

National Heritage Academies

Advantage Charter Academy 2026-2027 School Improvement Plan

June 2026

1.0 Overview Continuous School Improvement Plan and Team Process

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, along with completing their assigned school improvement-related OnBase grants compliance tasks (see Appendix A), the school will meet state and federal requirements pertaining to schoolwide planning each year.

2.0 Program Evaluation Overview (ESSA [Section 1114(b)(1)(A) of Title I])

ESSA requires that schools must annually complete a formal Program Evaluation with a team consisting of a variety of stakeholders that includes:

- Evaluation of the implementation of and results achieved for grant-funded programs, strategies, and initiatives;
- Determining the effectiveness of the programs in increasing achievement of students in meeting state academic standards;
- Revising their continuous school improvement plan as necessary, based on the results of the evaluation, to ensure the ongoing continuous improvement of student achievement.
- A school-specific Program Evaluation spreadsheet template will be sent via email to the school principal in early January of each year. Once completed, the Program Evaluation spreadsheet template is uploaded by the school to the Grants Compliance (GC-Program Evaluation) OnBase task.

3.0 Comprehensive Needs Assessment (CNA) Overview (ESSA [Section 1114(b)(1)(A) of Title I])

As part of the school's annual Comprehensive Needs Assessment (CNA), the school's identified Continuous Improvement Team (CIT) completes a data-driven review of demographic, process, perception, academic, non-academic, and systems data that includes all students and subgroups in the school. The CNA identifies the school's strengths and challenges in key areas that affect student achievement. The CNA, when conducted thoroughly, provides both targeted and schoolwide schools with identified strengths and weaknesses and through completion of a root cause analysis, specifies priorities for addressing whole-child needs. The CNA is critical to developing a schoolwide program, as it reveals the priority areas on which the program will focus.

Together the CNA, along with the Program Evaluation, guides the development of the comprehensive schoolwide plan.

Continuous Improvement Team (CIT) The school has a Continuous Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school's comprehensive needs assessment and program evaluation by analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in both a root cause and gap analysis and adequate yearly progress reviews.

The CIT 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 continuous school improvement plan;
- Building professional learning plans consistent with student academic performance needs;
- Participatory decision-making process;
- Identifying community resources that enhance instructor and student learning;
- Utilization of community resources and volunteers.

The CIT meets regularly (at least quarterly) to assess progress on and accomplishment of goals and implementation of the various components of the Schoolwide Plan, including evidence-based strategies and adult-led activities.

The CNA template is found within the OnBase Instructions for the task. Most data needed to complete the Comprehensive Needs Assessment can be found on InSite within the [Continuous Improvement Data Hub](#). If you need additional data please reach out to your school's designated Service Center Accountability Analyst. Once completed, the Comprehensive Needs Assessment (CNA) template is uploaded by the school to the Grants Compliance (GC-Comprehensive Needs Assessment-CNA) OnBase task.

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. 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 various stakeholders, including parents, board, and community partners, participate as appropriate in Continuous Improvement Team meetings and activities.

4.0 School 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 table below for each partnership that your school has developed. Include specific details about the benefits of that partnership. A minimum of three partnerships is required.

Name of partnership organization	Approximate number of years in partnership	Details regarding the benefits of partnership
Southern University's Men's Federation	1	The partnership between Advantage Charter Academy and Southern University's Men's Federation provided students with positive male mentorship, leadership development, college and career exposure, and community service opportunities. Through this collaboration, students connected with role models who demonstrated academic excellence, strong character, and civic responsibility.
EdTrust Louisiana	1	The partnership between Advantage Charter Academy and EdTrust is an organization that is dedicated to providing equity in education to historically underrepresented students, particularly students of color and those from low-income backgrounds. Operating as the state branch of the national Education Trust, it works to close opportunity gaps and ensure all students receive a high-quality, equitable education from preschool through college
Our Lady of the Lake Health	5	The partnership with Our Lady of the Lake Health provided students with valuable health education and wellness resources. Medical professionals visited the school to educate students on healthy habits,

		nutrition, physical activity, and making positive choices to support their overall well-being.
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5.0 Evaluation of Current School Improvement Efforts

ESSA requires that you evaluate the effectiveness of your school improvement efforts at least once annually. This data-based review provides an opportunity to evaluate progress toward your current year goals based on the school’s implementation of their evidence-based strategies and activities.

