

National Heritage Academies

School Improvement Process Workbook (SIP 2026-2027)

Atlanta Heights Charter School

Atlanta Heights Charter School

June 2026

1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2026-2027 school year and beyond. By evaluating and updating this plan, 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	8/26	8/27	8/28	TBD
Schoolwide Plan reviewed and updated	4/24	4/23	4/22	TBD
Effectiveness of school improvement process in school evaluated	3/26	3/26	3/27	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	4/24	4/23	4/24	TBD
Title I Parent Meetings	10/23	10/21	10/23	TBD

2.0 Evidence of Collaboration - GA & LA

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

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

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

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

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

Atlanta Heights 2025-26

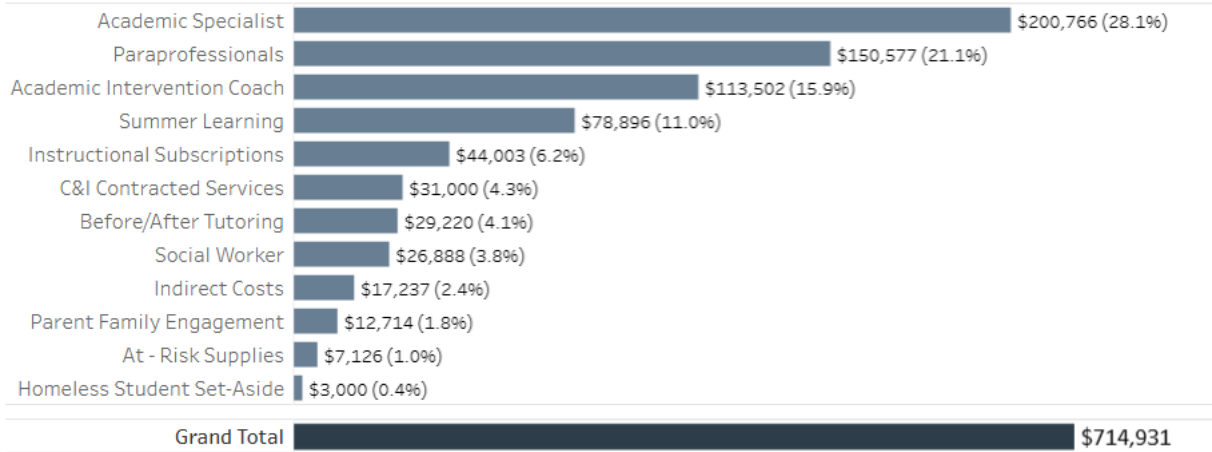


Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

02/11/2026

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

03/6/2026

5.0 Collaboration with the School Board

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

05/11/2026

6.0 Program Evaluation Overview

Atlanta Heights Charter School

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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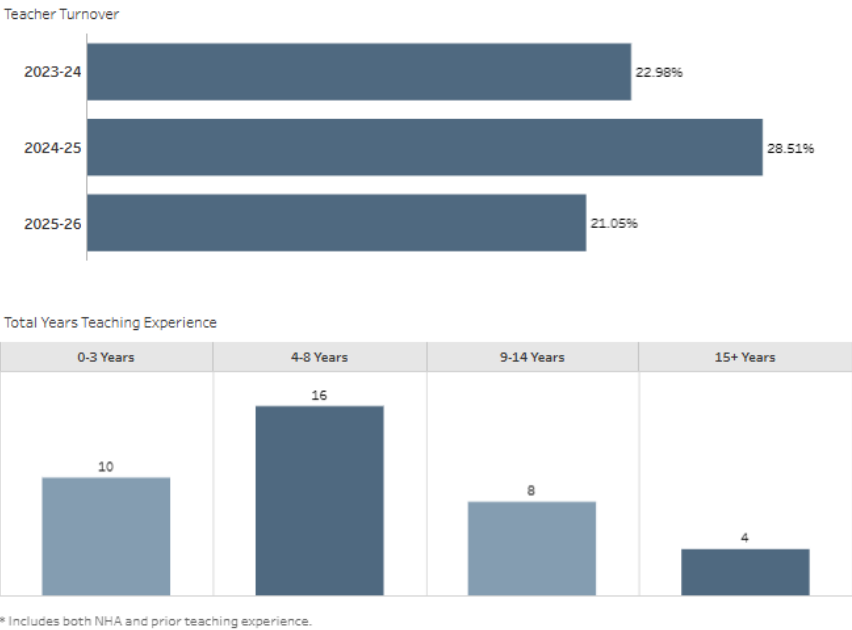


Figure: Teacher Turnover and Years Teaching Experience

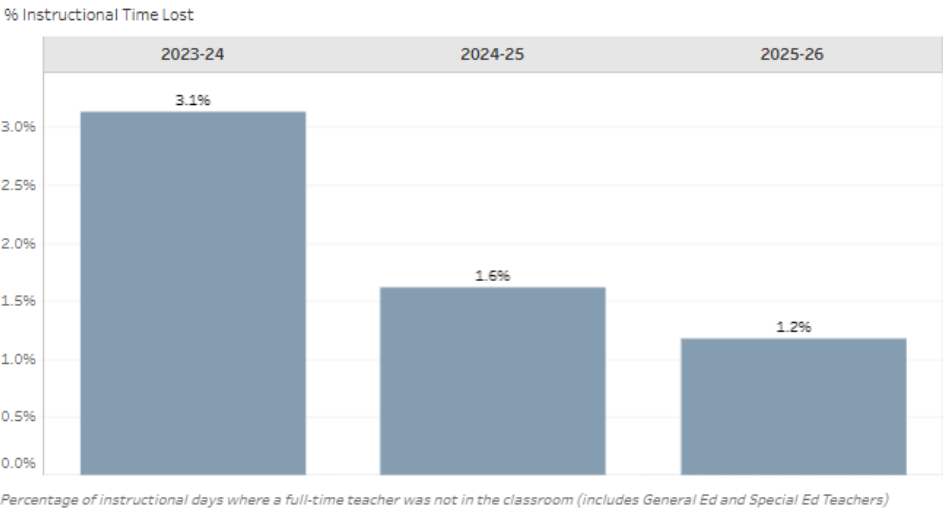


Figure: Teacher Absences and % Instructional Time Lost

Atlanta Heights Charter School



Figure: Staff Perceptions

What trends do you notice in your school staff data?

Teacher turnover at AHCS shows a positive downward trend, decreasing from 28.51% in 2024–2025 to 21.05% in 2025–2026, reflecting improved staff stability. The majority of staff fall within the 4–8 year experience range, indicating a strong core of developing and retained educators, while opportunities remain to continue strengthening retention and supporting both early-career and veteran teachers.

Instructional time lost has steadily decreased from 3.1% in 2023–2024 to 1.2% in 2025–2026, reflecting improved teacher attendance and increased consistency in classroom instruction.

Staff perception data highlights an opportunity to strengthen overall staff engagement, with current levels at 56 and areas such as leadership confidence, feedback, empowerment, school culture, and behavior response providing clear direction for growth. Purpose remains a strong area, reflecting staff commitment and dedication. Moving forward, a continued focus on enhancing staff support, strengthening communication, and ensuring consistent leadership practices will help further elevate engagement and the overall staff.

