

National Heritage Academies

School Improvement Process Workbook

Student Intervention Services
May 2025

1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2025-2026 school year and beyond. By evaluating and updating this plan, the school will meet state and federal requirements pertaining to schoolwide planning each year.

As part of the school's Comprehensive Needs Assessment, the school analyzes and disaggregates norm-referenced and criterion-referenced, as well as authentic assessment data, to ensure that all students master academic goals and State standards. The results of the data analysis drive changes (if needed) to the school's implementation of curriculum, instructional practices, professional development, and the school's schoolwide plan.

1.1 Schoolwide Plan Introduction

Fill in the table with the planned date for each activity.

School Improvement Process Activities	2025-26	2026-27	2027-28	2028-29
Comprehensive Needs Assessment & Goal Identification completed	9-25	3-25	TBD	TBD
Schoolwide Plan reviewed and updated	8-4	3-25	TBD	TBD
Effectiveness of school improvement process in school evaluated	9-25	3-25	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	9-25	3-25	TBD	TBD
Title I Parent Meetings	9-25	3-25	TBD	TBD

2.0 Evidence of Collaboration - GA & LA

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

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

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

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

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

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Advantage 2024-25

Teachers	\$252,683	37.1%
Paraprofessionals	\$163,536	24.0%
Coaches	\$135,345	19.9%
Student Family Liaison	\$67,429	9.9%
Supplies	\$34,765	5.1%
Indirect Expenses	\$16,505	2.4%
Before/After School	\$6,912	1.0%
Parent Family Engagement	\$2,000	0.3%
Social Work	\$1,000	0.1%
All	\$680,175	100.0%

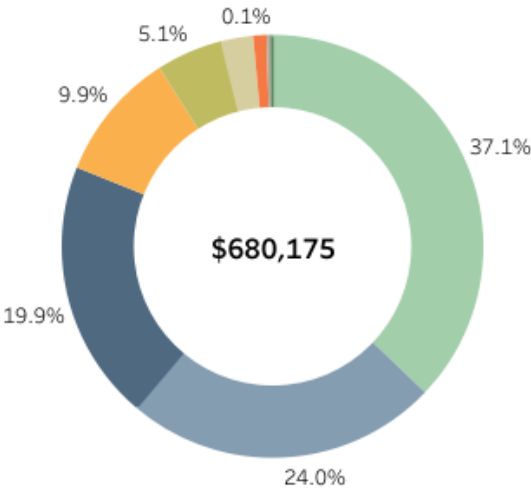


Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

03/18/2025

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

04/11/2025

5.0 Collaboration with the School Board

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

04/25/2025

6.0 Program Evaluation - Overview

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

7.0 Comprehensive Needs Assessment - Overview

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

The Program Evaluation should be completed as part of the Comprehensive Needs Assessment and School Improvement Process and must be completed before submission of the ESSA Consolidated Application. The process must be completed with stakeholder input. Sign-in sheets, agendas and minutes for all meetings should be kept on file. - Directions: Complete your school specific Program Evaluation Template sent to you via email by the Program Accountability Advisor Team and upload here. - Add upload button for Program Evaluation

8.0 Staff Data

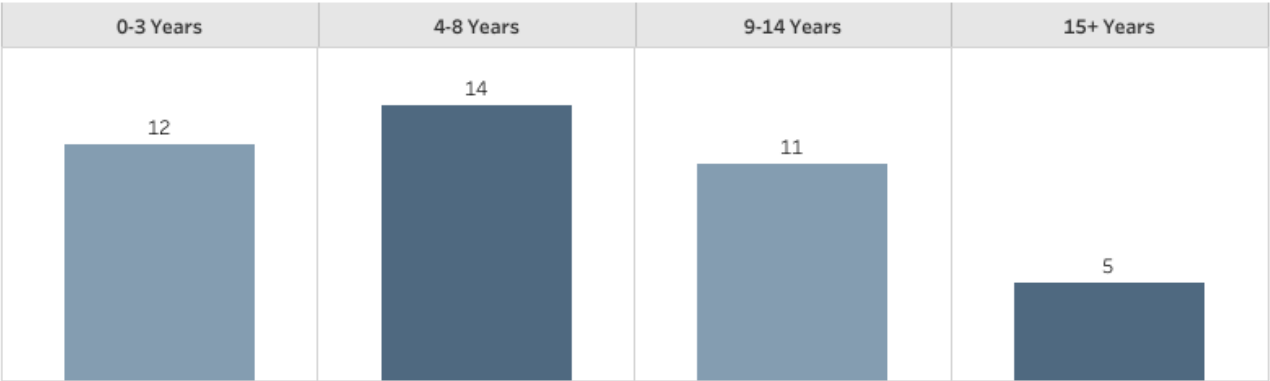
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Staff data is collected in order to provide information on trends in staff experience, attendance, HQ status and satisfaction year over year.

Teacher Turnover



Total Years Teaching Experience



* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

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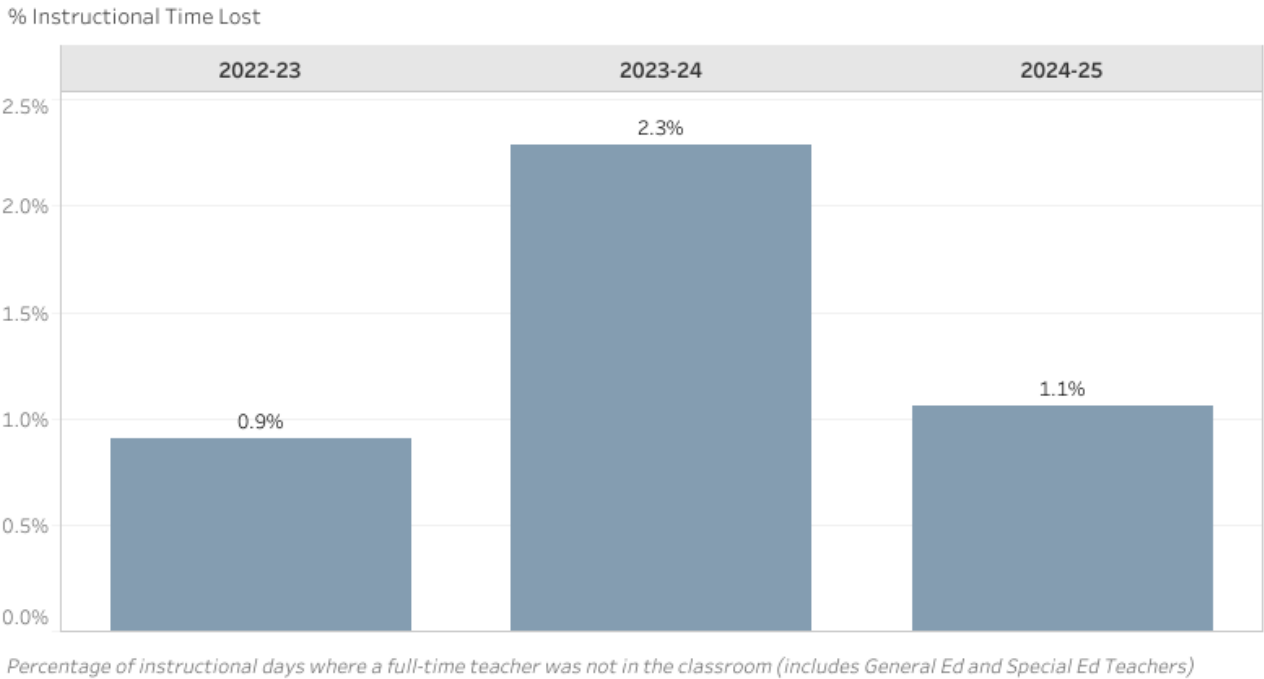


