

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	03/06/25	12/2/25	TBD	TBD
Schoolwide Plan reviewed and updated	03/21/25	1/6/26	TBD	TBD
Effectiveness of school improvement process in school evaluated	02/28/25	2/3/26	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	03/21/25	3/3/26	TBD	TBD
Title I Parent Meetings	09/23/25	9/22/26	TBD	TBD

2.0 Evidence of Collaboration

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

Name	Role
Tara Wheeler	Parent
NA	Title I Employee
Joseph Sellenheim	Principal
Kimberly Sadowski	Dean
Crystal Emmerich	Teacher
Holly Hanson	Paraprofessional
Kyle Koenen	Board Member
Elizabeth Walecka	Wellness Committee Member (Health Specialist or Physical Education Teacher)
Kaethe Ward	School Social Worker
Makayla Syverson	Achievement Behavior Specialist
Megan O'Brien	Teacher
Patrick Collins	Teacher/Technology Coordinator

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





Mill Creek Academy

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)

Mill Creek 2024-25

 Social Work	\$25,606	80.8%
 Supplies	\$6,098	19.2%
 Parent Family Engagement	\$0	0.0%
 All	\$31,704	100.0%

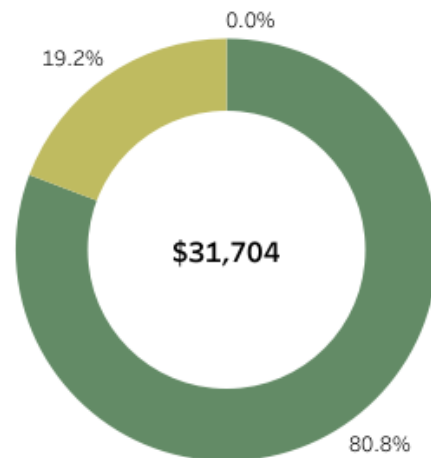


Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

05/20/2025

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

05/22/2025

5.0 Collaboration with the School Board

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

03/14/2025

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

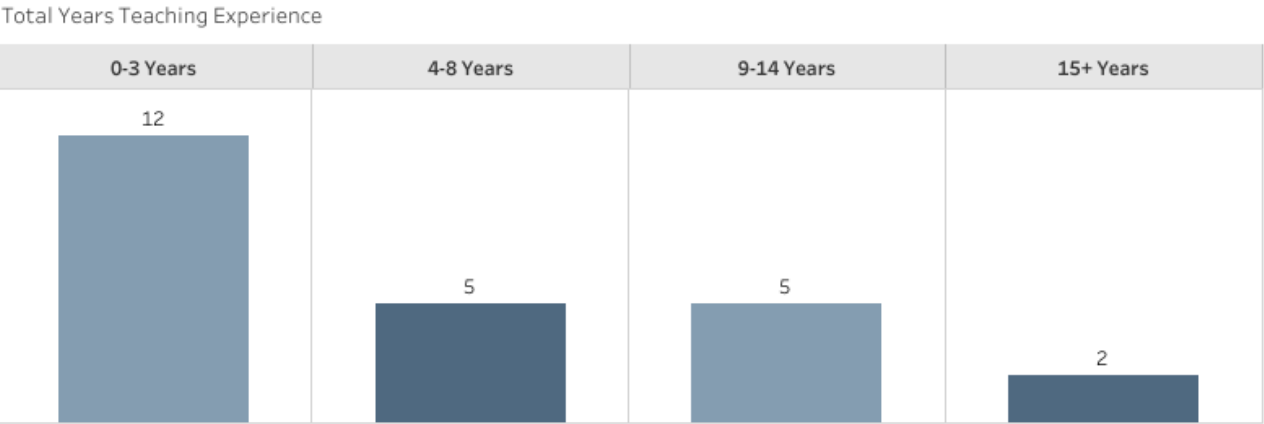
effectiveness of the programs in increasing achievement of students in meeting state academic standards - Revise their continuous school improvement plan, as necessary based on the results of the evaluation, to ensure the ongoing continuous improvement of student achievement.

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.

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* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

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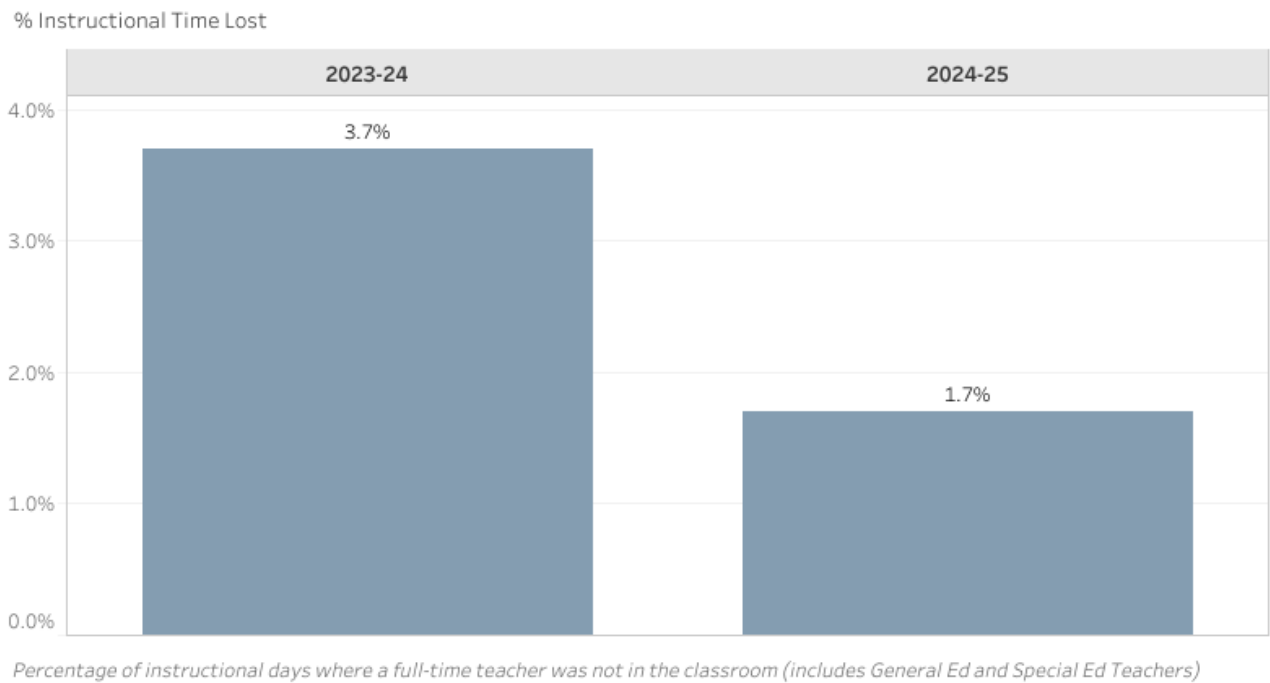


