, for example, parenting classes.								
Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Meetings w/community members	9/4/25	6/25/26	Dean School Culture						

Goal	Increased student achievement.								
Baseline Data									
Area of Need									

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Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Targeted small group data driven instruction	9/4/25	6/25/26	School Staff						
Professional development around best instructional teaching strategies	8/25/25	6/25/26	Admin team; Coach; C&I						

Goal	Decrease chronic absenteeism
Baseline Data	
Area of Need	
Root Cause	
Strategies	
Activities/Action Steps the School will Implement as Part of the Overall Strategy for	

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Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Parent Meetings/A CAPS	9/4/25	6/25/26	Deans						
Home visits	9/4/25	6/25/26	Deans/ABSS/School Counselor						
Incentives	9/4/25	6/25/25	Deans/school staff						

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	# of Estimated Attendees	Intended Audience
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				General Funded)		
8/25/25	8	New Hire Onboarding	Staff expectations	Curricular tool pd	Admin provided	5
8/26-28/25; 9/2-3/25	8 per day	Back 2 School PD	Establish routines & procedures for school year	Provide updates to any curricular tools	Admin Provided	70
11/4/25	8	Regional PD day	TBD	strategies for using curriculum	content leaders	70
3/20/26	8	Regional PD day	TBD	strategies for using curriculum	content leaders	70
monthly	8	C&I visits	Support w/ curriculum & teaching	strategies for using curriculum	C&I team	rotating
8/5/25	8 a day	New Teacher Summit	Onboarding new hires	training in curriculum	required	5
7/14-7/17/25	8 a day	Leadership Summit	leadership development	aligned to curriculum	required	6

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
BestSelf Behavioral Health	SEL support; Wraparound programming
University of Buffalo Dental Medicine	Dental services to scholars
BH&S-Buffalo Hearing and Speech	Provides speech, occupational and physical therapy toe Buffalo Students with IEPs and 504 Plans

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 2025	Fall Parent/Teacher Conferences (includes review of Commitment to 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?

The school's food service program has improved significantly over the course of the year. There are more options for the students as well as more appropriate portion sizes. However, the staff still indicates that they would like to see more healthy options as well as increased portion sizes for the students.

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

Yes, the school's wellness policy and goals are positively impacting the students' wellness. But there is still room to continue to improve the quality of food as well as the appropriate portion sizes for the benefits of the students.

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

While there have been improvements made to the program/policy, there is still a need for continued improvement to best meet the needs of the students.

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

Based on staff feedback, they would like to see menus that offer a variety of options for the students as well as additional snacks, if appropriate. The staff would like to see continued physical opportunities for the students to engage in as well throughout the school day/year.

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

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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:

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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.