Figure: Teacher Absences and % Instructional Time Lost

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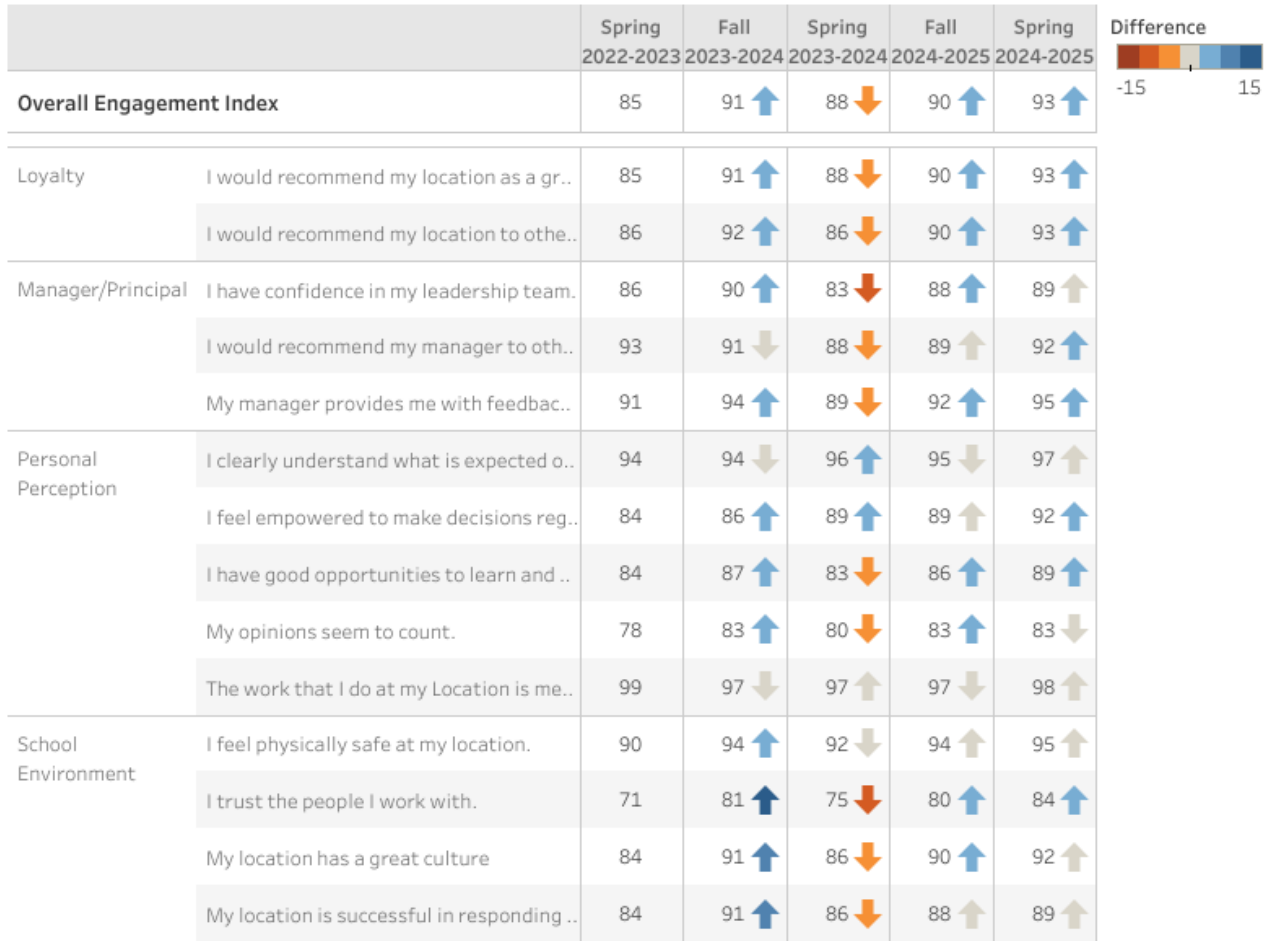


Figure: Staff Perceptions

What trends do you notice in your school staff data?

I noticed that our data is continuously improving with staff data. As you can tell our staff at ACA are happy and love the school environment. Our staff attendance is also improving from the last year's data.

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

We will continue to improve with our staff satisfaction to ensure they are happy while working with students. If the data is not improving or going down, we'll continue to be actions in place to ensure staff are happy.

9.0 Parent Perception Data

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

		2021-22	2022-23	2023-24	2024-25	YOY Change
Loyalty	Likelihood to Enroll Next Year		61% (171)			
	Likelihood to Recommend School	54% (317)	59% (175) ↑	76% (220) ↑	72% (240) ↓	
	Overall Satisfaction	51% (322)	53% (175) ↑	67% (220) ↑	54% (239) ↓	
Academics	Child Receiving High-Quality Education		58% (171)	65% (211) ↑	55% (238) ↓	
	Satisfaction With Child's Academic Progress	59% (323)				
Schoolwide Behavior System	Discipline is Handled Effectively at This School	55% (322)	55% (170) ↑	65% (213) ↑	50% (238) ↓	
	School Provides Safe Environment	67% (642)	59% (171) ↓	74% (215) ↑	59% (237) ↓	
Communication	Leadership Communication		55% (173)	66% (218) ↑	53% (239) ↓	
	School Communication	64% (321)				
	Teacher Communication	57% (322)	47% (173) ↓	61% (216) ↑	50% (236) ↓	
Moral Guidance	Moral Focus Impact		58% (170)	69% (213) ↑	57% (239) ↓	
	School Delivers Moral Guidance	61% (644)				

