

National Heritage Academies

Brooklyn Scholars Charter School 2026-2027 School Improvement Plan

May 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.

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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
Good Shepherd Services	13	After school program for students
Gifted Angels Dance Company	15	Community dance program for students
Impact Dance Company	3	Community dance program for students
Key to Heaven Tabernacle Church	3	the church has adopted our school and has provided clothing, toys, and school supplies
Discover Your Potential	2	Sports related afterschool and summer program for students
CAMBA	5	After school program for students
Urban Advantage	5	Science based program for teachers and students

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

Reduce chronic absenteeism to 18% or lower by the end of the school year.

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

The strategies and activities outlined in the Family Engagement & Education goal were implemented with a high level of fidelity, as evidenced by consistent execution, documented communication, and visible family and student engagement.

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

Family engagement opportunities were consistently offered through parent workshops, data meetings, and targeted conferences for at-risk students. Events such as Parent Data Nights, grade-level meetings, and individual Promotion-in-Doubt (PID) conferences included attendance as a key focus area. Documentation includes sign-in sheets, meeting notes, and follow-up action steps for families of chronically absent students including logs for our attendance liaison

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?

The school allocated adequate resources—staff, time, systems, and incentives—to support the implementation of the attendance-focused Family Engagement & Education plan. These resources were intentionally distributed, monitored for effectiveness, and adjusted to address barriers, ensuring equitable access and impact.

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 Family Engagement & Education attendance plan resulted in improved awareness, stronger family communication, and increased student engagement around attendance. While progress was made toward reducing absenteeism and strengthening partnerships, continued focus is needed to fully close gaps among chronically absent students. Use of School Connect, calls, and texts resulted in: Timelier outreach after absences Documented two-way communication between school and families Staff reported greater ease in connecting with families, leading to quicker interventions. Attendance incentives (e.g., Strive for Five, Game Days, recognition events) led to: Increased student excitement around attendance Noticeable improvement in short-term attendance behaviors, particularly during

incentive periods School-wide campaigns like “Strong Start” helped establish early routines and expectations.

Current Year Goal #2

Increase Proficiency on Interim Assessments in Math, ELA, and Science by 5%

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

The strategies and activities aligned to the goal of increasing proficiency on Interim Assessments in Math, ELA, and Science were implemented with a high level of fidelity. Evidence shows that systems, instructional practices, and data cycles were consistently executed, monitored, and refined across grade levels and content areas. Teachers engaged in a structured assessment cycle, including: Administering Interim Assessments and weekly checks for understanding Analyzing data to identify standards-based gaps Planning targeted reteach lessons Evidence includes: Data meeting agendas and notes Annotated assessments and student work samples Instructional action plans aligned to specific standards

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

The plan to increase proficiency on Interim Assessments in Math, ELA, and Science successfully reached the intended audience of all scholars and instructional staff, with differentiated supports ensuring access for targeted subgroups. Implementation was schoolwide, consistent across grade levels, and responsive to varying student needs. Schoolwide Implementation Across All Grade Levels All classrooms (K–8) participated in: Interim Assessments Weekly assessments and progress monitoring Data-driven reteach cycles The assessment cycle and instructional expectations were implemented consistently across: Math, ELA, and Science Evidence includes Universal administration of assessments Schoolwide data trackers and grade-level reports. All instructional staff were engaged in the plan, including General education teachers SPED and intervention teachers Deans and instructional leaders Teachers participated in: Regular data meetings Coaching cycles and feedback sessions Evidence: Meeting attendance logs Coaching notes, and observation feedback aligned to schoolwide look-fors.

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?

The school allocated sufficient resources—including staff, time, instructional materials, and data systems—to support the implementation of the plan to increase proficiency on Interim Assessments. These resources were distributed equitably across grade levels and student groups and used as intended to drive instruction and student outcomes. When barriers emerged, the school responded with targeted adjustments and supports.

