

National Heritage Academies

School Improvement Process Workbook

Student Intervention Services
August 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	February	February	TBD	TBD
Schoolwide Plan reviewed and updated	March	March	TBD	TBD
Effectiveness of school improvement process in school evaluated	August	June	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	September	August	TBD	TBD
Title I Parent Meetings	October	October	TBD	TBD

2.0 Evidence of Collaboration - NY

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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Brooklyn Scholars 2024-25

Paraprofessionals	\$191,666	50.3%
Teachers	\$129,412	34.0%
Supplies	\$52,268	13.7%
Parent Family Engagement	\$6,799	1.8%
Indirect Expenses	\$650	0.2%
Social Work	\$84	0.0%
All	\$380,879	100.0%

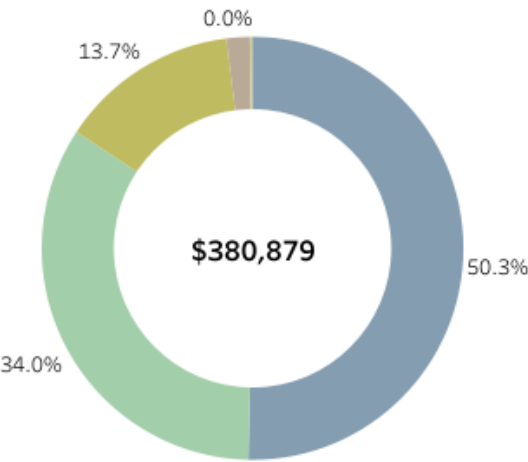


Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

02/24/2025

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

03/21/2025

5.0 Collaboration with the School Board

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

02/25/2025

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

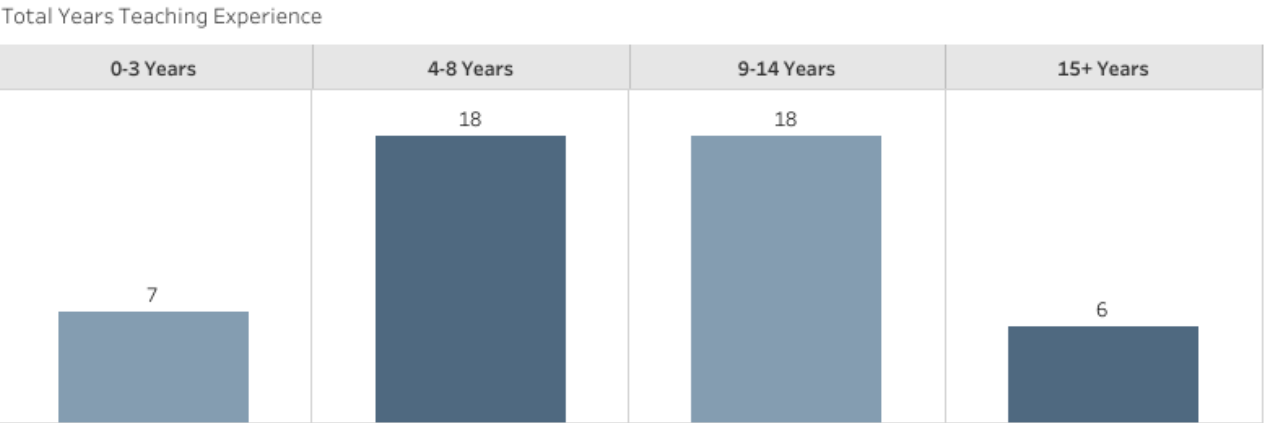
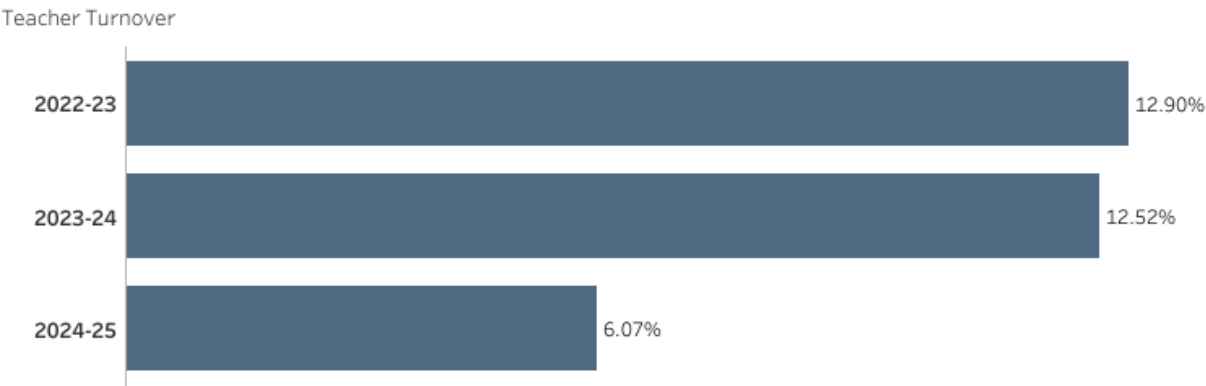
ESSA requires that schools must annually: - Evaluate the implementation of and results achieved for grant funded programs, strategies and initiatives. - Determine the effectiveness of the programs in increasing achievement of students in meeting state academic standards - Revise their continuous school 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.



* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

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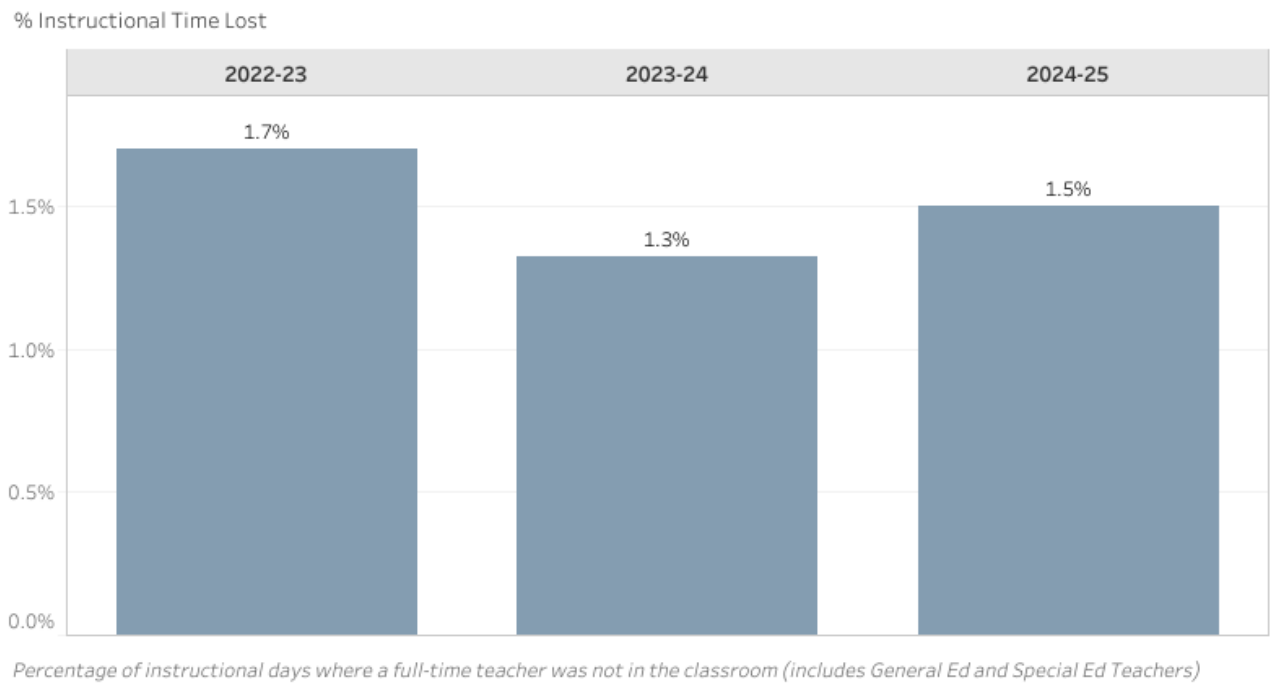