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

Staff engagement data presents an opportunity to build on current strengths by implementing intentional actions that enhance recognition, support systems, and leadership consistency. AHCS will establish a structured monthly recognition program aligned to Moral Focus and instructional excellence, along with weekly shout-outs and peer-to-peer acknowledgment. To strengthen discipline response, the school will reinforce clear behavior expectations, provide professional development on classroom management, and ensure consistent leadership support, particularly in middle school. To increase staff confidence and school pride, AHCS will highlight academic successes and equip staff with key messaging to positively represent the school.

To support staff well-being, the school will prioritize wellness initiatives, protect planning time, and conduct regular check-ins. Leadership will also engage in weekly calibration meetings to ensure consistent expectations, coaching, and communication across all teams. Additionally, AHCS will continue to strengthen its culture by fostering collaboration, increasing staff voice, and creating opportunities for team-building and shared success. These efforts will promote a more aligned, supportive, and engaging work environment.

9.0 Parent Perception Data

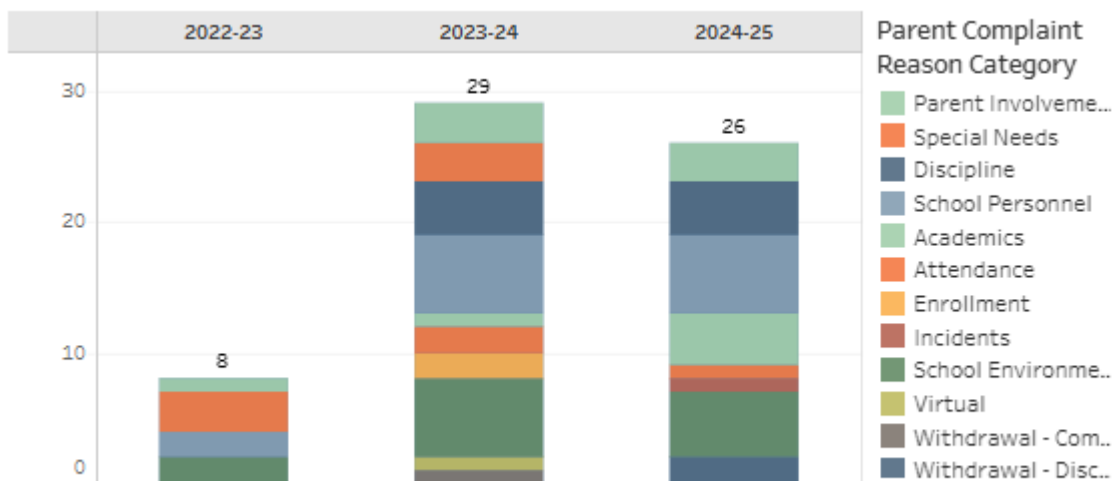
Parent perception data is collected in order to provide information on trends in parent satisfaction year over year.

Figure: Parent Survey Results

Atlanta Heights Charter School

		2022-23	2023-24	2024-25	2025-26	YOY Change
Loyalty	Likelihood to Enroll Next Year	70% (116)				
	Likelihood to Recommend School	62% (125)	64% (94) ↑	42% (53) ↓		
	Overall Satisfaction	56% (126)	60% (94) ↑	37% (51) ↓	35% (72) ↓	
Academics	Child Receiving High-Quality Education	62% (122)	63% (90) ↑	43% (56) ↓		
Schoolwide Behavior System	Discipline is Handled Effectively at This School	57% (120)	64% (87) ↑	25% (53) ↓	27% (86) ↑	
	School Provides Safe Environment	70% (120)	72% (87) ↑	36% (53) ↓	36% (83) ↑	
Communication	Leadership Communication	57% (125)	65% (93) ↑	34% (29) ↓		
	Teacher Communication	64% (123)	67% (93) ↑	53% (30) ↓		
Moral Guidance	Moral Focus Impact	63% (119)	67% (88) ↑	45% (55) ↓	39% (75) ↓	

Figure: Parent Complaint Counts (2025-2026 requested data)



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

Parent data reflects a strong and growing level of family engagement, with increased feedback from 8 concerns in 2022–2023 to 29 in 2023–2024 and 26 in 2024–2025. This continued input provides AHCS with valuable insight to better understand and respond to family needs. Positive indicators such as discipline improving from 25% to 27% and safety remaining steady at 36% in 2025–2026 highlight a solid foundation in maintaining a safe and structured school environment.

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At the same time, the data identifies opportunities to strengthen overall family perception. Areas such as overall satisfaction (60% in 2023–2024 to 35% in 2025–2026), high-quality education (63% to 43%), and communication reflect the need for continued focus. Moving forward, AHCS will prioritize consistency in communication, strengthen instructional quality, and build on existing systems to enhance the overall family experience and increase confidence across all grade levels.

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

In response, AHCS is taking intentional steps to build on these strengths and further enhance the overall experience for families. The school will continue to strengthen instructional practices through consistent, high-quality, standards-aligned teaching and ongoing progress monitoring to ensure scholar success. A renewed focus on behavior systems will emphasize clear expectations, consistency, and increased leadership visibility to support a positive and safe school environment. Communication will be enhanced through consistent use of SchoolConnect, regular updates, and expanded opportunities for family engagement, including academic events and feedback sessions. Additionally, leadership will prioritize strong relationships with families through increased visibility, responsiveness, and transparency. Targeted support will be provided to grades 6–8 to ensure both academic and cultural growth. These efforts are designed to strengthen trust, elevate the family experience, and continue moving AHCS forward in a positive direction.

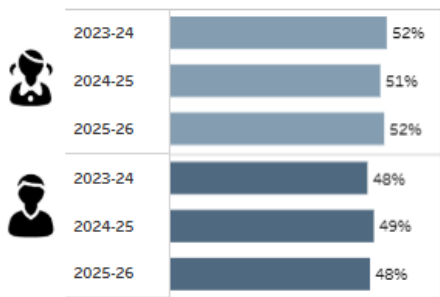
10.0 Demographic Data

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

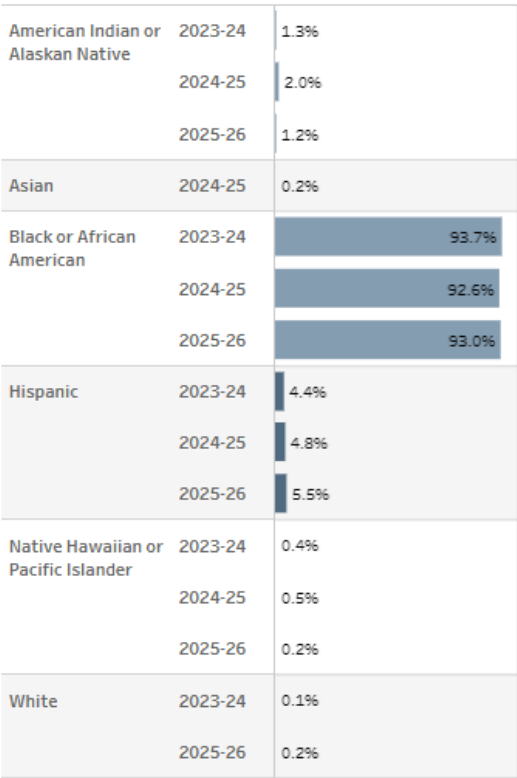
Figure: Gender, Ethnicity, and Enrollment