Figure: Teacher Absences and % Instructional Time Lost

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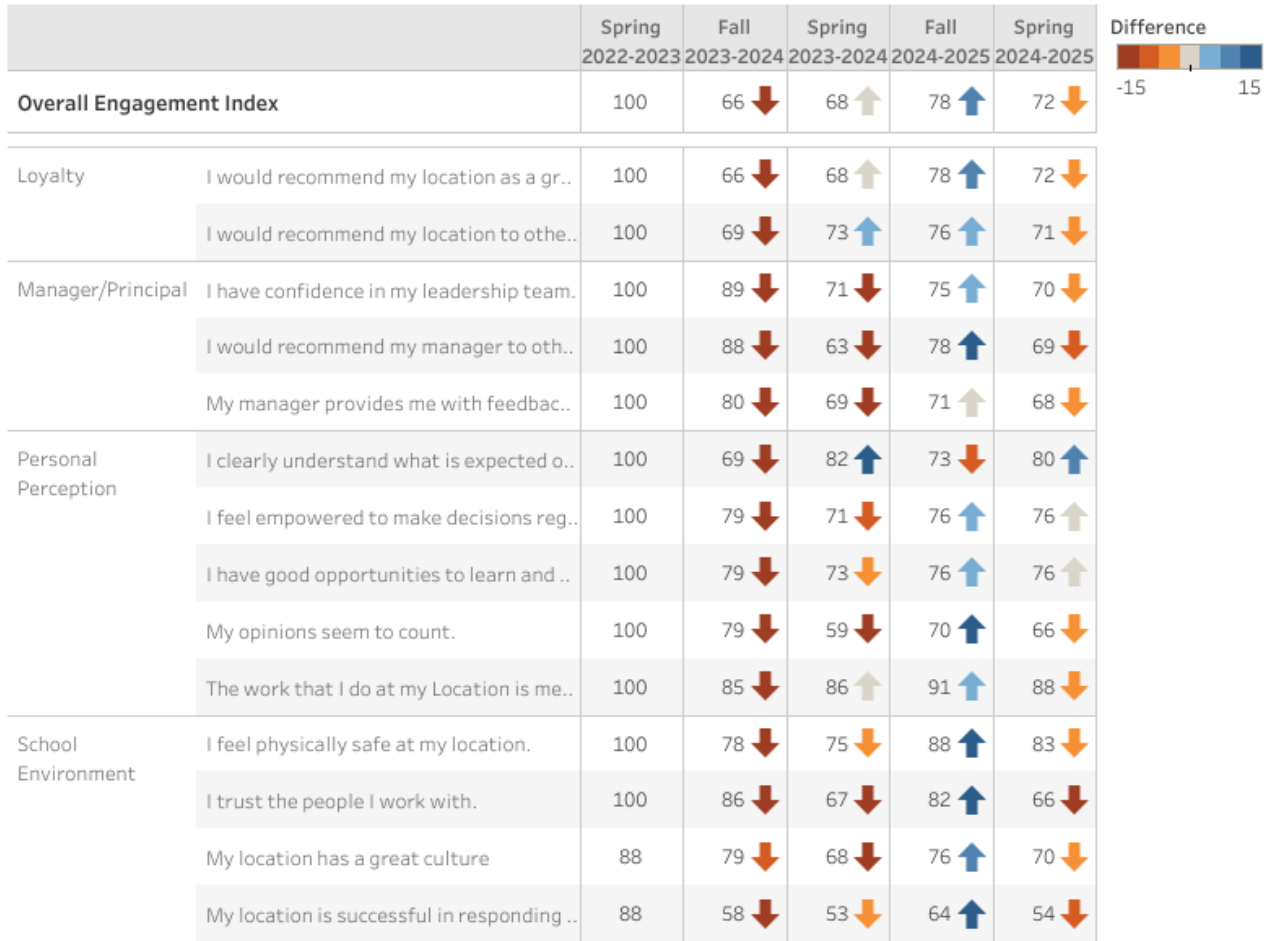


Figure: Staff Perceptions

What trends do you notice in your school staff data?

- Employee Engagement went up 4 points fall to spring and is 1 point above the NHA average • 71% of staff responded in the spring • 22 scores increased from fall to spring
- Staff report a strong sense of belonging purpose, trust those they work with, and would recommend Mill Creek as a place to work • Communication and Feedback are areas of concern • 15 of the 24 scores are below company average

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

Our leadership team as an action plan in place to improve positive relationships, communication, and instructional coaching. This plan centers around leadership time management so to prioritize the appropriate supports (including coaching and classroom visits) more consistently.