Consider what was successful and what may need to be updated or adjusted for the upcoming school year and provide a summary by answering the following questions for each goal.

Current Year Goal #:1
ELA Proficiency Goal – 80% of Scholars Proficient

- 1. Fidelity:** Were the strategies and activities identified in the goal implemented with fidelity? What is the evidence?

Yes. Small-group instruction and targeted interventions were implemented throughout the school year in grades K-8. Teachers utilized DIBELS and LEAP-aligned assessment data to identify student needs and provide differentiated instruction. Evidence includes intervention schedules, lesson plans, walkthrough observations, PLC documentation, progress-monitoring data, and assessment results reviewed throughout the year.
- 2. Scale/Reach:** Did the plan reach the intended audience? What is the evidence?

Yes. The plan reached all scholars in grades K-8, with a particular focus on students identified as below proficiency. Evidence includes intervention rosters, small-group schedules, DIBELS benchmark participation, LEAP preparation activities, tutoring opportunities, and student progress-monitoring records. All students had access to instructional supports and interventions based on their academic needs.
- 3. Capacity:** Were sufficient resources (funds, staff, materials, time, etc.) allocated toward the implementation of the plan, and were they distributed equitably and used as intended? Were barriers addressed? What is the evidence?

Yes. The school allocated instructional staff, intervention time, curriculum resources, assessment tools, and professional development to support implementation. Resources were distributed based on student need, with additional supports provided to struggling learners. Barriers such as attendance concerns, significant learning gaps, and the effects of poverty impacted student outcomes; however, the school addressed these barriers through targeted interventions, family communication, tutoring opportunities, and progress monitoring. Evidence includes intervention schedules, staffing assignments, assessment data, and documentation of academic support programs.

4. Impact: What was the impact of the implementation of the plan? Did it accomplish its goals? Why or why not? What is the evidence? Will the school continue this goal into the next year? What adjustments might be needed?

The implementation of the plan resulted in academic growth for many scholars; however, the school did not meet its goal of 80% proficiency in ELA. Assessment data showed improvements in student performance, but achievement gaps remained for some student groups. Factors including chronic absenteeism, poverty, and unfinished learning contributed to the school not reaching the desired proficiency target. The school will continue this goal during the next school year. Adjustments will include increasing intervention intensity, expanding small-group instruction, strengthening progress-monitoring systems, providing additional teacher coaching in literacy instruction, and implementing more targeted supports for students performing below grade level.

Current Year Goal #:2

For 80% of our scholars to be proficient

1. Fidelity: Were the strategies and activities identified in the goal implemented with fidelity? What is the evidence?

Yes. Small-group instruction and targeted math interventions were implemented throughout the school year across all grade levels. Teachers utilized assessment data to identify student needs and provide differentiated support focused on math fluency and foundational skills. Evidence includes lesson plans, intervention schedules, walkthrough observations, PLC agendas, and progress-monitoring data.

2. Scale/Reach: Did the plan reach the intended audience? What is the evidence?

Yes. The plan reached all scholars in grades K-8, with additional supports provided to students identified as performing below grade level. Evidence includes intervention rosters, small-group schedules, benchmark assessment participation, tutoring opportunities, and classroom instructional records demonstrating schoolwide implementation.

3. Capacity: Were sufficient resources (funds, staff, materials, time, etc.) allocated toward the implementation of the plan, and were they distributed equitably and used as intended? Were barriers addressed? What is the evidence?

Yes. The school allocated staff, instructional time, intervention blocks, curriculum resources, and assessment tools to support math instruction and fluency development. Resources were distributed based on student need, and intervention groups were adjusted throughout the year using assessment data. Barriers such as learning gaps, attendance concerns, and the impact of poverty on student achievement affected implementation; however, the school addressed these challenges through targeted interventions, tutoring opportunities, and ongoing progress monitoring. Evidence includes intervention schedules, staffing assignments, assessment reports, and PLC documentation.