Figure: Parent Survey Results

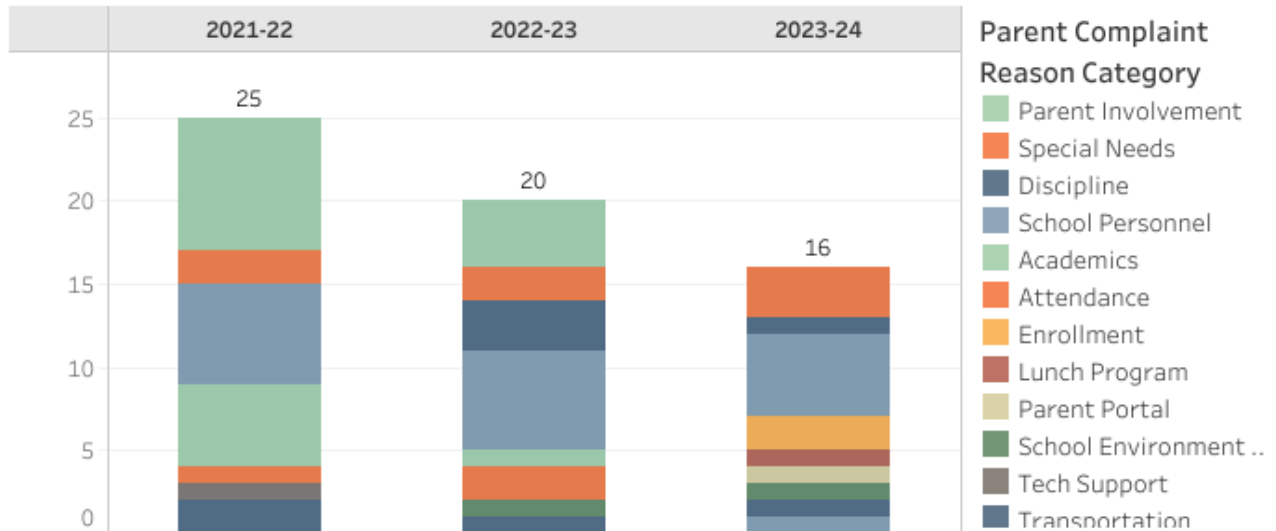


Figure: Parent Complaint Counts

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

Over the years, our parents highly satisfied with ACA. The data is showing the great things we have going on at ACA.

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

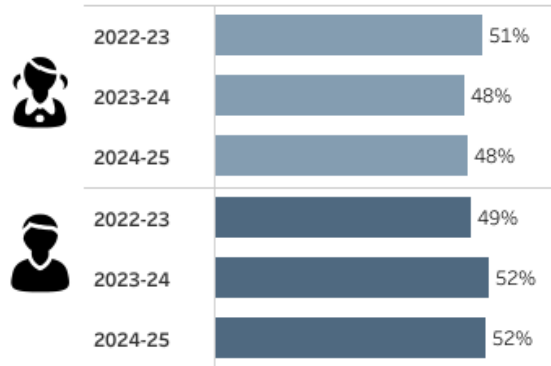
No, we'll continue to improve and monitor the data! If we see the data is dropping, we'll put more plans in place to ensure our parents are happy with us as their scholar(s) educational place.

10.0 Demographic Data

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

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Gender



Enrollment

Grade	2022-23	2023-24	2024-25
K	49	55 ↑	68 ↑
1	55	53 ↓	71 ↑
2	51	57 ↑	68 ↑
3	57	71 ↑	76 ↑
4	52	65 ↑	94 ↑
5	62	70 ↑	82 ↑
6	77	82 ↑	94 ↑
7	58	81 ↑	97 ↑
8	80	65 ↓	94 ↑

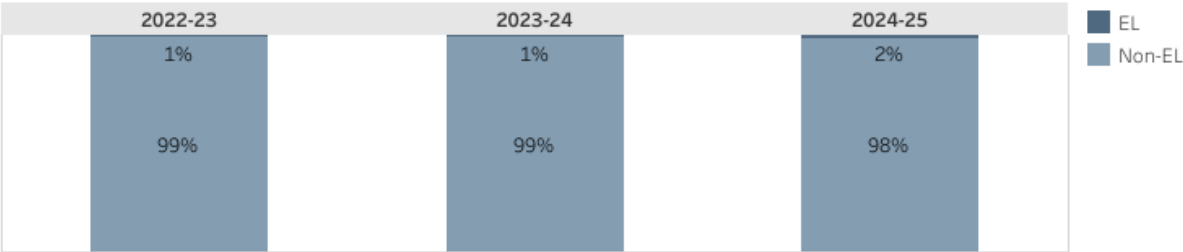
Ethnicity

American Indian or Alaskan Native	2022-23	0.9%
	2023-24	2.0%
	2024-25	1.2%
Asian	2022-23	1.5%
	2023-24	0.8%
	2024-25	0.7%
Black or African American	2022-23	93.2%
	2023-24	90.7%
	2024-25	92.2%
Hispanic	2022-23	1.7%
	2023-24	3.2%
	2024-25	3.8%
Native Hawaiian or Pacific Islander	2023-24	0.2%
	2024-25	0.1%
White	2022-23	2.8%
	2023-24	3.2%
	2024-25	2.0%

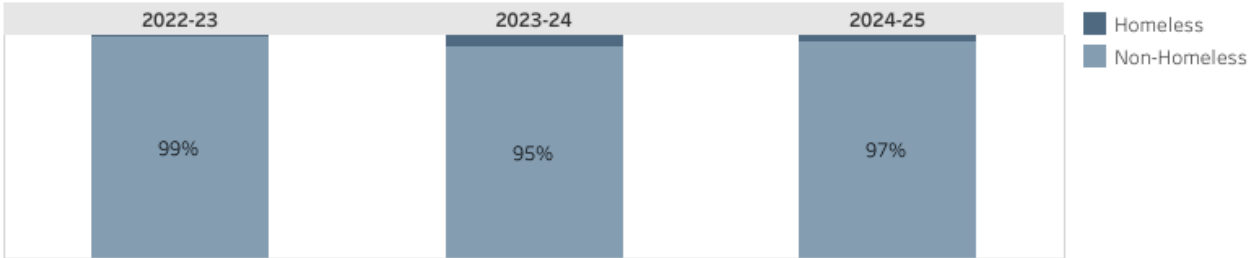
Figure: Gender, Ethnicity, and Enrollment