9.0 Parent Perception Data

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

		2023-24	2024-25	YOY Change
Loyalty	Likelihood to Recommend School	62% (60)	59% (111) ↓	-15% 15%
	Overall Satisfaction	57% (60)	51% (112) ↓	
Academics	Child Receiving High-Quality Education	72% (57)	54% (118) ↓	
Schoolwide Behavior System	Discipline is Handled Effectively at This School	54% (56)	47% (117) ↓	
	School Provides Safe Environment	67% (58)	55% (116) ↓	
Communication	Leadership Communication	63% (60)	51% (110) ↓	
	Teacher Communication	66% (59)	56% (109) ↓	
Moral Guidance	Moral Focus Impact	74% (58)	67% (116) ↓	

Figure: Parent Survey Results

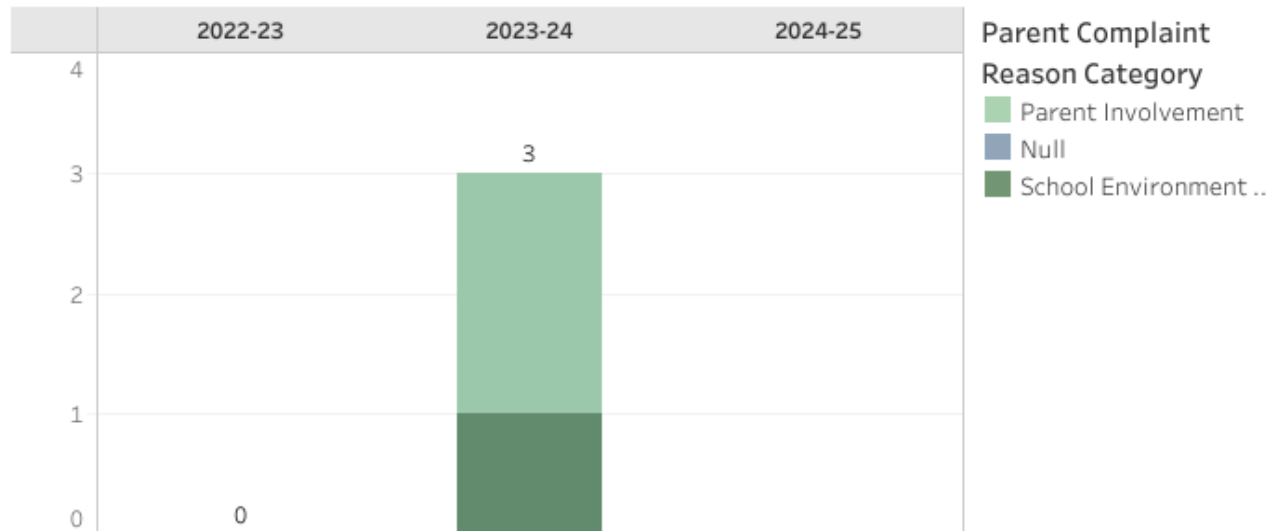


Figure: Parent Complaint Counts

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

- Participation rates are consistently around 50%
- Satisfaction rates increased from opening through the beginning of the first year until dropping this spring.
- 86% of families indicate they are satisfied with their scholars' experience
- Fall to Fall the percentage increased 8 points (85-93%)
- Nearly 50% of families complete the survey consistently and there was a 6% increase in participation fall to spring
- Returning families have a higher satisfaction rate than new families
- Safety and Moral Focus both have satisfaction rates of 91%
- All of our scores are above the NHA average.
- The highest dissatisfaction rate (discipline) is only 6%
- Less than 50% of families took the survey
- Satisfaction levels have dropped from fall 2024 to Spring 2025 by 7 points.
- 10% Decrease in School Culture satisfaction from fall to spring making it our lowest score
- Leadership quality dropped 6% making and both leadership quality and communication are low compared to other areas.
- 15-20% of responses are neutral for school culture and discipline.

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

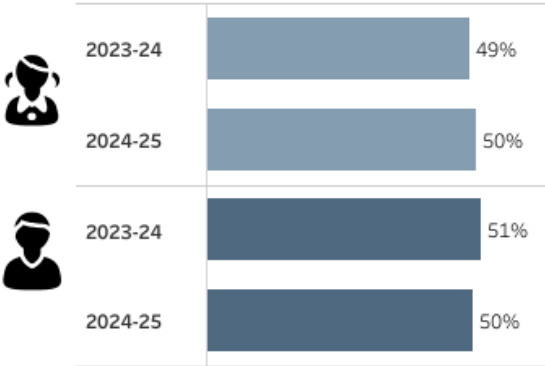
Our plan is to increase the percentage of families who respond with more intentional/individualized invitations or requests from staff to complete the survey. We will also work with our PTO leadership and members to find ways to understand why some of the scores are what they are.

10.0 Demographic Data

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

Mill Creek Academy

Gender



Enrollment

Grade	2023-24	2024-25	
K	42	78	↑
1	19	37	↑
2	17	30	↑
3	19	24	↑
4	21	20	↓
5	17	30	↑
6		23	↑
4K	69	82	↑

Ethnicity

American Indian or Alaskan Native	2023-24	0.5%
	2024-25	0.3%
Asian	2023-24	2.5%
	2024-25	2.8%
Black or African American	2023-24	20.6%
	2024-25	19.8%
Hispanic	2023-24	8.8%
	2024-25	14.2%
Native Hawaiian or Pacific Islander	2023-24	0.5%
	2024-25	0.9%
White	2023-24	67.2%
	2024-25	62.0%

Figure: Gender, Ethnicity, and Enrollment

Mill Creek Academy

% EL



% Homeless



% FRL



% IEP



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

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


We have seen a decrease in the free and reduced lunch population as well as grade 4; however enrollment for the whole school and all student groups is up over all.

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

Aside from our admissions and enrollment calendar of events, there are no additional actions being taken to address any of the trends.

10.1 Student Attrition Data

Year End

	2023-24	2024-25	YOY Difference
Attrition	38.5%	16.7%	 -15% 15%

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?

We had a very high rate of attrition in our first year, but it's cut down significantly this year, and we are not anticipating an end rate nearly as high.