Figure: Teacher Absences and % Instructional Time Lost

Brooklyn Scholars Charter School

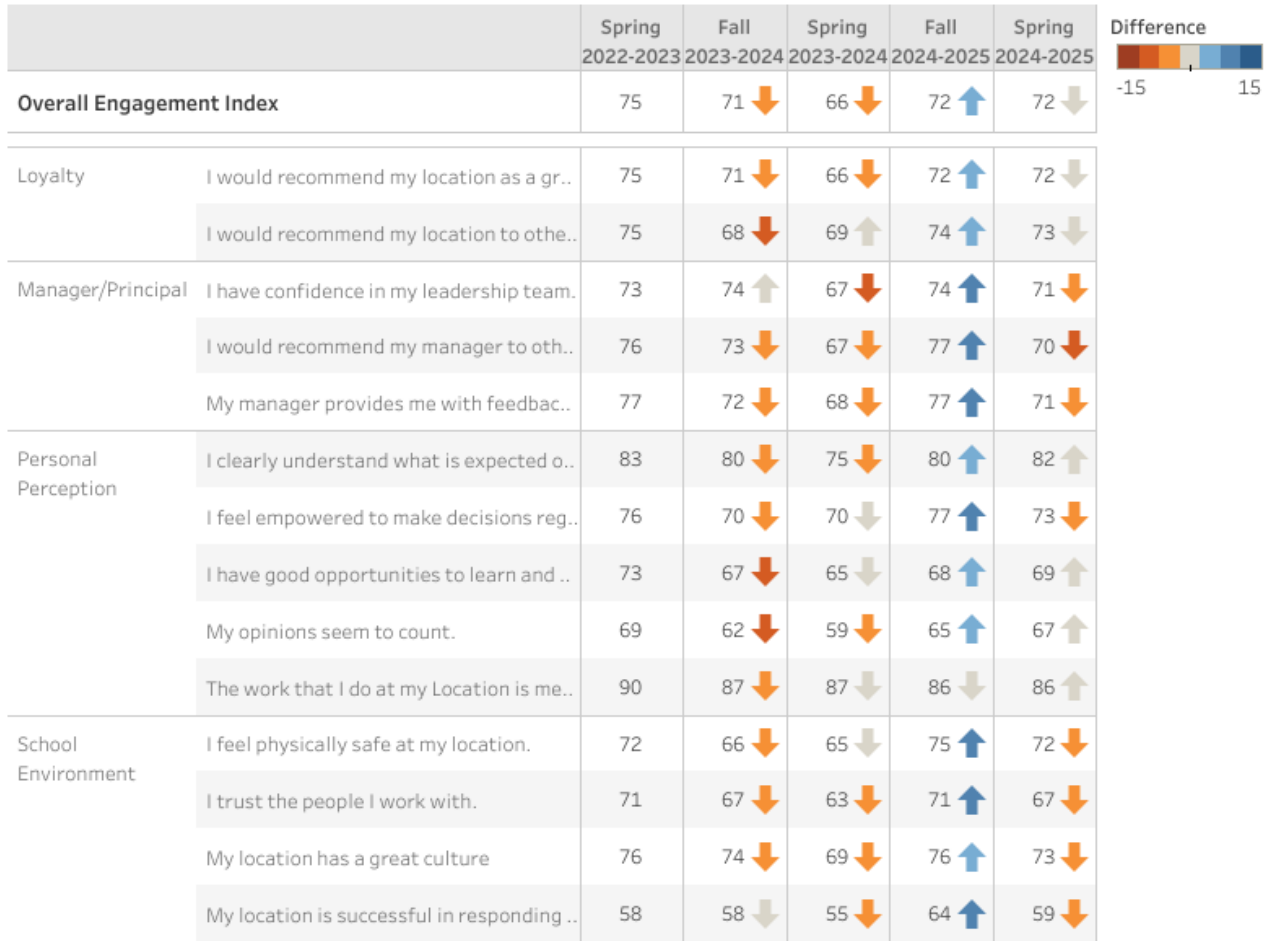


Figure: Staff Perceptions

What trends do you notice in your school staff data?

The staff data show the following trends: Teacher Turnover has decreased every year for the past 3 years A large number of our teachers, about 36, have been teaching from 4 to 14 years Teacher absences have decreased over the last three years, and this has a direct impact on Instructional Time Lost which is less than 1% Every category of our Staff Survey increased this past Fall

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

Yes! Given these positive trends, it's important to continue strengthening the strategies that have contributed to these improvements. Here are some action steps I am taking and will continue to take to sustain and further impact these trends: Retention & Teacher Support Sustaining Mentorship & Collaboration: Ensuring new teachers are

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paired with seasoned teachers to build confidence, refine instructional practices, and foster a supportive work environment. Recognizing & Valuing Experience: With a large portion of staff having 4-14 years of experience, continuing to provide leadership opportunities, professional development, and recognition programs to retain seasoned educators. Attendance & Instructional Time Proactive Wellness & Work-Life Balance: Encouraging a healthy work-life balance by providing wellness initiatives, streamlined planning processes, and support for teachers when needed. Consistent & Supportive Culture: Maintaining a positive school climate where teachers feel valued, leading to fewer absences and maximizing instructional time. Staff Satisfaction & Engagement Data-Driven Decision Making: Regularly analyzing staff survey results to address concerns, enhance working conditions, and celebrate areas of success. Professional Development & Growth: Offering targeted training, coaching cycles, and collaborative planning time to keep teachers engaged and motivated. Strengthening Leadership Communication: Ensuring transparency in decision-making, providing opportunities for staff input, and fostering a culture where feedback leads to action. By staying consistent with these strategies and refining them based on data, I aim to maintain and further improve these positive trends.