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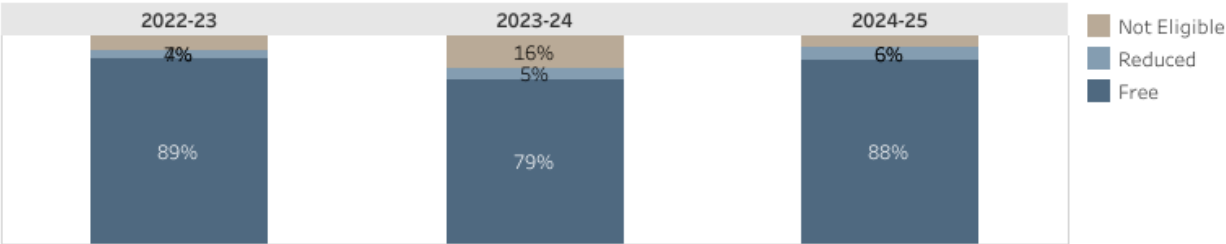
% EL



% Homeless



% FRL



% IEP

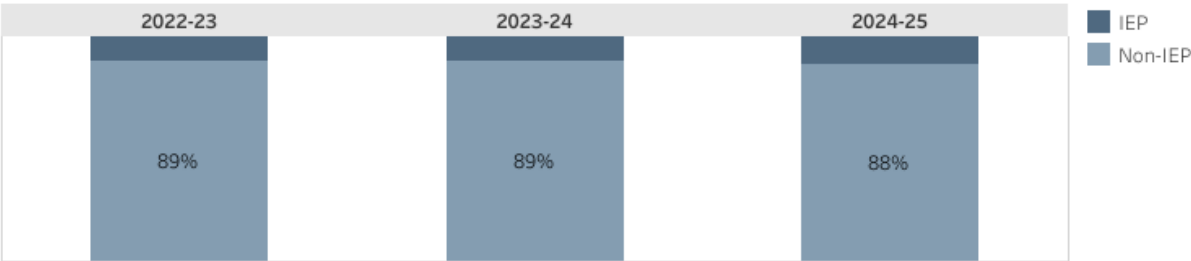


Figure: % EL, % Homeless, %FRL, % IEP

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

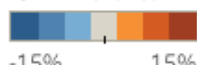
Our demographics are pretty steady! There are no changes to our demographics, but enrollment has improved tremendously!

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

No, we are not taking any actions, but continue to improve and monitor our attrition at ACA!

10.1 Student Attrition Data

Year End

	2021-22	2022-23	2023-24	YOY Difference
Attrition	27.3%	26.6% ↓	22.6% ↓	

Year-To-Date

	5/12/2023	5/12/2024	5/12/2025
Attrition	14.4%	13.2% ↓	12.4% ↓

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

Figure: Student Attrition

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

Over the last couple of years our attrition at ACA has gone down. Although it hasn't went down a lot, we have been doing a great with ensuring our students are happy at ACA.

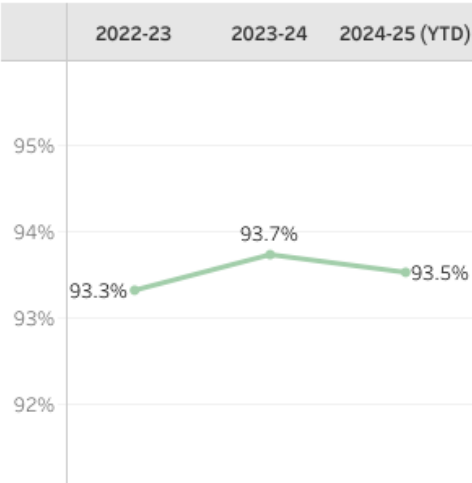
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

We have a School Liaison to assist us promote great things at ACA. We will also continue to ensure our scholars are happy!

10.2 Student Attendance

Advantage Charter Academy

Average Daily Attendance Rate



Student Absence Distribution

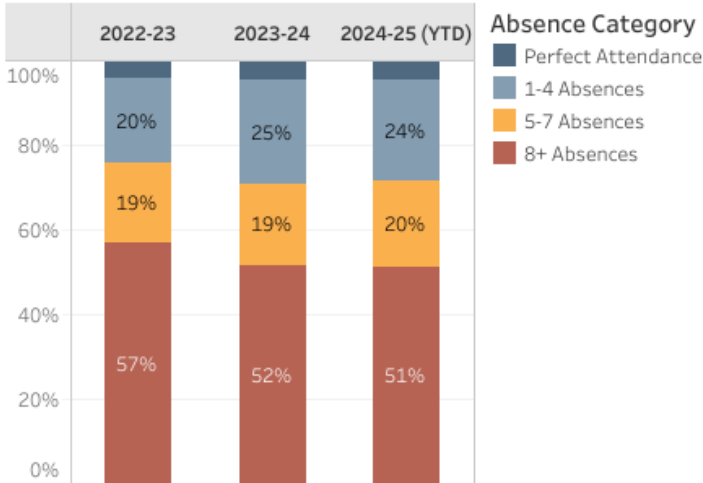


Figure: Student Attendance

What trends do you notice in your student attendance data?

Our attendance rate has dropped, due to the influx of students for the 24-25 school year! Additionally, we have been in communication with these families to ensure their scholars are coming to school.

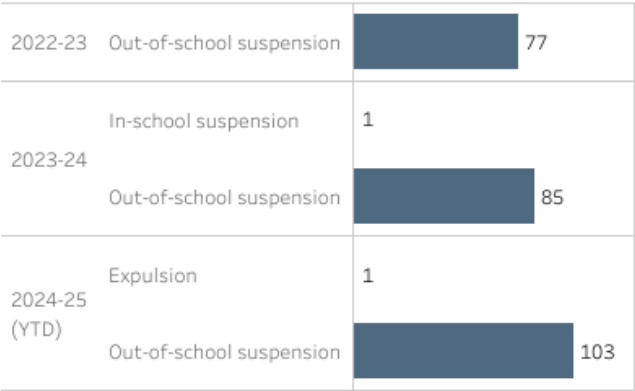
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

We have implemented Weekly Fun Fridays to ensure that our scholars are excited to come to school. To participate, students must maintain perfect attendance each week, meaning no absences or tardies. Additionally, we have an attendance liaison who provides support in monitoring and improving student attendance. We are also holding parent meetings to reinforce the importance of consistent school attendance and ensure families understand how it impacts student success.