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

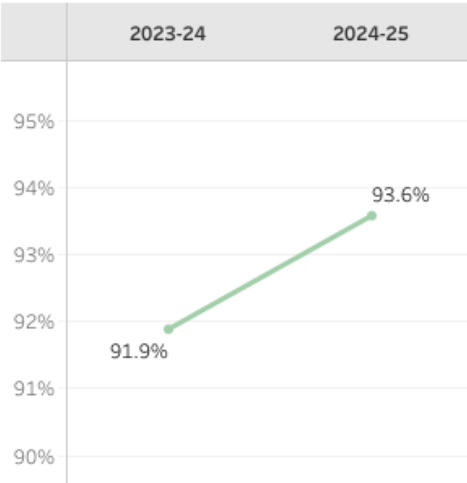
At this time, we have a spring attrition plan that includes a Moving up event, strategic phone calls, and summer postcards from teachers to scholars.

https://docs.google.com/document/d/1-y7qi1EOJeWd_2YMzNLftg7YZ2VvhVwCilFVBASJj1s/edit?tab=t.0

10.2 Student Attendance

Mill Creek Academy

Average Daily Attendance Rate



Student Absence Distribution

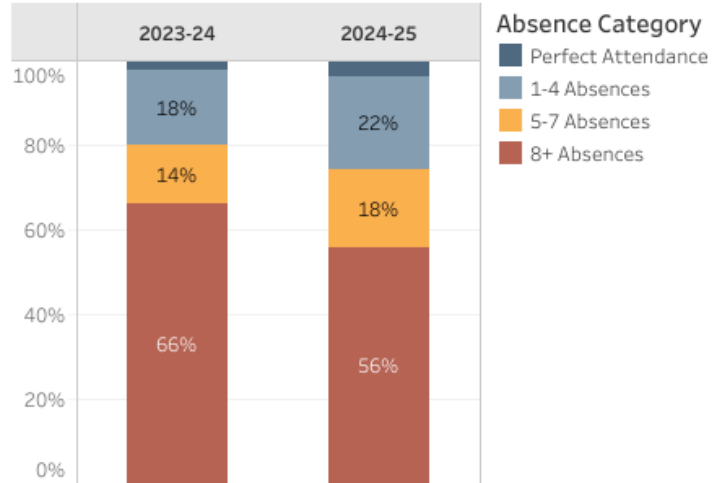


Figure: Student Attendance

What trends do you notice in your student attendance data?

Our attendance has improved overall this year. We saw an increase in the daily attendance rate, and decrease in the number of scholars who are chronically absent.

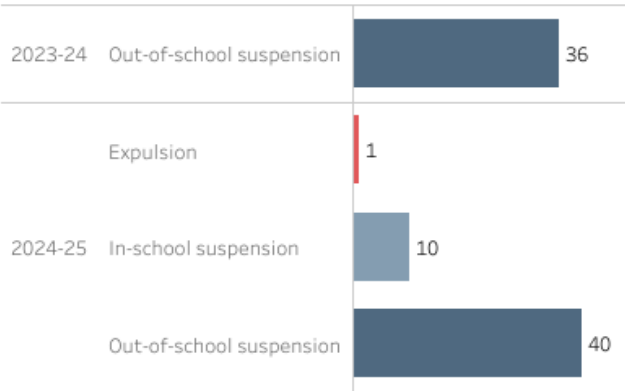
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

We will continue to outline our attendance procedures and have a clear plan heading into the next school year that will include incentives for scholars and families, as well as the understanding that involuntary withdrawals may be a possibility since we are not a neighborhood schools, no scholars can walk to our building, and we do not provide bus transportation. The partnerships with families - and making it clear that they have chosen to send their scholar to our school, so they are choosing to take on the responsibility of transporting their scholar is vital to our success.

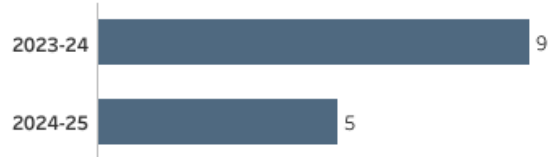
10.3 Student Discipline

Mill Creek Academy

Suspensions



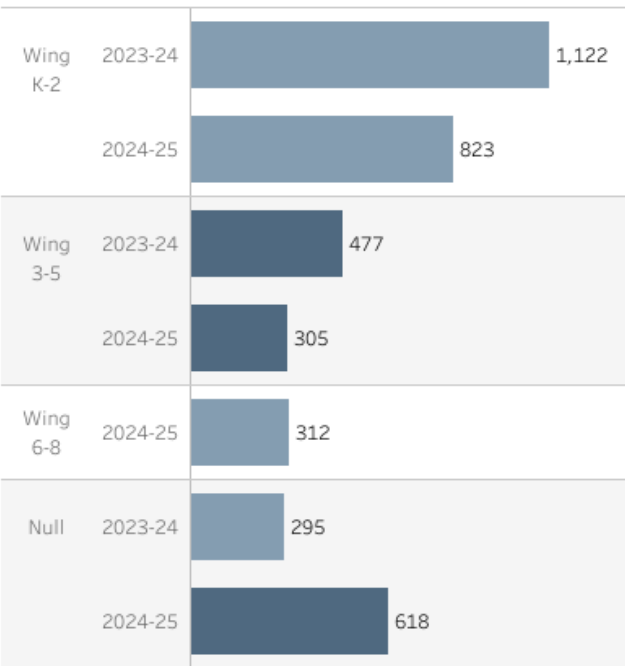
Behavior Plans



Behavior Events Per Student



Events by Wing



Events by Gender

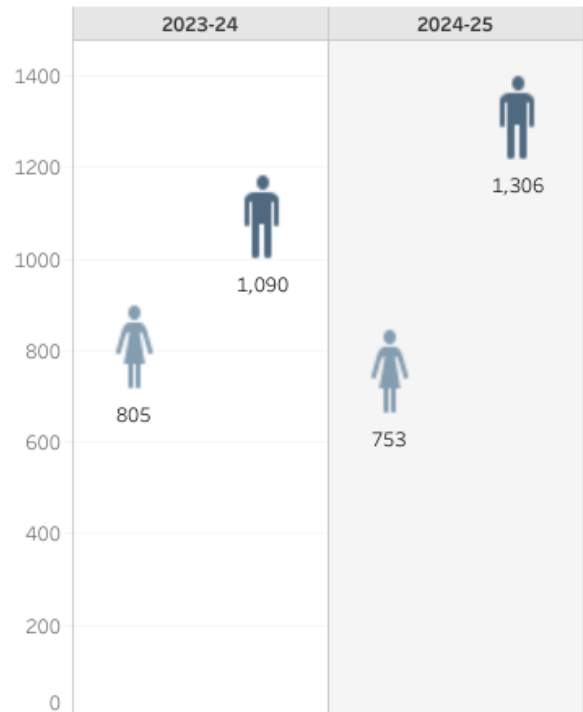


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

What trends do you notice in your student discipline data?