4. Impact: What was the impact of the implementation of the plan? Did it accomplish its goals? Why or why not? What is the evidence? Will the school continue this goal into the next year? What adjustments might be needed?

The implementation of the plan resulted in growth in math fluency and achievement for many

scholars; however, the school did not meet its goal of 80% proficiency. Assessment data indicated improvement among several student groups, but overall proficiency levels remained below the target. Persistent learning gaps, chronic absenteeism, and the effects of poverty limited the rate of improvement for some students. The school will continue this goal in the upcoming year with a stronger emphasis on foundational math skills, increased intervention opportunities, more frequent progress monitoring, data-driven grouping, and targeted professional development for teachers to strengthen math instruction and accelerate student achievement.

6.0 School Improvement Goals Best Practice Guidelines

Writing a Smart Goal: Goals provide a sense of direction, motivation, and a clear focus for improvement. They create a target for those implementing a plan. Focusing improvement efforts by setting goals increases the likelihood that improvement will take place.

Define A Measurable (SMART) Goal: Identify the components of the Goal, ensuring that it is SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) and name the goal. The measurement component of a SMART goal should align to the data considered during the CNA process. A SMART Goal can have more than one measure.

- Specific: Clearly define what you want to achieve, the reasons for it and who is involved.

- **Measurable:** Establish how you will track progress and determine when the goal has been met. What data will be used to measure?
- **Achievable:** Ensure the goal is realistic and attainable with your current skills, knowledge, and resources.
- **Relevant:** Confirm that the goal aligns with broader organizational priorities and that the outcome is meaningful.
- **Time-bound:** Set a specific, realistic deadline for completing the goal to create a sense of urgency and manage the timeline.

Examples of SMART Goal Statements:

- Increase reading comprehension scores in grades K-3 by x% as measured by State Assessment and NWEA by Spring, 20xx.
- Decrease student absenteeism in grades 6-8 from x% to x% as measured by attendance reports by June 20xx.

Selecting Evidence Based Programs, Strategies and Initiatives: Strategies are the roadmap to achieving measurable goals. The team should focus on selecting a strategy that is tightly aligned to the outcome you want to achieve with your goal.

Things to consider when identifying an evidence-based strategy for implementation

- **Evidence:** The strength of the strategy's evidence in achieving intended outcomes when implemented well through research and or evaluation work. How will you consider the ESSA Tiers of Evidence in your selection of a strategy [1]
- **Fit:** The extent to which the strategy aligns with the district's current priorities, existing initiatives, and values.
- **Need:** The extent to which the strategy has demonstrated meeting the identified need of the target population through research and/or evaluation with a comparable population.
- **Supports:** The strength of the foundation available to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and use support, policies and procedures, and stakeholder engagement).
- **Usability:** The extent to which the strategy's principles, values, and core components are measurable and observable.
- **Capacity:** The strength of the district's qualified workforce, financial supports, technology support, and administrative supports needed to implement and sustain the strategy with fidelity.

[1] Emphasis of the use of evidence-based strategies, programs and initiatives is required for ESSA grant-funded programs. ESSA defines the term "evidence-based:

when used with respect to an LEA, as an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on the following identified levels.

- Tier 1 Strong - At least one well designed and well-implemented experimental study (randomized, control trial). Studies that meet What Works Clearinghouse standards without reservation
- Tier 2 – Moderate - At least one well-designed and well-implemented quasi-experimental study. Studies that meet What Works Clearinghouse standards with reservation
- Tier 3 - Promising - At least one well-designed and well-implemented correlational study with statistical controls for selection bias
- Tier 4 – Demonstrates a Rationale - Supported by well-specified logic model supported by research and evaluation

EXAMPLES:

Strategy, Program or Initiative	ESAA Level of Evidence (1-4)	Evidence Based Citation
Academic Intervention Coaches	1-Strong Evidence	https://www.evidenceforessa.org/program/content-focused-coaching-whole-class/
aimsweb Plus	3- Moderate Evidence	https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/efficacy-assessment-reports/aimsweb-Plus-research-report.pdf
Corrective Reading	3- Promising Evidence	https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120