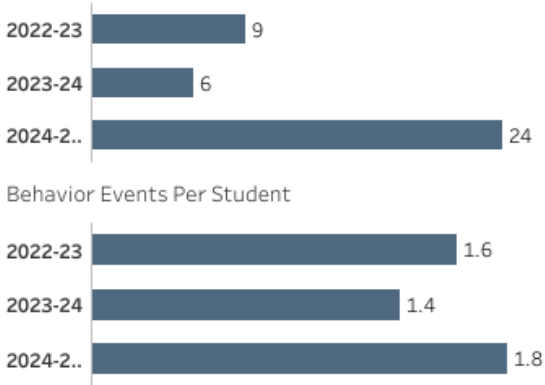
10.3 Student Discipline

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Suspensions



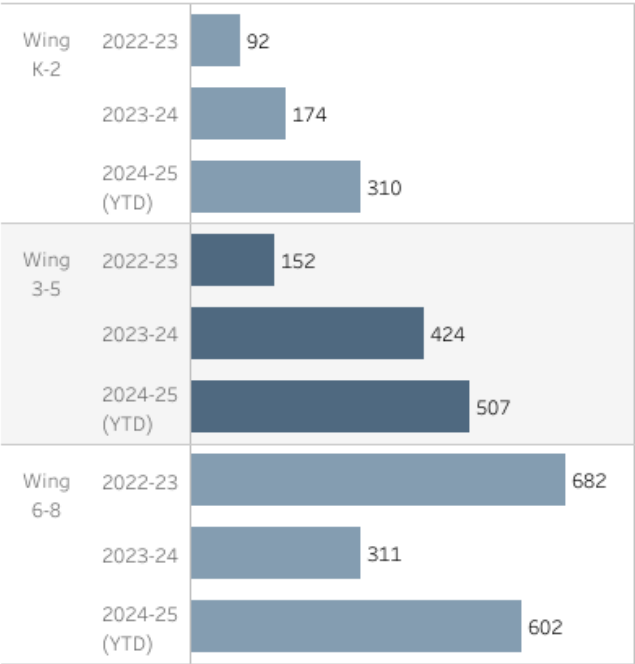
Behavior Plans



Behavior Events Per Student



Events by Wing



Events by Gender

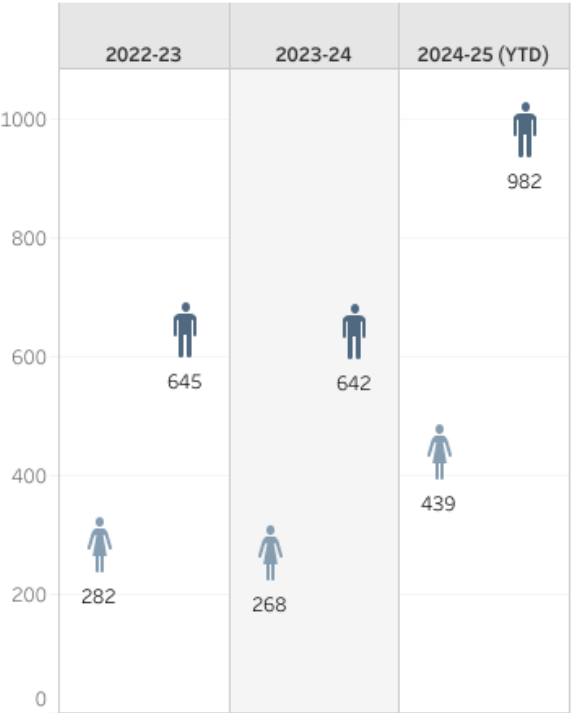


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

What trends do you notice in your student discipline data?

Due to the influx of students this school year at ACA, our student's behavior increased tremendously! We had many student from the surrounding areas have come to us with problems, so we had to put some procedures and expectations in place to ensure we decreased students' behaviors within our school building.

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

Yes, we are having Fun Friday weekly, so students can have something to work towards. We also are having many events that involves our parents at ACA.

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.

"97% of our families qualify for free and/or reduced lunch. The majority of our scholars come from single-parent households and live in poverty. Our demographics consist of 91.9% Black students, with 11.9% of our students having an IEP and 1.6% identified as English Learners (EL). Despite the challenges our students face, they continue to learn and grow!"

12.0 Student Interim Data

2024-25 Scaled Score Distribution (Grades 3-8)