Student discipline incidents is up, but we also have an additional 120 scholars in the building so the decrease in incidents per student is a better indicator of progress. There is a disparity between the number of referrals between girls and boys.

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

We understand that boys interact with their peers socially, so as a staff we are looking at our routines, procedures, and behavior expectations to ensure they are equitable for all scholars and that we are engaging scholars in a variety of ways to reach all different types of learners - especially those who may require more active or kinesthetic experiences.

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.

The population growth rate is much higher than the state average rate of 6.73% and is much higher than the national average; however the real estate market and cost of living though lower than other areas of the state are increasingly rising nearest our school as it is a desirable location. Economic factors also potentially make it less likely for families to afford new property near our school. This will continue to create more reliance on steady personal transportation for scholars to be enrolled here.

12.0 Student Interim Data

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

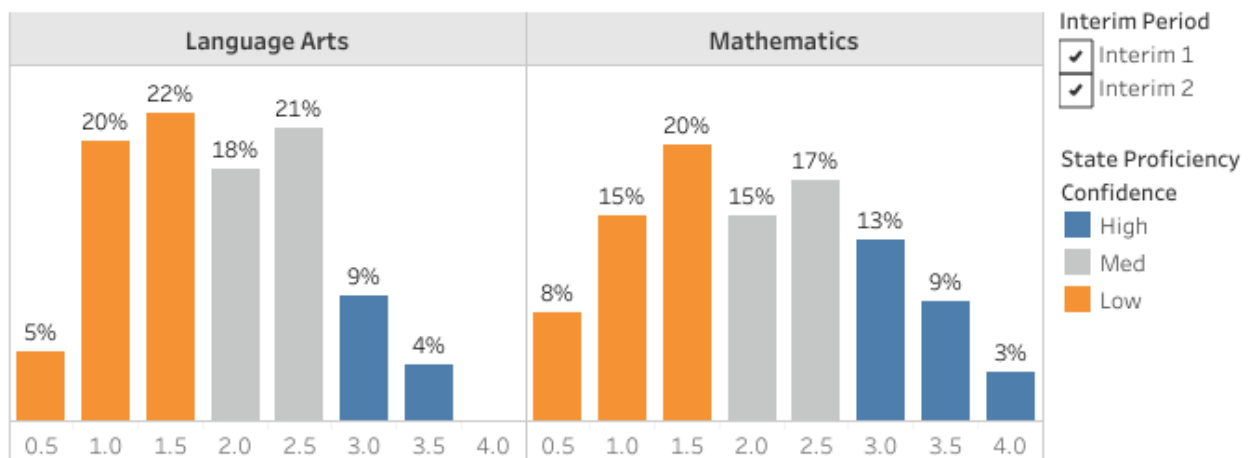


Figure: Interim Scaled Score Distribution

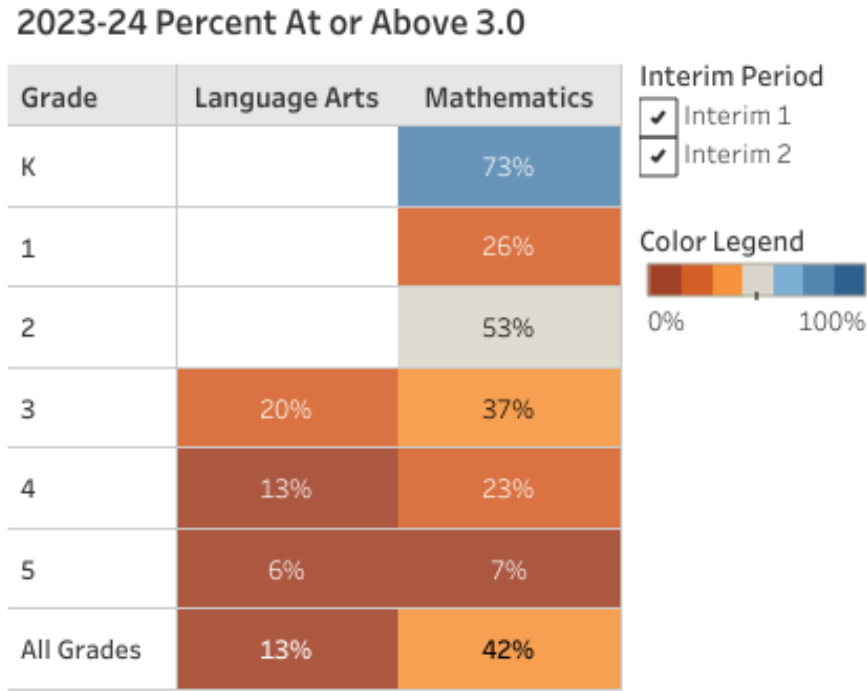


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

Interim scores are higher in the lower grades than they are in the higher ones. Overall they have improved throughout the year and the year over year comparison.

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

Systematic intervention supports with targeted support for the upper grade levels will continue to be built up to increase achievement scores. With the purchase of Intervention kits, Mill Creek now has the capability to consistently provide a full continuum of multi-level systems of support. Our leadership team also identified the need to develop a more clear vision around literacy instruction and foundation skills instruction next year to minimize skills gaps through high levels of engagement.

13.0 State Test Data

Mill Creek Academy

		2023-24	2024-25		YOY Proficiency Change 
Math	3	53%	92%	↑	
	4	39%	55%	↑	
	5	33%	40%	↑	
	6		33%		
	Total	42%	55%	↑	
Reading	3	42%	75%	↑	
	4	39%	50%	↑	
	5	47%	44%	↓	
	6		42%		
	Total	42%	53%	↑	
Science	4	50%	40%	↓	
	Total	50%	40%	↓	
Social Studies	4	61%	55%	↓	
	Total	61%	55%	↓	

Figure: State % Proficient by Grade

Mill Creek Academy

13.1 Subgroup State Achievement Data

		2023-24	2024-25	YOY Proficiency Change
All Students		46%	53%	↑
EL Status	EL Student			
	Non-EL Student	46%	53%	↑
Ethnicity	American Indian or Alaska..			
	Asian			
	Black or African American	42%	64%	↑
	Hispanic		30%	
	Native Hawaiian or Pacifi..			
	White	48%	56%	↑
FRL Status	Free	39%	42%	↑
	Reduced			
	Not Eligible	55%	62%	↑
Gender	Female	31%	52%	↑
	Male	55%	54%	↓
Homeless Status	Homeless			
	Non-Homeless	46%	52%	↑
IEP Status	IEP Student	32%	25%	↓
	Non-IEP Student	49%	62%	↑
Student Tenure	< 3 Years	46%	56%	↑
	3+ Years		50%	

Figure: State % Proficient by Subgroup

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

Lower grades perform better, while upper elementary grades experience a drop in proficiency.