Staffing & Instructional Leadership Strong utilization of: Deans of Instruction for coaching, data analysis, and accountability Classroom teachers for core instruction and reteach SPED and intervention teachers for targeted small group support Coaching cycles, walkthroughs, and feedback ensured instructional consistency and support across all classrooms staff roles were clearly defined, allowing for shared ownership of student achievement Structured time was embedded into the schedule for: Data meetings (regular review of interim and weekly assessment results) Intervention blocks (60/30 model) for targeted reteach This ensured that: Data was not just collected but actively used Students received timely, standards-aligned intervention students and staff had access to aligned resources, including: Interim Assessments and weekly assessments Instructional platforms (i-Ready, NWEA, Aimsweb) Computer-Based Testing practice through Nextera Materials were used consistently to: Identify skill gaps Provide targeted practice Monitor progress toward proficiency

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 to increase proficiency on Interim Assessments in Math, ELA, and Science resulted in improved instructional alignment, stronger data-driven practices, and measurable gains in student performance. While the goal of a 5% increase in proficiency was largely met in some grade levels and content areas, continued refinement is needed to ensure consistent outcomes across all students. Classrooms where data cycles and reteach were implemented with the highest fidelity Evidence: Interim #1 ? Interim #2 Interim #3 comparative data Standards mastery tracking.

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:

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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: [By June 2027, Brooklyn Scholars Charter School will increase overall student proficiency on Interim Assessments in ELA and Math by 8 percentage points \(from an average of 38% to 46%\), as measured by Interim #1–#3 data, with a specific focus on students performing in the bottom two quartiles.](#)
2. Area of need being addressed: [Academic Achievement \(ELA & Mathematics\)](#)
3. Root Cause: [Inconsistent use of real-time data to drive instruction Gaps in standards-based reteach and small group instruction Limited alignment between assessment analysis and daily instructional adjustments](#)
4. Baseline data (Where are you starting?): [Interim Assessment Proficiency \(2025–2026\): ELA: 40% Math: 36% Bottom Quartile Students: <25% proficiency](#)
5. End target measure (Where do you want to be?): [ELA: 48% proficiency Math: 44% proficiency Bottom Quartile Students: =35% proficiency](#)

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal	
Name of Evidence-Based Program, Strategy, or Initiative #1	Data-Driven Instruction (DDI) Cycle with Weekly Assessment Analysis

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Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1: Conduct weekly data meetings using IXL, i-Ready, and weekly common assessments assessment data to identify skill gaps	September 2026	June 2027	Principal, Deans, Teachers
Activity #2: Implement reteach plans aligned to priority standards with targeted small groups (minimum 3 groups per class)	September 2026	June 2027	Teachers, Interventionist
Activity #3: Monitor execution through bi-weekly walkthroughs focused on real-time feedback and intentional circulation	September 2026	June 2027	Principal, Deans
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	High-Leverage Instructional Practices (Explicit Instruction & Scholar Discourse)		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1: Provide monthly professional development on explicit instruction, modeling, like “Stop the Show” strategy	August 2026	June 2027	Principal, Deans
Activity #2: Conduct weekly instructional coaching cycles (observe ? feedback ? model ? re-observe)	September 2026	June 2026	Deans, Principal
Activity #3: Require daily checks for understanding and annotated student work collection to adjust instruction in real time	September 2026	June 2026	Teachers

Required Goal #2

1. SMART goal statement: June 2027, Brooklyn Scholars Charter School will increase average daily attendance from 91% to 95% and reduce the percentage of chronically absent students (below 90%) from 28% to 18%, as measured by school attendance records.
2. Area of need being addressed: Attendance & Student Engagement

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3. Root Cause: Inconsistent family communication regarding attendance expectations especially in the lower elementary grades K-2 Limited incentives tied to consistent attendance Lack of early intervention for at-risk students