Identifying the Root Cause: There are many tools available to assist in completing a Root Cause Analysis including the “Five Why’s” and “Fishbone Diagram”. Click on the link to access resources and templates for these tools. [Root Cause Analysis Guidelines and Templates](#)

Root Cause Best Practices:

A cause is a “Root Cause” if:

- The problem would not have occurred if the cause had not happened
- The problem would not reoccur if the cause were corrected or dissolved, and
- Correction or dissolution of the cause would not lead to the same or similar problems

A Root Cause should be:

- Within the control of the school (a practice or system)
- Connected to the identified priority need
- Fit your improvement strategy (if one has already been decided)

A Root Cause should NOT be:

- Identified as a person
- Something you cannot control

Example of identifying a Root Cause using the Five Why's:

Problem statement: Parents do not feel that they receive timely and relevant communication from the school.

1. Why? Parents do not regularly check our school website.
2. Why? They might not know the information is there.
3. Why? We have not told parents that the information is there.
4. Why? We have not had the time to meet with parents or prepare any materials to share with parents about the website.
5. Why? It is not something we normally plan time for.

Possible Root Cause: We need to schedule time to provide resources and tools for communicating with parents in a timely manner that they can readily access.

Identifying Activities: Activities are the details for implementing programs, strategies and initiatives.

Activities should be adult based actions and include a person(s) responsible and the start and end date of the activity. Some activities may be one-time events while other activities may be ongoing. Most, but not all activities should be tied to your budget requests for the upcoming year. A minimum of 3 activities per strategy, program or initiative should be included in your goal.

Examples of one-time event activities:

- Purchase supplies and materials for Math Parent Learning Event
- Hold staff meeting to include training on building parent capacity and engagement
- Bringing in an outside vendor to provide Professional Learning related to the strategy

Examples of ongoing activities:

- Paraprofessionals providing Tier 2 supplemental instruction to the most at-risk students

- Weekly PLC meetings to review and analyze ELA data
- Yearly subscription renewal for a curricular or progress monitoring tool
- Instructional Coaches completing weekly observations to new teachers

7.0 Continuous School Improvement Goals for the Upcoming Year

Based on your Program Evaluation and Comprehensive Needs Assessment (CNA), complete the tables below with your identified priorities and continuous school improvement goals for the upcoming year. A minimum of two goals is required. Additional goals may be added at the school's discretion based on their priority needs.

Best Practice: See OnBase Grants Compliance tasks for instructions and templates for completing your Program Evaluation and CNA, which must be completed prior to writing your Continuous School Improvement Goals.

Note: All Federal and State budget requests for the upcoming investment and consolidated application season must be tied back to your school improvement goals, strategies, activities, and/or your Comprehensive Needs Assessment and Program Evaluation.

Continuous Improvement Goals

Required Goal #1

1. SMART goal statement: [Increase the percentage of scholars scoring proficient in ELA from 46% in 2026 to at least 52% by Interim 3 in 2027, as measured by NHA Interim 3 ELA results.](#)
2. Area of need being addressed: [Reading Comprehension and Written Responses \(Part A/Part B\)](#)
3. Root Cause: [Scholars struggle to identify, analyze, and cite relevant text evidence to support responses.](#)
4. Baseline data (Where are you starting?): [Based on Interim 3 ELA results from Spring 2026, 46% of scholars scored Mastery or Advanced \(proficient\).](#)
5. End target measure (Where do you want to be?): [By Interim 3 of the 2026-2027 school year, at least 52% of scholars will score Mastery or Advanced in ELA.](#)