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Gender



Ethnicity

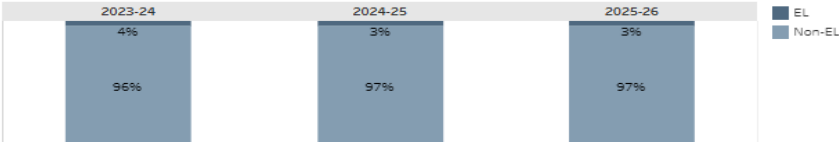


Enrollment

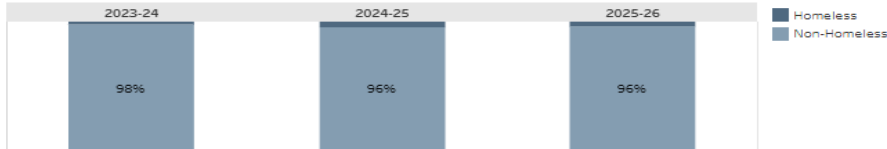
Grade	2023-24	2024-25	2025-26
K	95	67 ↓	66 ↓
1	88	78 ↓	57 ↓
2	89	83 ↓	74 ↓
3	90	72 ↓	66 ↓
4	89	74 ↓	63 ↓
5	77	68 ↓	64 ↓
6	89	74 ↓	68 ↓
7	81	78 ↓	61 ↓
8	68	72 ↑	64 ↓

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

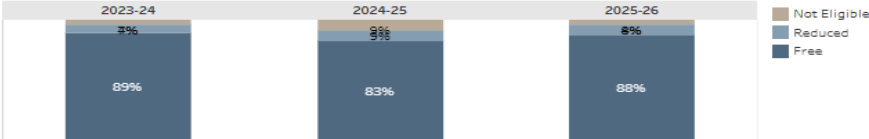
% EL



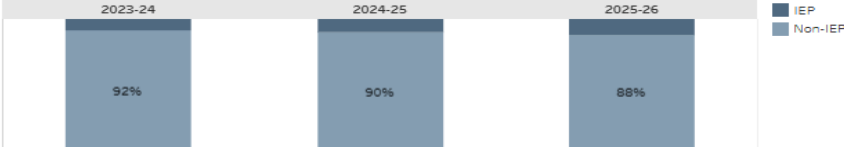
% Homeless



% FRL



% IEP



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

Student demographic data reflects overall stability across key subgroups, providing a consistent foundation for instructional planning and support. The percentage of English Learners has remained steady at 3–4% from 2023–2024 through 2025–2026, while the homeless population has also remained consistent at approximately 96–98% non-homeless, indicating minimal fluctuation. Additionally, the percentage of students receiving free or reduced lunch remains high, with free lunch increasing from 83% in 2024–2025 to 88% in 2025–2026, highlighting the school’s continued commitment to serving a high-need population.

The percentage of students with IEPs has remained relatively stable, with non-IEP students ranging from 88% to 92% over the three years. Overall, these trends reflect a stable and consistent student population, allowing AHCS to intentionally plan and refine supports, resources, and instructional strategies to meet the ongoing needs of all scholars while continuing to strengthen outcomes across all subgroups.

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

AHCS will continue to build on the stability of its student population by strengthening targeted support for all scholars. This includes differentiated instruction and progress monitoring for English Learners, expanded interventions and resources for economically disadvantaged students, and consistent co-teaching and collaboration to support students with IEPs. The school will also continue to partner with families and community resources to address additional needs. Overall, AHCS Senior Leadership, the school Social Worker and Academic Specialist will use data-driven strategies and targeted support to ensure all scholars are positioned for success.

10.1 Student Attrition Data

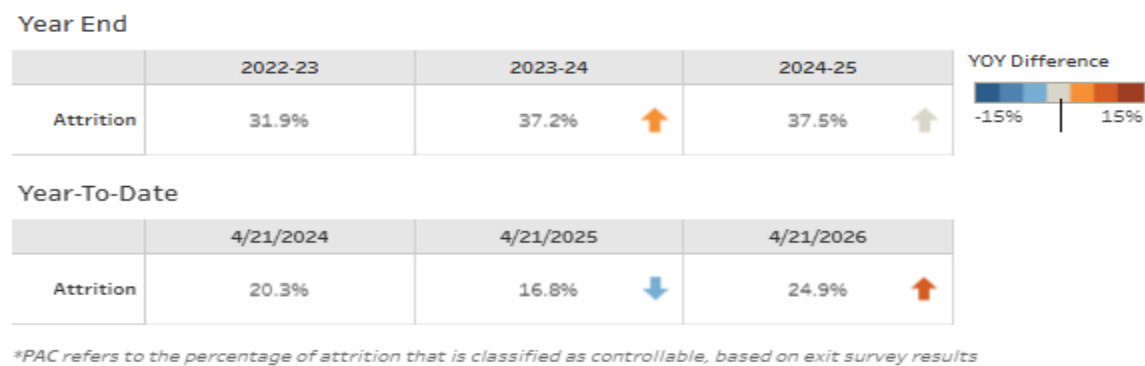


Figure: Student Attrition

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

Student attrition data reflects areas of progress and opportunity, with year-to-date attrition improving from 20.3% in 2024 to 16.8% in 2025, before rising to 24.9% in 2026. Year-end attrition has remained relatively consistent, increasing slightly from 31.9% in 2022–2023 to 37.5% in 2024–2025. These trends indicate that while effective strategies have positively impacted retention at points in time, there is an opportunity to build greater consistency and sustain long-term improvement.

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

To continue strengthening retention, AHCS will enhance family engagement through consistent communication, proactive outreach, and increased opportunities for parent involvement. The school will also focus on improving the overall student experience by reinforcing behavior expectations, strengthening instructional quality, and increasing leadership visibility. Additionally, targeted retention strategies will include monitoring at-risk students, conducting regular family check-ins, and using exit data to address concerns.

Attendance initiatives will remain a strong focus, with continued implementation of VIP Drive Line pick-up, SLT Attendance Tea, and the SLT Rocket Cart to celebrate excellent attendance during testing. Scholars will be recognized through class-based celebrations, student certificates for perfect attendance, Dress Down Days, and K–2 scooter days for week-long perfect attendance. Incentives such as Blow Pops will continue during Interim Assessments and NWEA to reinforce daily attendance. Deans will conduct weekly attrition calls to proactively support families, while Parent Ambassador-led events and Parent Council meetings will focus on attendance awareness, social-emotional support, and addressing barriers to consistent attendance. Additionally, AHCS will continue to support families in need by providing MARTA passes for homeless students to ensure reliable transportation to and from school. These combined efforts are designed to build a strong culture of attendance, strengthen family partnerships, and support long-term student retention.