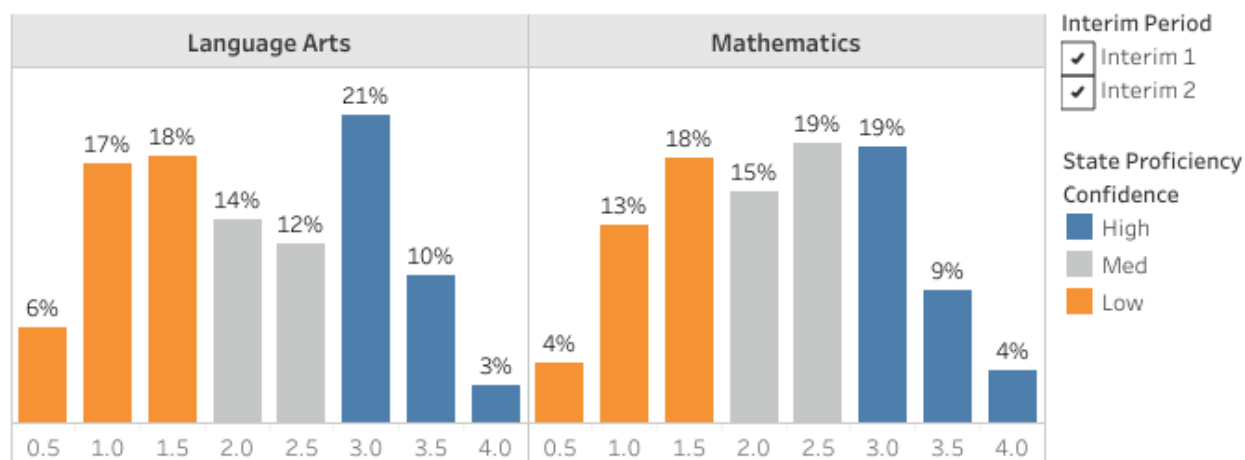


Figure: Interim Scaled Score Distribution

2024-25 Percent At or Above 3.0

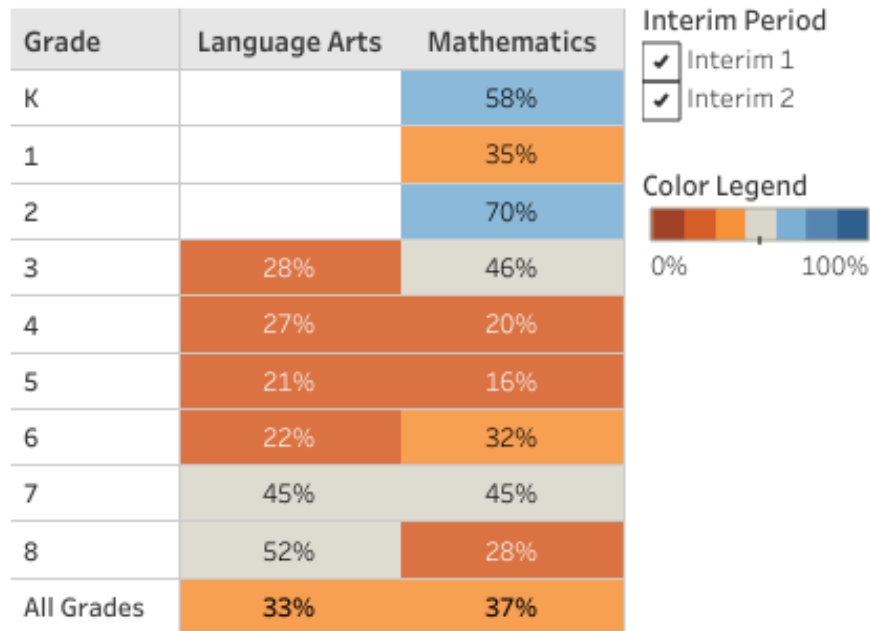


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

Some of the trends I see is that we have many students sitting in the "low" confidence area, but we also have many students who are sitting in the high confidence area! Due to the influx of students and how academically low some students enrolled with us, we have been putting in a lot of work to ensure they are growing!

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

Some action steps we are taking are after-school tutoring, Saturday school, spring break camp - we are also providing extra intervention within the school day.

13.0 State Test Data

Advantage Charter Academy

		2021-22	2022-23	2023-24	YOY Proficiency Change
Math	3	32%	30% ↓	18% ↓	
	4	44%	71% ↑	28% ↓	
	5	30%	33% ↑	35% ↑	
	6	35%	30% ↓	43% ↑	
	7	18%	35% ↑	34% ↓	
	8	28%	29% ↑	34% ↑	
	Total	31%	37% ↑	32% ↓	
Reading	3	28%	21% ↓	34% ↑	
	4	23%	46% ↑	23% ↓	
	5	39%	33% ↓	43% ↑	
	6	24%	41% ↑	42% ↑	
	7	48%	61% ↑	53% ↓	
	8	39%	55% ↑	46% ↓	
	Total	34%	43% ↑	41% ↓	
Science	3	11%	9% ↓	10% ↑	
	4	4%	15% ↑	7% ↓	
	5	13%	10% ↓	35% ↑	
	6	10%	6% ↓	13% ↑	
	7	10%	14% ↑	30% ↑	
	8	12%	21% ↑	14% ↓	
	Total	10%	12% ↑	18% ↑	
Social Studies	3	13%	2% ↓		
	4	4%	17% ↑		
	5	15%	20% ↑		
	6	2%	10% ↑		
	7	18%	10% ↓		
	8	13%	23% ↑		
	Total	11%	14% ↑		

Figure: State % Proficient by Grade

13.1 Subgroup State Achievement Data


		2021-22	2022-23	2023-24	YOY Proficiency Change 
All Students		21%	27% ↑	30% ↑	
EL Status	EL Student				
	Non-EL Student	22%	27% ↑	31% ↑	
Ethnicity	American Indian or Ala..				
	Asian				
	Black or African Ameri..	20%	26% ↑	29% ↑	
	Hispanic			36%	
	Native Hawaiian or Pa..				
	White	37%	31% ↓		
FRL Status	Free	19%	26% ↑	29% ↑	
	Reduced	36%		44%	
	Not Eligible	30%	39% ↑	47% ↑	
Gender	Female	23%	29% ↑	32% ↑	
	Male	20%	25% ↑	29% ↑	
Homeless Status	Homeless			40%	
	Non-Homeless	21%	27% ↑	30% ↑	
IEP Status	IEP Student	16%	10% ↓	12% ↑	
	Non-IEP Student	22%	28% ↑	32% ↑	
Student Tenure	< 3 Years	20%	24% ↑	28% ↑	
	3+ Years	22%	28% ↑	32% ↑	

Figure: State % Proficient by Subgroup

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

In some areas our data went down, while some areas stayed the same and/or when up! I also noticed that our growth for the 23-24 school year, did not go as high as we expected, but we still maintained our "B" school rating.

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

Due to the influx of students we are being more intentional of placement of students. We are also offering after-school tutoring, Saturday school, and additional tutoring during school hours to ensure our scholar are growing and to maintain our school rating!

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

I noticed that over the years, we continued to grow by gender with both boys and girls!

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

No, we'll continue to make an impact with instruction

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

It appears to be that our homeless students are making significant increases just as our non-homeless students.

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

Not at this time, we'll continue to ensure our scholars are growing academically!

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

N/A, we do not have any students who meet "migrant" status

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

N/A, we do not have any students who meet "migrant" status

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

Our EL students are continuously growing over the years and adapting to our school academics. They are also being serviced by a teacher who specializes in EL and growing students.

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

We will continue to ensure they are getting their EL services and that we are meeting their needs academically!

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

All of our students are steadily showing gains in their state data! We did see a decrease with our "white" students from 22 to 23.

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

We'll continue to ensure that "ALL" students are learning and that we are providing a safe learning environment for them. I'm interested in now monitoring our "white" students to see how well they are adjusting to our school culture and his/her classroom teacher!

14.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

At ACA, one of our greatest challenges in reading is that many of our students arrive reading well below grade level. Identifying struggling readers in grades 4-8 and teaching them how to read—not just how to get by—requires intentional support and targeted intervention. While we work to build their confidence, we also recognize that some students have moved beyond foundational reading skills without mastering them, making it even more difficult to bridge the gap. However, our students are resilient. A strength we see is their ability to compensate for their reading struggles by developing strong test-taking strategies, such as identifying key words in a passage to perform well on assessments. While this skill helps them navigate certain challenges, our ultimate goal is to ensure they become strong, independent readers who comprehend, analyze, and engage with texts at a deeper level. Through strategic interventions, confidence-building, and a school-wide commitment to literacy, we will continue working to close these gaps and empower every student to succeed.