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal

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Name of Evidence-Based Program, Strategy, or Initiative #1	Teacher Development Through Data-Driven PLCs and High-Quality ELA Instruction		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Facilitate weekly PLCs focused on analyzing student work, Interim-style Part A/Part B questions, identifying misconceptions, and planning targeted instruction.	8/3/26	5/28/27	Deans, Instructional Coach
Conduct lesson internalization and model lessons focused on text-dependent questioning and evidence-based writing.	8/3/26	5/28/27	Teachers, Instructional Coach
Provide ongoing coaching cycles, classroom observations, and feedback focused on reading comprehension and use of text evidence.	8/3/26	5/28/27	Principal, Deans
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Student Development Through Targeted Intervention and Small Group Instruction		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Implement daily intervention groups using Interim and DIBELS data to address reading comprehension deficits.	8/3/26	5/28/27	Teachers, Interventionists
Utilize Guidebooks, targeted intervention resources, and LEAP-aligned practice to strengthen comprehension and writing skills.	8/3/26	5/28/27	Teachers, Interventionists
Conduct monthly data meetings to monitor intervention effectiveness and adjust student groupings based on progress.	8/3/26	5/28/27	Teachers, Deans, Interventionists

Required Goal #2

1. SMART goal statement: Increase the percentage of scholars scoring proficient in Math from 37% in 2026 to at least 42%, as measured by Interim 3 results in 2027.

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2. Area of need being addressed: **Mathematical Reasoning and Problem Solving**
3. Root Cause: **Scholars struggle to apply grade-level mathematical concepts and justify solutions when solving multi-step problems.**
4. Baseline data (Where are you starting?): **Based on Interim 3 Math results from Spring 2026, 37% of scholars scored proficient.**
5. End target measure (Where do you want to be?): **By Interim 3 of the 2026-2027 school year, at least 42% of scholars will score proficient in Math.**

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1		Teacher Development Through Data-Driven PLCs and Standards-Aligned Math Instruction	
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Facilitate weekly PLCs focused on analyzing student work, Interim-style math problems, identifying misconceptions, and planning aligned instruction.	8/3/26	5/28/27	Deans
Plan and model standards-aligned lessons that explicitly teach problem-solving strategies, mathematical reasoning, and student discourse.	8/3/26	5/28/27	Teachers
Provide ongoing coaching and feedback through observations and O3s with a focus on rigor, questioning, and mathematical discourse.	8/3/26	5/28/27	Deans
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2		Student Development Through Targeted Intervention and Small-Group Math Support	
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible

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Implement daily intervention groups based on student data, focusing on foundational skills and grade-level standards.	8/3/26	5/28/27	Teachers/Interventionists
Utilize Eureka Math ² and Illustrative Math intervention resources to reinforce priority standards and support struggling learners.	8/3/26	5/28/27	Teachers/Interventionists
Track and analyze intervention effectiveness through data meetings and adjust instructional strategies to ensure student growth.	8/3/26	5/28/27	Teachers/Interventionists/Deans

Appendix A

Additional Required OnBase Continuous School Improvement Tasks (and Month Due)

Best Practice: Within the OnBase platform on myNHA, download the instructions for each task and use the templates and resources linked within the instructions to complete each task.

- Quarterly Monitoring and Adjusting of Continuous School Improvement Plan (August, November, January, and April)
- Title I Targeted and Schoolwide Program Requirements (January)
- Comprehensive Needs Assessment (CNA) (February)
- Program Evaluation (February)
- Parent and Family Engagement Plan and Activities Calendar (March)
- Professional Learning Plan (March)
- Parent Continuous Improvement Collaboration (March)
- Staff Continuous Improvement Collaboration (March)
- Board Continuous Improvement Collaboration (March)
- Evaluation of Wellness Plan and Goals (March)
- School Improvement Plan Implementation Ready for Upcoming Year and CIT Roster (April)
- NY Only - Stakeholder Consultation and Collaboration Form

Resources

Questions?

- Email the Program Accountability Advisor Team at PAA@nhaschools.com
- Attend PAA weekly Open Office Hour every Thursday from 1-2 PM ET to Office <https://meet.google.com/vws-qpxn-dxt>
- School Finance Resources tile on myNHA <https://sites.google.com/nhaschools.com/schoolfinanceresources/home>. Your guide to all things School Finance, including Program Accountability, Grant Project Manager, and School Finance Partner resources