10.2 Student Attendance

Average Daily Attendance Rate

Year	Attendance Rate
2023-24	88.9%
2024-25	87.9%
2025-26 (YTD)	90.2%

Student Absence Distribution

Absence Category	2023-24	2024-25	2025-26 (YTD)
Perfect Attendance	86%	89%	84%
1-4 Absences	14%	10%	16%
5-7 Absences	13%	11%	15%
8+ Absences	71%	77%	63%

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

What trends do you notice in your student discipline data?

Student discipline data from 2023–2024 through 2025–2026 reflects both progress and opportunities for continued growth. There has been a reduction in more serious consequences over time, showing that proactive behavior supports are having a positive impact. At the same time, an increase in behavior plans reflects a more intentional approach to identifying and supporting students. Trends across these years also show that behavior incidents are more concentrated in upper grades, highlighting the need for targeted support.

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

To build on this progress, AHCS will continue strengthening behavior systems through clear expectations, consistent implementation, and increased proactive supports such as behavior plans and restorative practices. Leadership will increase visibility, especially in middle school, while providing professional development on classroom management and de-escalation strategies. The school will also continue to use incentives, monitor data regularly, and partner with families to ensure alignment and support a positive, structured learning environment. Moral Focus Assemblies, peer mediation, and sessions with the school social worker will also continue to support and reinforce positive student behavior.

11.0 School Community Summary

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

Atlanta Heights Charter School is located in the Adamsville area on the southwest side of Atlanta. Adamsville is a predominantly African American community, with approximately 95% of families identifying as African American, 3% as Hispanic, and 3% as Caucasian. The median household income in this area is approximately \$40,847, with a significant portion of children living below the poverty line. Housing trends indicate that the majority of residents are renters, with average rental costs around \$899 per month and a median home value of approximately \$143,500.

The working population in Adamsville is largely employed in service, manufacturing, and labor-based occupations, with a smaller percentage in professional roles. Approximately one-third of adults have completed a college education. Family structures within the community reflect a high percentage of single-parent households, particularly single-

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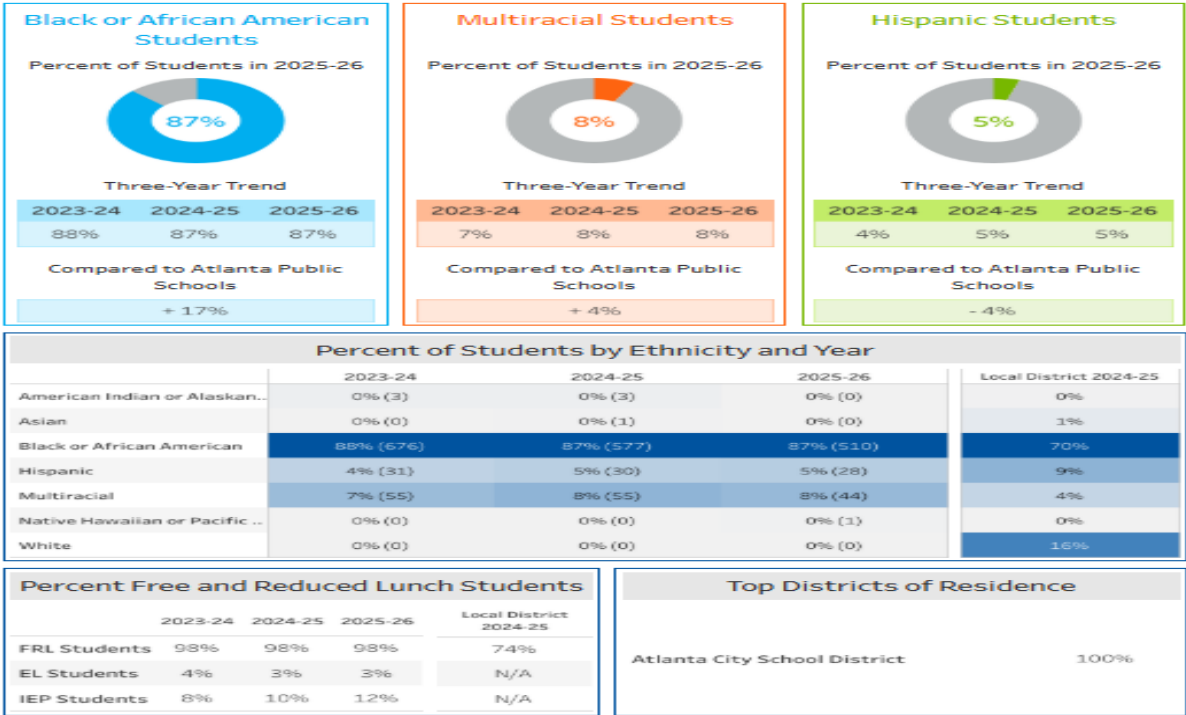
mother households, which can present additional challenges related to stability, time, and access to resources. The community also experiences higher-than-average crime rates, which can contribute to the social-emotional needs of students.

Many of the challenges experienced at Atlanta Heights Charter School are directly connected to the realities within the Adamsville community. These include concerns related to stable housing, attendance and tardiness, and the need for effective parenting support. Additionally, a number of scholars have experienced or been exposed to trauma, which impacts both academic performance and behavior. Despite these challenges, AHCS benefits from a strong sense of community among families and staff, fostering a supportive and connected school environment.

To address these needs, Atlanta Heights Charter School remains committed to providing comprehensive support for scholars and families. The school continues to offer extracurricular activities and enrichment opportunities that promote self-awareness, confidence, and positive character development. These efforts have strengthened relationships among families and contributed to a close-knit school community. AHCS will continue to expand partnerships with organizations such as MARTA, the Atlanta Community Food Bank, Atlanta Furniture Bank, Atlanta Metro Community College Job Training programs, Family Ties, Publix, Communities in Schools, and the Adamsville Health Center. These partnerships will support the school in providing wraparound services that address both academic and non-academic needs, ensuring that all scholars are equipped for success.