What trends have been identified in Reading?

Despite these challenges, we've noticed a key trend: many of our struggling readers develop strong compensatory strategies. They become adept at using context clues and identifying key words in passages to perform well on assessments. While this helps them succeed in the short term, our goal is to build true reading fluency and comprehension that extends beyond test-taking. By focusing on targeted interventions, confidence-building, and fostering a genuine love for reading, we are committed to equipping all students with the skills they need to become successful, independent readers.

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

For struggling readers in grades 4-8, a multi-tiered approach works best, combining foundational skill-building with comprehension strategies. Here are key interventions I'd recommend for ACA based on your challenges and strengths such as more reading intervention groups, teacher development, fluency, and comprehension.

Writing

What strengths and challenges in Writing have been identified?

At ACA, one of our greatest strengths in writing is that many of our students arrive reading well below grade level, which prevents them from writing well. Identifying struggling readers in grades 4-8 and teaching them how to read—not just how to get by—requires intentional support and targeted intervention. While we work to build their confidence, we also recognize that some students have moved beyond foundational reading skills without mastering them, making it even more difficult to bridge the gap. However, our students are resilient. A strength we see is their ability to compensate for their reading struggles by developing strong test-taking strategies, such as identifying key words in a passage to perform well on assessments, encouraged them to begin to write well! Louisiana assessments focuses heavy on writing, so we strategically teach writing, so our students can be successful on the assessment. Through strategic interventions, confidence-building, and a school-wide commitment to literacy, we will continue working to close these gaps and empower every student to succeed.

What trends have been identified in Writing?

Despite these challenges, we've noticed a key trend: many of our struggling readers develop strong compensatory strategies. They become adept at using context clues and identifying key words in passages to perform well on assessments. While this helps them succeed in the short term, our goal is to build true reading fluency and comprehension that extends beyond test-taking. By focusing on targeted interventions,

confidence-building, and fostering a genuine love for reading, we are committed to equipping all students with the skills they need to become successful, independent readers.

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

We'll continue to ensure our scholars are ready for their assessments through strategic interventions.

Math

What strengths and challenges in Math have been identified?

ACA is known for its strong math program, and we are fortunate to have a dedicated K-8 math team that possesses deep content knowledge across grade levels and the ability to teach fluently. One of the challenges we face is receiving students who lack basic foundational math skills, making it difficult for them to solve problems fluently. However, our students are eager to learn and have developed strategies to identify key clues and keywords to approach problem-solving effectively.

What trends have been identified in Math?

One of the challenges we face is receiving students who lack basic foundational math skills, making it difficult for them to solve problems fluently. However, our students are eager to learn and have developed strategies to identify key clues and keywords to approach problem-solving effectively.

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

We'll continue to ensure students are taught foundational skills in math to ensure they can solve problems.

Science

What strengths and challenges in Science have been identified?

Science has always been a challenge for us at Advantage. The state-provided science materials alone have not been sufficient to significantly improve our science scores. To address this, we have partnered with our school's curriculum and instructional team to deepen our understanding of the science content and develop strategies to better support student growth.

What trends have been identified in Science?

Science has always been a challenge for us at Advantage. The state-provided science materials alone have not been sufficient to significantly improve our science scores. To address this, we have partnered with our school's curriculum and instructional team to deepen our understanding of the science content and develop strategies to better support student growth.

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

We'll continue to team up with the state and our curriculum and instruction team to ensure we are providing a rigorous curriculum to our students.

Social Studies

What strengths and challenges in Social Studies have been identified?

Social Studies has always been a challenge for us at Advantage. The state-provided social studies materials alone have not been sufficient to significantly improve our S.S scores. To address this, we have partnered with our school's curriculum and instructional team to deepen our understanding of the S.So content and develop strategies to better support student growth.

What trends have been identified in Social Studies?

Social Studies has always been a challenge for us at Advantage. The state-provided social studies materials alone have not been sufficient to significantly improve our S.S scores. To address this, we have partnered with our school's curriculum and instructional team to deepen our understanding of the S.So content and develop strategies to better support student growth.

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

We'll continue to team up with the state and our curriculum and instruction team to ensure we are providing a rigorous curriculum to our students.

Student Interventions

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

We provide the following to ensure our students are learning at a high level - 1 to 1 intervention -Daily small groups -Staff PD to teachers -Parental involvement -After-school tutoring -Testing prep throughout the school year

How does your school identify students who need intervention?

We identify students by -LEAP Assessment -Dibels -NWEA

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

We provide the following to ensure our students are learning at a high level - 1 to 1 intervention -Daily small groups -Staff PD to teachers -Parental involvement -After-school tutoring -Testing prep throughout the school year

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

We determine if our student needs are being met by looking at grades (report cards), quarterly data, Interims, and other assessments

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

Each week teachers have a PLC. This meeting includes going over instruction and student's data

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

We have very successful PBIS program alongside two ABSS who dive into students' behaviors

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)?

Yes! Over the past four years, we were able to maintain teachers and other staff within the building!

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?

The most effective staff PD we had was teacher-led! Teachers were able to bring best practices from their classroom to our Regional to share with other teachers!

How do you know the PD was effective?

We knew it was effective by our staff survey

How will the learning be sustained moving forward?

We revisit it often during our weekly PLC's and monthly meetings

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

Our DSQ provides us with a lot of opportunities to participate in staff pd's that would enhance their growth!

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.

We do a pretty good job at using funding to meet teachers where they are!

Schoolwide Reform Strategies

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

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

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

One research-based schoolwide reform strategy that the school has adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. According to Tomlinson and Eidson, differentiated instruction “refers to a systematic approach to planning curriculum and instruction for academically diverse learners” and is “a way of thinking about the classroom with the dual goals of honoring each student’s learning needs and maximizing each student’s learning capacity” (2003). The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student’s individual learning needs. The school believes that “only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place” (Tomlinson, 2003). As such, the school employs differentiated instruction in order to address the needs of all children in the school—particularly those at risk of not meeting challenging State standards.

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

In addition to utilizing differentiated instruction and implementing professional learning communities, the school has also adopted a system that ensures that teachers and students can establish and communicate about student learning goals and track student progress through the formative assessment process. Research supports these schoolwide reform strategies. Specifically, research has demonstrated that “goal setting has a general tendency to enhance learning” (Marzano, 2007). As such, the school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success that they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals- which align with all applicable Department of Education guidelines- teachers can effectively provide

feedback on student learning through the use of formative assessment. Marzano points out that “major reviews of research on the effects of formative assessment indicate that it might be one of the more powerful weapons in a teacher’s arsenal” (2007). W. James Popham describes formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics” (2008). Since teachers of the school have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed in the school’s classrooms.