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

Strengthen academic supports in grades 4-6 to prevent learning gaps. Implement mentoring programs to help transition students into upper elementary grades successfully.

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

Math gender gaps persist, with male students consistently outperforming females. Behavioral events for both genders are trending downward compared to 2023-24, reflecting improvements in student management.

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

Increase math engagement strategies for female students through targeted interventions, hands-on learning, and confidence-building activities. Continue reinforcing positive behavioral supports for male students.

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

Student attrition remains high (38.5% in 2023-24), impacting long-term academic achievement.

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

Implement wraparound support services for homeless and foster students. Strengthen counseling and social-emotional support programs.

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

There were not enough students in this subgroup to identify trends.

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

There were not enough students in this subgroup to identify trends.

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

Consistent performance across years, though additional language supports may improve outcomes.

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

Implement bilingual instructional strategies in all subjects. Increase parent outreach programs for EL families.

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

Hispanic students scored below the overall average and need additional academic support.

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

Expand bilingual support services to help English Learners and Hispanic students. Strengthen family engagement programs to provide additional academic resources at home.

14.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

25% of our scholars in grade 3-8 scored a 2.5 while 28% have scored a 3.0 or above on our curriculum interim assessments. This accounts for 53% of our scholars at or approaching grade level expected achievement. On the NWEA MAP Reading assessments the collective RIT percentile has grown 9 points since spring of 23-24 (46%) to the winter of this year (55%). Kindergarten and Grade 3 are 62nd and 61st achievement percentiles. Grade 1 and Grade 5 are 59th and 54th in achievement percentiles. On last year's overall proficiency on the Forward for reading in grades 3-5 is 42% (not strong), but it is consistent which is consistent across grade levels. White students (48% proficient) and non-IEP students (49% proficient) outperform other subgroups on the Forward Exam. The percentage of students scoring at or above 3.0 in on the Interim assessments Language Arts drops significantly in grades 4-6, with only 13% of 6th graders meeting the benchmark. On the NWEA MAP Reading assessment, the proficiency levels drop consistently from Grade K – 2, and then Grade 3 – 5. White

students (48% proficient) and non-IEP students (49% proficient) outperform other subgroups, so we must overcome our strongest performing groups having less than the population at proficiency. The challenge not seen in the data set is that many of the scholars in grade 4-6 are experiencing their first year in our curriculum, and the most any of our scholars have experiences in our curriculum is 2 years.

What trends have been identified in Reading?

Younger grades perform better in Reading, but performance declines in upper grades (4-6). Economic disadvantage and IEP status strongly correlate with lower proficiency. No significant difference between EL and non-EL students in overall proficiency (both at 46%).

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

Focus on intervention programs for grades 4-6, where performance drops, were not structured as they now are withing our school system.. We will continue Target IEP and FRL students with small-group instruction, tutoring, or differentiated literacy instruction. Implement reading strategies (Book in Bag) that support comprehension growth beyond early elementary grades.

Writing

What strengths and challenges in Writing have been identified?

We do not have any specific state assessment data for writing though we do recognize that there are some writing styles that will require more scaffolds for scholars to gain a better understanding of the writing process, there are teachers who report concerns regarding spelling, punctuation, and other mechanics. In our middle school level, the grammar components of the ELA curriculum are a focus area for fidelity in 2025-26.

What trends have been identified in Writing?

Again, seeing that we do not have any specific all school or state assessment results, the trends are in alignment with the observations in the proceeding question

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

As mentioned, there are some writing styles that will require more scaffolds for scholars to gain a better understanding of the writing process, there are teachers who report concerns regarding spelling, punctuation, and other mechanics. In our middle school level, the grammar components of the ELA curriculum are a focus area for fidelity in 2025-26.

Math

What strengths and challenges in Math have been identified?

Kindergarten and early elementary grades show relatively strong performance, with 80% of Kindergarten and 75% of 1st graders scoring at or above 3.0 in the interim assessments. Math proficiency drops significantly in upper elementary grades: 4th grade: 39% proficient b. 5th grade: 33% proficient Only 19% of 5th graders and 13% of 6th graders scored at or above 3.0 in the interim assessments. IEP students struggle significantly in math, with only 32% proficiency. Only 15% of 4th graders for MAP scored 61st or higher in percentile. Only 12% of 6th graders for MAP scored in the 61st or higher in percentile.

What trends have been identified in Math?

Early math performance is strong, but sharp declines occur after 3rd grade. The achievement gap is evident: Female students are performing much lower than males (31% vs. 55% proficiency). Free Lunch students scored only 39% proficiency compared to 55% for non-eligible students.

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

Increase math intervention programs for grades 4-6. Implement targeted small-group instruction for economically disadvantaged and IEP students. Provide additional support in math fluency and problem-solving skills to bridge the gap between early and upper elementary grades.

Science

What strengths and challenges in Science have been identified?

Overall science proficiency is at 50%, which is higher than reading and math. 4th-grade students performed at 50% proficiency, showing consistency. This data set accounts for only 1/10th our school's population last year.

What trends have been identified in Science?

There are no trends to identify at this time.

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

Increasing proficiency in reading and math will impact the science scores.

Social Studies

What strengths and challenges in Social Studies have been identified?

Social Studies has the highest proficiency rate (61%) This data set accounts for only 1/10th our school's population last year.

What trends have been identified in Social Studies?

There are no trends to identify at this time.