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Atlanta Heights Charter School Student Demographics



12.0 Student Interim Data

2025-26 Scaled Score Distribution (Grades 3-8)

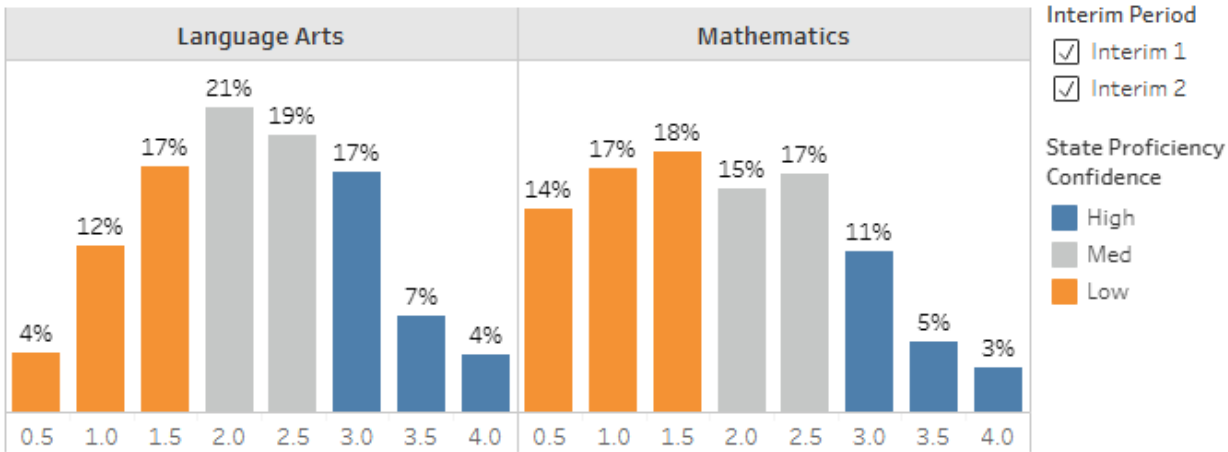


Figure: Interim Scaled Score Distribution

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2025-26 Percent At or Above 3.0

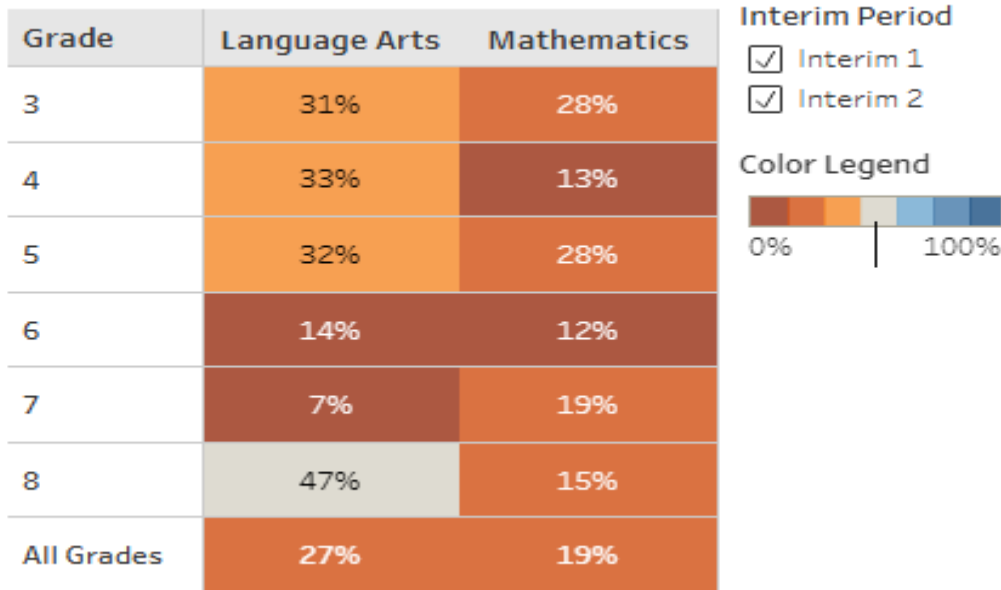


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

Interim data for 2025–2026 highlights areas of growth and opportunity across grade levels. Several grades are demonstrating solid performance in Language Arts, with upper elementary and grade 8 showing notable strength. Mathematics results show pockets of progress, particularly in grades 3 and 5, indicating that foundational skills are being built. The scaled score distribution reflects a concentration of students moving into the mid-range bands, suggesting that many scholars are approaching proficiency and are within reach of meeting grade-level expectations. This positions AHCS well to accelerate learning through targeted support.

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

To build on this progress, AHCS will continue to strengthen small group instruction based on Interim data, with a focused emphasis on “bubble” and “double bubble” scholars. Teachers will utilize daily data-driven instruction, including GMAS-aligned Do Nows and Exit Tickets, to reinforce key standards. Additional instructional time will be prioritized for ELA and Math through intervention blocks, while progress monitoring will guide instructional adjustments. Leadership will ensure consistent implementation

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through walkthroughs, coaching, and PLCs. These next steps will support closing learning gaps, increasing proficiency, and moving more scholars into the high-performance range.

AHCS will also continue leveraging the Georgia Standards of Excellence and the GA Blueprint/Scope and Sequence to plan instruction with intentionality. Teachers will map standards backward to identify what mastery looks like at all levels, including the prerequisite skills needed for students to access grade-level content. This approach supports differentiated instruction and ensures all learners are appropriately challenged and supported. Teams have been trained on programs such as Reading Mastery, Corrective Reading, Lexia, DreamBox, and Zearn, and have participated in professional development focused on cognitive engagement, instructional rigor, and data analysis. These programs and training remain integral in addressing learning gaps and strengthening mastery of student performance within the core instructional program.

13.0 State Test Data

Atlanta Heights Preliminary Proficiency				
Subject	Grade	2024-25	2025-26	YOY
Math	3	27%	45%	+18%
	4	19%	25%	+6%
	5	23%	7%	-16%
	6	6%	23%	+17%
	7	9%	11%	+2%
	8	21%	21%	0%
	All	17%	22%	+5%
Science	5	26%	35%	+9%
	8	11%	17%	+6%
	All	19%	26%	+7%
Social Studies	8	10%	11%	+1%
	All	10%	11%	+1%

Figure: State % Proficient by Grade

13.1 Subgroup State Achievement Data

Atlanta Heights SWD Population Proficiency				
Subject	Grade	2024-25	2025-26	YOY
Math	3	0%	0%	0%
	4	0%	0%	0%
	5	25%	0%	-25%
	6	0%	10%	+10%
	7	17%	0%	-17%
	8	0%	27%	+27%
	All	8%	8%	0%
Science	5	25%	0%	-25%
	8	0%	18%	+18%
	All	15%	10%	-5%
Social Studies	8	0%	9%	+9%
	All	0%	9%	+9%

Figure: SWD school GMAS preliminary proficiency by grade and subject

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

Overall SWD proficiency remained flat in Math (8%), declined slightly in Science, and improved in Social Studies. Grades 6 and 8 Math, Grade 8 Science, and Grade 8 Social Studies showed growth, while Grades 5 and 7 experienced declines, indicating inconsistent performance across grade levels.

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

Yes. We will return Back to Basic for instructional practices, planning and delivery, to increase targeted interventions for SWD scholars, provide more standards-based practice aligned to GMAS expectations, monitor progress through frequent formative assessments, and provide teachers with ongoing coaching on differentiation, accommodations, and co-teaching strategies to improve proficiency across all grade levels.

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Remaining trend data questions will be addressed in December 2026 when final state data is released.