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

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

Instruction by Highly Qualified Teachers

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

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

Strategies to Attract High Quality Teachers

The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies, include the following:

- Establishing close relationships with local universities and colleges with teacher education programs.
- Yearly attendance at college teacher specific job fairs.
- Internal teacher job fair events sponsored by National Heritage Academies.
- Advertising positions through online college postings, newspaper advertisements, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees.
- Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education.
- Providing a comprehensive orientation that facilitates a successful transition into teaching.
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.

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

15.0 Evaluation of School Improvement Efforts

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

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Our school assess students 3x a year to ensure they are on the right track with being proficient on the state assessments. We also have multiple PD's scheduled throughout the year. We have Staff PLC weekly to ensure we are going over data and meeting "all" students' needs. We will continue to access data to ensure our students are improving academically!

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

16.0 School Improvement Goals

Action Plan for Continuous Improvement

Goal	For 80% of our scholars to be proficient								
Baseline Data	Dibels for K-2 & LEAP for 3rd to 8th								
Area of Need	ELA								
Root Cause	Poverty								
Strategies	More interventions								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Small groups	August 4, 2025	May 23, 2026	ALL						

Goal	For 80% of our scholars to be proficient
Baseline Data	Math for all grades

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Area of Need	Fluency								
Root Cause	Poverty								
Strategies	More interventions								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Small groups	August 4, 2025	May 23, 2026	ALL						

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.

Advantage Charter Academy

Date	Content Hours	Title	Objectives	PD Type (Required, Grants, or General Funded)	# of Estimated Attendees	Intended Audience
JUNE 10th	16	Teacher leadership	For teachers to develop learning at this PD to bring back to our school	All content in Louisiana	Grants	6
7/29	8	Regional	To bring all Louisiana Teachers together to learn content and alignment	All content areas in Louisiana	Grants	150

18.0 Community Partnerships

The school utilizes a variety of partnerships to support staff, students, and parents. The school employs an Admissions Representative who works in partnership with the community to organize events, fundraisers, and charity events, as well as to inform the media and local community of school events. Additionally, the school partners with area organizations or community members in order to promote a symbiotic relationship between itself and the community.

Please complete the sections below for each partnership that your school has developed and include specific details as appropriate.

Partner Name	Benefits of Partnership
Our Lady of the Lake Hospital	Teaches our small children about remaining healthy - they come visit us every month and do activities with our students in K-2

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Helix High School	We have students who comes in to assist us as students workers. These students assist us in the front office, classrooms, etc.. A lot of these student workers are former students
Madison High School	To engage our graduating 8th graders to apply to this school, especially if they are in sports. We also have a great partnership with local high schools

19.0 Parent and Family Engagement Plan and Activities Calendar

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

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

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

Month	Engagement Activity
September 2025	Title I Parent Meeting (includes review/feedback of School Improvement Plan, Parent Involvement Policy, Commitment to Excellence Contracts,

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	Homeless Dispute Resolution and Title I programming)
October 2025	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2025	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2026	Parent SIP Meeting
April 2026	Spring Parent/Teacher Conferences

20.0 Wellness Policy and Goal Evaluation

The National School Lunch Act mandates that all schools participating in the National School Lunch Program and/or School Breakfast Program establish a Wellness Policy and general requirements for the development, implementation, dissemination and assessment of the policy and evaluate it annually.

Has progress been made on the Wellness Goals?

Yes, we have a new cafeteria staff who engages students with healthy lunches and snacks. They also take students input while serving lunch!

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

Yes, if our students are not healthy, they do not perform well. Every student should have recess and/or P.E daily to ensure they are moving!

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

Not at the moment

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

Not at the moment

Through these activities and parental/family engagement components, the school assures that it appropriately: 1) provides assistance to parents/families; 2) provides materials and training to help parents/families work with children to improve their achievement; 3) trains teachers and other required staff in the importance of and how to partner with parents/families; 4) coordinates and integrates to the appropriate degree its parent and family engagement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language; and 6) provides full opportunities for parents/families with limited English proficiency, disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports. As such, it complies with ESSA.

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

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

Preschool Transition Strategies

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

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

Further, open-house meetings and events are held at the school over the course of the year in order to encourage area parents and preschoolers to spend time at the school.

Kindergarten teachers meet with parents and students, explaining some of what parents and students should expect as the children make the transition into kindergarten.

Teacher Participation in Making Assessment Decisions

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

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

Assistance to Students Having Difficulty Mastering Standards

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

As noted above, teachers utilize formative assessment to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. The school believes that "only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place" (Tomlinson, 2003).[1] As such, it employs differentiated instruction in order to address the needs of all children in the school and particularly those at risk of not meeting challenging State standards. As part of this differentiation, teachers use the

formative assessment process to ask and answer these questions: 1) What do we want each student to learn? 2) How will we know what each student has learned? and 3) How will we respond when students have difficulty learning? By answering these questions collaboratively, teachers ensure that appropriate intervention is delivered to students who are having difficulties mastering challenging state standards.

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

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

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

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

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources, as well as federal

sources—including Titles I and IIA—to support the goals identified in the Schoolwide Plan. While funding will not be consolidated, the school’s entire educational program is supported by the school’s Schoolwide Plan; this includes the school’s general educational program (State and local funds) as well as supplemental programs (supported through federal Title I funds). The school’s professional development program, supplemented with funding available through Titles IIA, is also supported by the academy’s Schoolwide Plan. Although the school is not required to delineate the funds that it is consolidating or the specific amounts contributed by each source—because it is not actually consolidating funds—please see the table below for a summary of the resources available to the school and the degree to which they support the components within this Schoolwide Plan.

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

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

Curriculum Alignment

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

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

Advantage Charter Academy

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:

Advantage Charter Academy

The school has a School Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school's comprehensive needs assessment, analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in the annual gap analysis and adequate yearly progress reviews. The School Improvement Team also reviews and assists in the development, implementation, and evaluation of the following school improvement components: - Annual review of the Building Mission Statement - Building goals, strategies, and assessments based on academic standards for all students - Curriculum alignment with State Standards and Benchmarks, NHA Curriculum, and Core Knowledge objectives - Monitor and evaluate the process for the building school improvement plan - Building professional development plans consistent with student academic performance needs - The utilization of community resources and volunteers - Participatory decision-making process - Identifying community resources that enhance instructor and student learning

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