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

Increasing proficiency in reading and math will impact the social studies scores.

Student Interventions

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

The foundation of Mill Creek's academic program is directly aligned to the Wisconsin Academic Standards. This includes the Vision (Every Child a Graduate, College and Career Ready), Principles (Guiding Principles of Teaching and Learning), Process (Multi-Level System of Support), and Content (Standards and Functional Skills).?? Our literacy program aligns with the Science of Reading philosophy that includes both language comprehension and word recognition.? In K-2, the focus is on developing fluent readers.? This includes phonics/fluency instruction and comprehension skill instruction daily.? Students receive reading fluency benchmark assessments through Aimsweb three times per year and receive frequent progress monitoring (depending on the benchmark tier) between assessments along with targeted phonics/fluency instruction using our Reading Mastery program. Students also receive comprehension skill-focused instruction through a read aloud, shared reading, and independent practice structures daily.? The comprehension skill is assessed biweekly.? In grades 3-8, teachers utilize our Wisconsin Academic Standards aligned curriculum in both ELA and math.?? In ELA, a similar structure to K-2 is followed in grade 3-5.? There is a comprehension skill focus for the week and teachers utilize a read aloud, shared reading, independent practice approach each day.? Teachers use both the reading fluency and comprehension skill assessments to determine support systems for students that are struggling.? This support includes additional reading mastery lessons throughout the week, targeted small group instruction based on the comprehension skill data, and additional one-on-one time with the teacher.?? Our approach to mathematics instruction follows the conceptual math philosophy that seems to cultivate a mathematical growth mindset by focusing on conceptual understanding, number sense, and developing problem solving skills that can be transferred to real life decision making.? We believe that what we teach (from concrete, to pictorial, to abstract) is just as important as how we teach it (through experiencing it, talking about it, and naming it).? K-2 students receive math numeracy benchmark assessments three times per year and this data is used by the teacher for intentional numeracy instruction throughout the

school year.?? All K-5 teachers use a lesson structure that includes numeracy development, concept development, and practice daily.? Students receive frequent formative assessments throughout each math until and the data is used to inform pause (reteach) days for students.? Students are also able to utilize our digital tools (Lexia and Dreambox) that provide targeted support/instruction for students.? Time with these tools are embedded into the independent time within the instruction block and encouraged as a resource outside of school.

How does your school identify students who need intervention?

Deans, interventionists, and classroom teachers form a support team(s) for scholars and meet regularly to identify students, plan intervention strategies, and monitor student progress. Those teams triangulate common assessment data (literacy and numeracy), NWEA MAP, aimsweb Benchmark screeners, and Interim Assessment data to determine intervention needs. Lexia Core 5 also provides teachers feedback regarding which students require intervention on particulate literacy skills at a Tier 2 level. For scholars who still exhibit significant skills gaps, our Intervention Assistance Team (IAT) convene to review progress monitoring and common assessments and student work samples as well as additional classroom supports/skill-reinforcing learning activities implemented so far. The team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student in 6-8 week intervals. For literacy, our primary intensive intervention programs are Reading Mastery and Corrective Reading. With math intervention, our school utilizes the intervention materials that supplement our Bridges curriculum. Our classroom teachers, student services personnel (social work and Achievement Behavior Specialist), and dean of intervention also meet to review and discuss behavior data. Our schoolwide behavior system is responsive and tiered to meet the needs of scholars through corrective consequences, learning lessons, and behavior support plans that are tailored to specific student needs. That tailoring is both specific to the characteristics, qualities, and interests of the students as well as to targeted behavior(s). The identification of scholars takes place largely in fall, winter, and spring intervals that coincide with our schoolwide benchmarking; however, there are opportunities for scholars to qualify through a staff recommendation progress (which may even be at the prompting of a parent). The data is tracked by our IAT in our student's information system, MyNHA, and individual teachers also keep track of their scholar's progress within the benchmarking platforms. For the specific intervention resource documentation, there are shared (with only the necessary members of the team) Google Sheets that document scholars progress. Our universal screening process and data collection platforms in MyNHA ensures that categorically eligible children are included in the identification and monitoring of high needs scholars.

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

When a child has met the criteria for a targeted intervention, the IAT convenes to discuss that scholars' most important needs and the classroom teacher, or dean, will communicate with the family regarding their child's eligibility for services. There is a letter that is sent via email and placed in the child's backpack. Families are also asked to provide any relevant information or feedback regarding their child's progress and programming. The team works together to develop the implementation plan, progress monitoring intervals are set for a prescribed set of weeks (generally 6-8) and when the team re-convenes a determination for continued services or dismissal is made during the progress monitoring review. The measures for determining the start or stop of services includes Universal screeners: aimsweb and NWEA MAP Curriculum common assessments Lexia or DreamBox (skill software) progress Student work samples Other anecdotal evidence For those scholars already receiving intervention Progress monitoring outcomes (per the intervention resource) Aimsweb benchmarking

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

Teacher teams, in conjunction with the academic dean/principal, review progress monitoring results (aimswebPLUS or the intervention-based tools). The progress monitoring can range from weekly to bi-weekly depending on the prescribed recommendations of the intervention (or if no recommendations a determination by the IAT.

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

Each teacher is assigned a direct supervisor that regularly (weekly) provides classroom observations and meets frequently (weekly) during one-on-one meetings.? As part of the coaching provided by the direct supervisors, there is an instructional coaching cycle that is used to gather evidence, identify key levers, implement change, and monitor progress with the teacher.? In addition, content area specialists work with the direct supervisor on strong implementation of coaching cycles.? During both one-on-one meetings and grade level PLC meetings, student data is reviewed frequently to determine both support needed for the teacher and for the students.

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

Mill Creek's behavior support structure follows what is called our Behave With Care philosophy.? This philosophy includes four components (establishing school and classroom culture, establishing and teaching classroom and schoolwide structures,

establishing clear classroom management expectations and strategies, establishing consistent methods for student behavior accountability).?? This philosophy is also directly aligned with our teacher classroom culture expectations that include building positive relationships with students, having a physical environment that optimizes learning for students, establishing strong/effective routines/procedures, and establishing high behavioral expectations for students while teaching our moral focus virtues.? These practices are designed to ensure students are remaining in school and suspensions used in discipline practices is through the lens of how to we help students stay in school.