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

Update with 2025-2026 GMAS Data Comments

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

Update with 2025-2026 GMAS Data Comments

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

Update with 2025-2026 GMAS Data Comments

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

Update with 2025-2026 GMAS Data Comments

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

Update with 2025-2026 GMAS Data Comments

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

Update with 2025-2026 GMAS Data Comments

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

Update with 2025-2026 GMAS Data Comments

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

Update with 2025-2026 GMAS Data Comments

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

Update with 2025-2026 GMAS DataComments

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

Update with 2025-2026 GMAS Data Comments

14.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

Strengths in reading for grades K-5 include students' ability to transfer reading strategies from Read Alouds and Shared Reading texts in whole group instruction to their independent reading and writing activities. In middle school, a key strength is the increased independent reading stamina resulting from the implementation of classroom Novel Studies. However, a challenge in middle school is the limited opportunities for scholars to engage with texts that align with their interests or personal experiences. The greatest challenge across all grade levels remains closing the gap among students reading on grade level, with reading comprehension being the most significant hurdle.

What trends have been identified in Reading?

One trend that we have identified is the critical need for more independent reading opportunities with books that align with scholars' individual reading levels. Many students, particularly those new to Atlanta Heights, often enter with significant reading deficiencies, making it challenging for them to engage with grade-level texts. Providing access to appropriately leveled books is essential in supporting their growth, building their confidence, and fostering a love for reading. Additionally, increasing independent reading opportunities allows scholars to apply reading strategies at their own pace, improve fluency, and strengthen comprehension skills—ultimately working toward closing the overall reading gap across grade levels.

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

The school will continue to invest in expanding leveled libraries across all classrooms to ensure students have access to texts that match their reading abilities. Additionally, to address significant reading deficiencies in grades 3-8, the school will implement the Corrective Reading program alongside the Reading Mastery curriculum in grade K-2. A rotating reading block with leveled student groups will provide targeted instruction based on individual needs and skill levels. In middle school, we will maintain a strong focus on instructional coaching and adherence to best practices in reading instruction to support student growth and improve overall literacy outcomes.

Writing

What strengths and challenges in Writing have been identified?

One strength we have identified in the area of writing is the improvement in scholars' ability to craft constructed responses, demonstrating greater organization and clarity in

their writing. Additionally, scholars continue to show significant progress in writing across various genres, developing their skills in narrative, informational, and argumentative writing. However, a major challenge remains writing from sources, which is directly tied to students' reading levels and comprehension skills. Many scholars struggle with analyzing multiple texts, synthesizing information, and integrating evidence effectively into their writing. In middle school, a key challenge is the lack of sufficient dedicated writing time within the curriculum. Writing is often embedded within other subject areas rather than receiving focused, structured instruction. Without consistent opportunities for explicit writing practice, students have limited time to refine their skills, receive targeted feedback, and engage in the writing process, including planning, drafting, revising, and editing. Expanding structured writing instruction in grades 6-8 will be essential in strengthening scholars' ability to write from sources and overall written expression.

What trends have been identified in Writing?

One trend includes scholars across K-8 consistently utilizing the RACE strategy to complete constructed responses, demonstrating a more structured approach to writing. Another trend is the widespread use of anchor charts and graphic organizers across grade levels to support writing instruction, helping scholars organize their thoughts and strengthen their written responses. To further enhance writing skills, the school is intentionally creating more opportunities for scholars to engage in structured writing activities, including the implementation of monthly writing boards. These boards will provide scholars with a platform to showcase their work, engage in peer feedback, and take ownership of their writing growth. By integrating these intentional writing opportunities, we aim to reinforce key writing strategies, encourage creativity, and build confidence in scholars' ability to express their ideas effectively.

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

We will continue to utilize the RACE strategy to support scholars in crafting well-structured constructed responses. Additionally, we will embed more writing-from-reading tasks into our Curriculum Maps to strengthen students' ability to analyze texts and incorporate evidence into their writing. To assess progress and identify areas for growth, we will use state-provided rubrics and exemplar samples, ensuring alignment with testing expectations and targeted instruction to close gaps in this area. To further support writing development, we will implement monthly writing boards that focus on different genres, including narrative, informational, and argumentative writing. These boards will provide scholars with structured opportunities to practice writing across multiple formats, reinforcing key skills needed for state assessments. By showcasing student work and fostering peer engagement, the writing boards will help build

confidence, refine writing techniques, and better prepare scholars for the diverse writing tasks required on state tests.

Math

What strengths and challenges in Math have been identified?

In Math, students in grades 3-5 are making progress with Number and Operations standards, particularly in fluency and understanding decimals. However, additional support is needed in Numbers and Base Ten as well as Fractions due to gaps in foundational skills and conceptual understanding. In grades 6-8, students show strength in Expressions and Equations but need further development in Number Systems across middle school. In K-2, Counting and Cardinality and Numbers and Base Ten are strengths, but students struggle to apply these skills to real-world problem-solving, as reflected in numeracy assessment data. To address these gaps, Bridges Intervention now supports students in grades 3-7, providing targeted instruction to strengthen foundational math skills. Additionally, Math Stories are being utilized to enhance critical thinking and problem-solving abilities. To further support instructional growth, the Math Instructional Coach will lead professional development sessions focused on best practices and targeted strategies. All math teachers will also participate in NHA-facilitated training on Math Stories, Bridges, and Illustrative Mathematics to ensure alignment with curriculum goals and improve student outcomes.

What trends have been identified in Math?

Across all grades, applying math concepts to solve real-world problems remains an area of need, largely due to scholars' struggles with mathematical reasoning. Many students find it challenging to analyze problems, make connections between concepts, and justify their thinking when solving complex math tasks. Strengthening mathematical reasoning skills will be a key focus to ensure scholars can confidently apply their learning in practical situations.

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

Implement Daily Math Discourse: Incorporate structured math discussions where scholars explain their reasoning, justify their answers, and critique the reasoning of others. Using number talks, turn-and-talk strategies, and open-ended questioning will help develop deeper conceptual understanding. Integrate Real-World Problem-Solving Tasks: Embed authentic, real-world math scenarios into daily instruction, ensuring scholars regularly engage in multi-step problems that require critical thinking and reasoning. Use project-based learning and performance tasks to strengthen application skills. Provide Targeted Professional Development for Teachers: Equip teachers with strategies to explicitly teach mathematical reasoning, including the use of visual models,

think-alouds, and questioning techniques. The Math Instructional Coach will lead PD sessions focused on strengthening problem-solving instruction and fostering a math reasoning culture in the classroom.

Science

What strengths and challenges in Science have been identified?

Some identified strengths across all grade levels include the increased use of project-based learning and hands-on experiments, which have enhanced student engagement and conceptual understanding. However, a major challenge has been the lack of instructional materials needed to effectively teach both Science and Social Studies. Without a structured Science curriculum aligned to the Georgia Standards of Excellence, teachers struggle to provide consistent, high-quality instruction that ensures scholars master key concepts before standardized testing.

What trends have been identified in Science?

Science teachers have successfully collaborated with ELA teachers to integrate literacy strategies and writing activities aligned with the science standards. This cross-curricular approach has allowed scholars to strengthen their reading comprehension, vocabulary acquisition, and written communication skills while deepening their understanding of scientific concepts. Through activities such as reading and analyzing informational texts, summarizing scientific articles, and constructing written responses based on experiment results, scholars are developing critical thinking and evidence-based reasoning skills. Additionally, the use of structured writing frameworks, such as the RACE strategy, has helped students articulate their scientific understanding more effectively. This collaboration not only enhances student engagement but also supports mastery of both science content and essential literacy skills.