4. Baseline data (Where are you starting?): Average Daily Attendance: 91%
Chronically Absent Students: 28%

5. End target measure (Where do you want to be?): Average Daily Attendance: 95%
Chronically Absent Students: =18%

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1	Multi-Tiered Attendance Intervention System (MTSS for Attendance)		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1: Identify and monitor Tier 2 and Tier 3 students biweekly using attendance dashboards	September 2026	June 2027	Dean, Attendance Liaison, Office Staff
Activity #2: Conduct parent outreach (calls, meetings, home visits) within 48 hours of attendance concerns	September 2026	June 2027	Dean, Teachers
Activity #3: Develop individualized attendance improvement plans for students below 90%	September 2026	June 2027	Dean, Counselor
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Schoolwide Attendance Culture & Incentive Program		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1: Implement monthly attendance challenges (e.g., Strive for Five, Perfect Attendance incentives)	Sep 2026	June 2027	Attendance Liaison, Dean
Activity #2: Communicate weekly attendance updates and expectations via School Connect and Parent Portal	August 2026	June 2027	Principal, Office Staff, Deans, Attendance Liaison

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Activity #3: Host quarterly attendance celebrations and recognition events for students and families	October 2026	June 2027	Teachers, Dean, Attendance Liaison
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Optional Goal #3

1. SMART goal statement: By June 2027, Brooklyn Scholars Charter School will increase the percentage of Students with Disabilities (SWD) and English Language Learners (ELLs) meeting grade-level proficiency in Tier 1 instruction by 10 percentage points (from 22% to 32%), as measured by Interim Assessments, NWEA MAP growth, and classroom-based assessments.
2. Area of need being addressed: Tier 1 Core Instruction with Focus on SPED & ELL Subgroup Achievement
3. Root Cause: Tier 1 instruction is not consistently differentiated to meet diverse learner needs Insufficient scaffolds and language supports embedded in daily instruction Limited co-planning and co-teaching structures between general education, SPED, and ENL staff
4. Baseline data (Where are you starting?): SWD Proficiency (Interim Average): 20–24% ELL Proficiency (Interim Average): 22% Limited evidence of consistent Tier 1 differentiation across classrooms
5. End target measure (Where do you want to be?): SWD Proficiency: =32% ELL Proficiency: =32% Observable Tier 1 differentiation in 90% of classrooms (walkthrough data)

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1	Universal Design for Learning (UDL) & Differentiated Tier 1 Instruction		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1: Provide professional development on UDL, scaffolding strategies, and differentiation (visuals, sentence frames, modeling)	August 2026	June 2027	Principal, Deans, SPED/ENL Leads in C&I
Activity #2: Require lesson plans to include Tier 1 differentiation strategies aligned to SWD and ELL needs	September 2026	June 2027	Teachers, Deans

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Activity #3: Conduct monthly walkthroughs focused on evidence of scaffolds, language support, and access points for all learners	September 2026	June 2027	Principal, Deans
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Co-Teaching & Collaborative Planning Model		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1: Establish weekly co-planning time between general education, SPED, and ENL teachers focused on upcoming standards and student needs	Aug 2026	Jun 2027	Deans, Teachers
Activity #2: Implement co-teaching models (parallel, station, and team teaching) in identified classrooms	Sep 2026	Jun 2027	Teachers, SPED/ENL Staff
Activity #3: Conduct coaching cycles focused on effective co-teaching practices and student engagement	Sep 2026	Jun 2027	Deans, Instructional Coaches
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #3	Progress Monitoring & Targeted Intervention Alignment		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1: Track SWD and ELL progress biweekly using NWEA, Aimsweb, and classroom data	Sep 2026	Jun 2027	Interventionists, Teachers
Activity #2: Adjust Tier 1 instruction based on subgroup performance trends	Sep 2026	Jun 2027	Teachers, Deans
Activity #3: Provide targeted push-in/pull-out support aligned to Tier 1 instruction	Sep 2026	Jun 2027	SPED/ENL Staff

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