Highly Qualified Staff

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

The school leadership team is very mindful about messaging that the community receives about what is to be expected from a culture and climate standpoint at Mill Creek. The attention and responsive support that the leadership team provides staff - both empathy and empowerment-focused - is critical to how our retention of teachers. We have also created social media posts that specifically target prospective candidates for employment.

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: NA NHA-provided PD: Corrective Reading and Reading Mastery

How do you know the PD was effective?

Supplemental (grant-funded) PD: NA NHA-provided PD: Teachers have been able to implement the intervention programs successfully, and those grade levels with high fidelity have closed gaps (Grade 2)

How will the learning be sustained moving forward?

Supplemental (grant-funded) PD: NA NHA-provided PD: Ensure resources are in place from the start and build in regular opportunities for learning and coaching around "Response to Data"

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

Supplemental (grant-funded) PD: NA NHA-provided PD: Our content area leads and subject content experts are ready to provide the next wave of training.

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.

Trauma informed and culturally responsive practices, effective academic engagement strategies around classroom culture, planning, teacher, and assessment

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?

This year our school leadership team engaged in a Title I program review conducted in conjunction with a comprehensive needs assessment. Although we believe the

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allocation of funding towards additional social work access and intervention materials provided appropriate supports for the needs of our school, we anticipate that changing for the next school year. Hiring a classroom paraprofessional for academic support while supplementing with schoolwide SEL programming (all staff PD) will be priorities.

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

16.0 School Improvement Goals

Action Plan for Continuous Improvement

Goal	For the 2025-26 school year, Mill Creek will increase the percentage of scholars scoring advanced/proficient on NHA ELA Interim assessments to 50%(or higher).
Baseline Data	During the 2024-25 school year, 41% of students scored proficient or advanced on the ELA interim 3. That was an increase of 8% from 2023-24.
Area of Need	Foundational Literacy Skills
Root Cause	Due to a lack of shared vision for literacy in the building, scheduling structures, and staff training around engaging scholars effective in literacy instruction, Mill Creek scholars demonstrate lagging foundational literacy skills.
Strategies	Modeling, independent practice with feedback
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.	

Activity	Begin Date	End Date	Staff Responsible
Professional Development: Literacy Instruction - foundational skills engagement	August 2025	November 2026	Principal, deans, curriculum and instruction partners, and teacher leadership
Coaching	September 2025	May 2026	Principal, Deans, Teacher Mentor Coordinator

Activity	Begin Date	End Date	Staff Responsible
Coaching - co-planning and	September 2025	May 2026	Principal, Deans, Teacher Mentor Coordinator

17.0 Professional Learning Plan

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

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

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

Date	Content Hours	Title	Objectives	PD Type (Required, Grants, or General Funded)	# of Estimated Attendees	Intended Audience
8/15-8/29	42 new staff/ 22 returning	Back to School	Curriculum overview, student and staff protocols, Unit unpacking, Teacher expectations and responsibilities.	ELA, Math	Required	40
9/10	.5	Lexia and Dreambox overview	Expectations for student use, data overview and behavior entry in MyNha	ELA, Math	Required	40
10/8	.75	IEP Team Roles, PD Library	Overview of team roles and responsibilities.	All subject areas - predominantly	Required	40

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			How to request IEP, steps and process. Introduction to new PD library	reading and math per IEP goals/plans.		
10/18	6	NHA Regional PD	SEL content based integration, grade level and content area discussions	Wisconsin CASEL and Social Emotional Competencies .	Required	40
10/25	3.5	Mill Creek Fall PD and data dive	Health Office response protocols and reporting. Intervention response tiers and resources - connected to regionals.	None	Required	40
11/12	.5	Parent Partnerships	Home school connections, parent communication expectations. Home school literacy support. Book in a Bag introduction	ELA	Required	40
11/19	.5	Committee and team meetings	GLINT results, parent communication tips and expectations	None	Required	40
1/14	.5	Maps Overview	MAPS assessment support, set up	ELA and Math	Required	40

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			testing, and accessing data			
2/28	3.5	Winter PD and data Dive	Next steps guides- interventions, do-nows and skill practice opportunities - engagement strategies	ELA, Math, Social Studies, Science, SEL Competencies	Required	40
3/11	.75	Staff Meeting	Four before the door and classroom culture strategies. Behave with Care Tier overview and schoolwide behavior systems	SEL Competencies	Required	40
3/21	6.5	NHA Regional PD	Content and grade level focused PD	ELA, Math	Required	40
4/8	.5	Office Protocols	Office safety protocols. How to fill out incident report. Who to contact and when.	None	Required	40
5/13	.5	Glnt results and Action Planning	Discussion on target areas of GLINT, 25-26 planning for communication and behavior management	None	Required	40

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5/20	1	Solutions Planning	Focus on communication and universal protocols for behavior(Behave with care)	SEL Competencies	Required	40
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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
Greater Waukesha Area YMCA	YBASE onsite Before and Aftercare
Waukesha Parks, Forestry & Recreation	Resource sharing, activities for scholars, marketing (enrollment) opportunities
Journey Martial Arts	Family engagement events, PTO collaboration
Kids Kingdom	Provide transportation from our school to their facility for after care for families

19.0 Parent and Family Engagement Plan and Activities Calendar

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

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

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

Month	Engagement Activity
September 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
May 2026	Movin' Up re-enrollment event, Spring music concerts
March 2026	VIP Reading Day, Art Show/Ice Cream Social
December 2025	Family Movie Night, Winter Music Concert

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?

Yes

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

Yes, the goals are impacting student wellness. In addition to the nutritional education and portioning via our food service provider, our after school athletic programming expanded to include Girls on the Run and flag football.

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

We believe it is quite comprehensive and at this time no changes are needed. We intend to expand our focus (sub) priorities in the 2025-26 as there are facets of each category.

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

At this time the current goals are meeting the needs of our school, and we want to continue to attain them with even great success outcomes (programming and feedback regarding student & staff wellness) in the upcoming school 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 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, Brain 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

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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.