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

Securing comprehensive instructional resources, including textbooks, lab materials, and digital tools, will be essential in supporting effective teaching and learning in these subjects.

Social Studies

What strengths and challenges in Social Studies have been identified?

Social Studies instruction has notable strengths and challenges. Many students show a strong interest in social issues such as justice and equity, bringing culturally rich perspectives that enhance discussions and historical understanding. Project-based and inquiry-driven learning approaches are particularly effective, as they increase

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engagement and make lessons more relevant. Additionally, community and family narratives provide valuable connections to historical content, while dedicated educators employ creative, culturally responsive strategies to support learning. However, several challenges exist. Limited background knowledge due to fewer real-world experiences can make abstract concepts harder to grasp, and gaps in literacy skills often make text-heavy materials difficult for struggling readers.

What trends have been identified in Social Studies?

Resource constraints, such as outdated textbooks and limited technology, further hinder instruction.

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

To address these challenges, integrating literacy strategies within Social Studies instruction can help strengthen reading comprehension. Utilizing free digital resources like iCivics and Newsela can supplement limited materials, while emphasizing culturally relevant content makes lessons more meaningful. Encouraging civic participation through service-learning projects and real-world discussions can also foster active citizenship. With targeted strategies, Social Studies can become a powerful tool for student engagement and critical thinking.

Student Interventions

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

Our school utilizes Aimsweb as our primary intervention tool for monitoring student progress in Social Studies and other core subjects. The Dean of Intervention oversees progress monitoring, ensuring that assessments are administered consistently and data is used effectively. Early intervention and formative assessments are ongoing, allowing teachers to identify student needs in real time. Additionally, we leverage data from our weekly common assessments to guide instructional decisions and adjust teaching strategies as needed. To ensure data-driven instruction, the Dean and teachers meet biweekly in Professional Learning Communities (PLCs) to track and analyze student performance. These meetings focus on reviewing assessment results, identifying trends, and developing targeted student action plans to support academic growth. This structured approach ensures that all students receive the necessary interventions to succeed.

How does your school identify students who need intervention?

Currently, Aimsweb Plus, common assessments, NWEA assessments, and benchmark performance are used to identify students in need of intervention services.

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

The Intensive Learning Program (ILP) works closely with core instructors to develop individualized support plans tailored to scholars who require the most academic assistance. This program is designed to provide targeted interventions based on data-driven insights from Aimsweb progress monitoring, formative assessments, and weekly common assessments. Through collaborative planning, ILP educators and core teachers identify specific skill gaps and learning challenges for each scholar. They then implement a structured support plan that includes small-group instruction, one-on-one tutoring, differentiated learning activities, and the integration of research-based strategies to accelerate student growth.

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

Teachers also monitor common assessments to ensure instructional strategies are effective and aligned with student needs. We progress monitor Tier 1 scholars weekly, while Tier 2 and Tier 3 scholars are assessed every two weeks, allowing us to track growth at appropriate intervals. The Dean of Intervention, alongside teachers, reviews these results in biweekly PLC meetings, where data is collaboratively analyzed to adjust interventions and create student action plans. This dynamic and responsive approach ensures scholars receive the personalized instruction and support necessary to close achievement gaps and enhance academic success.

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

To ensure fidelity and consistency, the school has established data protocols and a formalized process for reviewing and utilizing student performance data. This process includes: Standardized Data Collection: Teachers use Aimsweb progress monitoring, formative assessments, and weekly common assessments to gather and document student achievement data. Structured Data Analysis: Educators follow a clear protocol to examine trends, identify areas of growth and concern, and determine the effectiveness of current instructional strategies.

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

We are committed to maintaining a positive and structured learning environment through a proactive behavior system. We will closely follow our Behave with Care Manual as it relates to Level 1-6 behaviors, ensuring consistent expectations and interventions. Our Behavior Specialist will provide training and equip teachers with effective behavior strategies to support scholars in remaining inside the classroom and engaged in learning. This integrated approach ensures that both academic and

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behavioral needs are met, fostering a safe, structured, and supportive school culture that promotes student success.

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)?

Professional development is deeply embedded in our school culture, ensuring that teachers are continuously empowered with the tools and strategies needed for success. Teacher retention is a top priority, and we actively foster a supportive environment by maintaining a strong pulse on school climate and culture. Through frequent surveys and open forums, teachers have ongoing opportunities to share their insights, ideas, and feedback, allowing us to adapt and grow as a community. Additionally, teacher appreciation is an ongoing commitment, extending far beyond a single week of recognition. We strive to create a workplace where educators feel valued, supported, and celebrated year-round.

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?

Last year, grade-level PLCs and intentional instructional coaching proved to be the most effective strategies in improving instructional outcomes. These structured, data-driven meetings allowed teachers to analyze student progress, refine teaching practices, and implement targeted interventions with the support of instructional coaches. A key focus for K-2 educators has been Growing Readers, an initiative designed to strengthen early literacy instruction. Through research-based strategies, data-driven interventions, and ongoing coaching, teachers are equipped to help students develop essential reading fluency, comprehension, and confidence. This investment in early literacy has had a significant impact, ensuring that our youngest scholars build a strong foundation for future academic success.

How do you know the PD was effective?

A boost in academic performance and behavioral data review has been seen since the PD offerings.

How will the learning be sustained moving forward?

Teachers engage in bi-weekly analysis of student achievement data, following established data protocols and a formalized process to ensure accuracy and fidelity in instructional decision-making. In addition to in-house data meetings, teachers will have opportunities to attend regional training sessions and participate in Georgia Department

of Education (GADOE) professional learning when applicable. These external learning experiences provide valuable insights, best practices, and state-aligned strategies to further enhance data-driven instruction and student support.

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

Teachers engage in bi-weekly Professional Learning Communities (PLCs) where they analyze student achievement data, share best practices, and develop targeted instructional strategies. Grade-level PLCs, along with intentional instructional coaching, provide ongoing support to refine teaching methods and improve student outcomes. To ensure data-driven instruction, educators follow a formalized data protocol, using assessments such as Aimsweb and common formative assessments to guide their decision-making. Teachers receive direct support from our ELA and Math Instructional Coaches, who provide model lessons, classroom observations, and real-time feedback to enhance instructional effectiveness. Additionally, the Academic Dean implements a structured coaching cycle, which includes goal setting, observation, feedback, and action planning to ensure continuous professional growth. In addition to internal support, teachers participate in regional training sessions and Georgia Department of Education (GADOE) professional learning when applicable. K-2 educators also benefit from the Growing Readers initiative, a targeted literacy training program that equips them with strategies to build strong reading foundations. Beyond structured training, we prioritize teacher voice and professional fulfillment through frequent surveys, open forums, and leadership opportunities. By fostering a culture of continuous learning, we empower teachers to grow, lead, and make a lasting impact on student achievement.

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.

Our school's designation on the Additional Targeted Support and Improvement (ATSI) list for Special Education highlights the need for enhanced support for students with disabilities to improve academic achievement. Special education teachers require targeted professional development, instructional resources, and collaborative support to address gaps in student performance effectively. Key areas of need include: Specialized Instructional Strategies – Teachers need training in differentiated instruction, evidence-based interventions, and data-driven decision-making to better support students with IEPs. Progress Monitoring and Data Analysis – Increased support in analyzing Aimsweb and formative assessment data is critical to adjusting instruction and ensuring growth. To address these needs, our Title II, Part A program will: Provide targeted professional development on specialized instructional strategies, co-teaching models, and inclusive practices to strengthen support for students with disabilities. Fund

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instructional coaching and mentorship to offer real-time feedback, classroom modeling, and individualized support for special education teachers.

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

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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 so 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

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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

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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?

Consistent data triangulation and review of academic performance throughout the year.

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

16.0 School Improvement Goals

Goal #1

Math Content Mastery (Grades 3–8, SWD Subgroup)

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AHCS will increase the percentage of Students with Disabilities (SWD) students scoring Developing or above in Math by 5% as measured by the Georgia Milestones assessment in grades 3-5 and grades 6-8.

Data (GMAS 2025–2026)

Elementary Grades (3–5):

The percentage of SWD scoring Developing or above will increase from 40% to 45%.

Middle School Grades (6–8):

The percentage of SWD scoring Developing or above will increase from 22% to 27%.

Rationale for Action Needs:

Students with Disabilities (SWD) in grades 3–8, specifically in grades 5 and 7, continue to underperform in math despite modest gains. This is primarily due to inconsistent implementation of Specially Designed Instruction (SDI), highlighting the need for targeted support, coaching, and monitoring to improve outcomes.

Action Step 1:

AHCS will monitor the implementation of Tier 1 and SDI instructional practices by conducting in-depth data analysis alongside school leadership bi-monthly classroom walkthroughs.

Action Step 2:

AHCS will support improvements in the scheduling and delivery of Tier 1 instruction and Specially Designed Instruction (SDI) by providing targeted resources, embedded professional development, and individualized coaching through NHA lead Back to the Basics monthly professional development, as indicated by scheduling, artifacts and implementation feedback.

Action Step 3:

AHCS will tier teachers and provide weekly direct coaching using NHA Classroom Framework Key Levers documentation and engage in collaborative check-ins and learning walks to ensure fidelity and sustainability of instructional improvements, as measured by the Instructional Delivery Framework Look for Tool.

Goal #2

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ELA Content Mastery (Grades 3–8, SWD Subgroup)

AHCS will increase the percentage of Students with Disabilities (SWD) students scoring Developing or above in ELA by 5% as measured by the Georgia Milestones assessment in grades 3-5 and grades 6-8.

Data (GMAS 2025–2026)

Elementary Grades (3–5):

The percentage of SWD scoring Developing or above will increase from 30% to 35%.

Middle School Grades (6–8):

The percentage of SWD scoring Developing or above will increase from 28% to 33%.

Rationale for Action Needs:

ELA performance is low, with 51% of students scoring at the Beginning level. This trend reflects a lack of intentional planning for differentiation and limited instructional adjustments based on student data. Targeted support is needed to improve data-driven instruction and student outcomes.

Action Step 1:

AHCS will monitor the implementation of Tier 1 and SDI instructional practices by conducting in-depth data analysis alongside school leadership bi-monthly classroom walkthrough.

Action Step #2:

AHCS will monitor and support the creation of tiered learning groups based on student achievement levels by providing guidance on identifying and planning for “bubble students” through intentional student grouping, as observed during collaborative planning, lesson planning and instructional walks.

Action Step 3:

AHCS will support data-driven instruction through the triangulation of weekly common assessments, NWEA, and Interim Assessments. Teachers will receive coaching to develop aligned checkpoints and formative quizzes (e.g., Quizlets) prior to interims and Milestones, ensuring alignment to standards, question types, and learning targets. Weekly assessment data will be analyzed during PLCs to inform instruction and intervention planning.

17.0 Professional Learning Plan

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

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

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

Date	Content Hours	Title	Objectives	PD Type (Required, Grants, or General Funded)	# of Estimated Attendees	Intended Audience
6/3-4/26	6	Leadership Development			Grant	25
7/8-10/26	20	New Teacher Summit			General	8
7/2026	7	Goalbook			Grants	6
7/2026	5	Co-teaching			Grants	20
07/26-03/27	25	Science of Reading, Writing Workshop/ Growing Readers			General	25
7/26	4	IEP Development			Grants	5
7/26	4	ELA Literacy Standards			General	30

18.0 Community Partnerships

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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
Publix	Provision of food and snacks for families
Adamsville Health Center	Health support
PAWkids Foundation	PAWkids Foundation
Compudopt	Provide technology access and education to under-resourced youth in their communities
Urban Tech	Committed to reshaping the landscape of learning, we provide transformative education through digital storytelling, critical thinking, social-emotional learning, and practical STEM education
WestCare Rise Up program	WestCare creates a continuum of person-centered and trauma-informed care within each and every one of its programs that is recognized for clinical excellence, coordinated access and collaborative innovation.
Rich Heritage Classic	Programs have worked to create an environment where Black athletes feel comfortable and supported on and off the court.

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 2026	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 2026	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2026	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2027	Parent SIP Meeting
April 2027	Spring Parent/Teacher Conferences

20.0 Wellness Policy and Goal Evaluation

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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, progress has been made on the Wellness Goals, particularly in the areas of healthcare and nutrition. The school has a dedicated and skilled nurse who effectively supports students' health needs, ensuring timely care and promoting overall well-being. Additionally, school lunch options have improved, with healthier choices now available, reflecting a greater emphasis on balanced nutrition. These enhancements contribute to a healthier school environment and align with the commitment to student wellness.

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

Yes, the Wellness Policy and Goals are positively impacting student wellness, nutrition, and regular physical activity. The presence of a skilled school nurse ensures students receive proper health support, while improved lunch options promote better nutrition. Additionally, efforts to encourage regular physical activity help foster healthier lifestyles. These initiatives contribute to a more supportive environment where students can thrive both physically and academically.

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

Yes, the Wellness Policy should be updated to better meet students' needs. One important change would be providing larger portion sizes for middle school students, as they have higher nutritional needs due to their growth and activity levels. Additionally, incorporating health classes for students would be beneficial in promoting lifelong wellness habits by educating them on nutrition, physical activity, and overall well-being. These adjustments would further enhance the policy's impact and better support students' health.

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

The Wellness Goals could be strengthened by incorporating more health and physical initiatives for students throughout the year. One idea is to implement a "Wellness Week" each semester, featuring activities like nutrition workshops, fitness challenges, and mental health awareness sessions to engage students in healthy habits. Another initiative could be a "Move More Program," where students track their physical activity

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and earn incentives for reaching movement goals, encouraging regular exercise. These initiatives would help promote a more active and health-conscious school environment.

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.

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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

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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.

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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.

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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

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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.