9.0 Parent Perception Data

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% (142)			
	Likelihood to Recommend School	55% (142)	59% (154) ↑	69% (172) ↑	71% (51) ↑	
	Overall Satisfaction	39% (144)	50% (157) ↑	55% (174) ↑	45% (51) ↓	
Academics	Child Receiving High-Quality Education		50% (151)	58% (169) ↑	41% (51) ↓	
	Satisfaction With Child's Academic Progress	55% (146)				
Schoolwide Behavior System	Discipline is Handled Effectively at This School	47% (146)	43% (145) ↓	52% (165) ↑	37% (51) ↓	
	School Provides Safe Environment	59% (294)	55% (145) ↓	59% (165) ↑	53% (51) ↓	
Communication	Leadership Communication		45% (151)	54% (171) ↑	33% (51) ↓	
	School Communication	56% (147)				
	Teacher Communication	61% (147)	55% (152) ↓	60% (168) ↑	39% (51) ↓	
Moral Guidance	Moral Focus Impact		54% (149)	61% (167) ↑	40% (50) ↓	
	School Delivers Moral Guidance	60% (292)				

Figure: Parent Survey Results

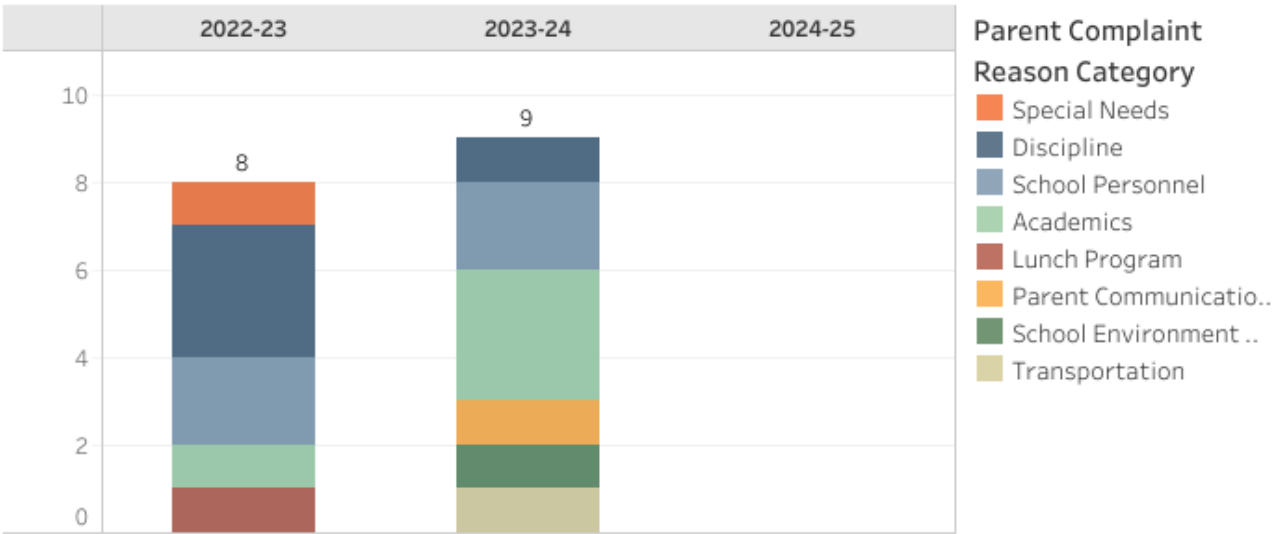


Figure: Parent Complaint Counts

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

The survey data indicates overall positive trends across multiple categories. While some areas saw temporary declines in 2022-23, improvements in 2023-24 highlight successful efforts in communication, academic satisfaction, and school safety. Areas such as discipline handling and leadership communication could still benefit from further enhancement.

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

To build on the positive trends and address areas needing improvement, the following action steps are being considered

1. Strengthen Discipline Handling Procedures
Conduct staff training on effective and consistent discipline strategies. Increase transparency with parents by providing regular updates on discipline policies and student behavior expectations. Implement a feedback system where parents and students can report concerns and suggest improvements.
2. Enhance Leadership Communication
Hold regular parent forums or town hall meetings to improve direct communication between school leadership and parents. Provide clear, timely updates on school decisions, policies, and upcoming changes via newsletters, emails, and social media. Establish a leadership feedback mechanism to gather insights from parents on how communication can be improved.
3. Continue Strengthening Academic Satisfaction

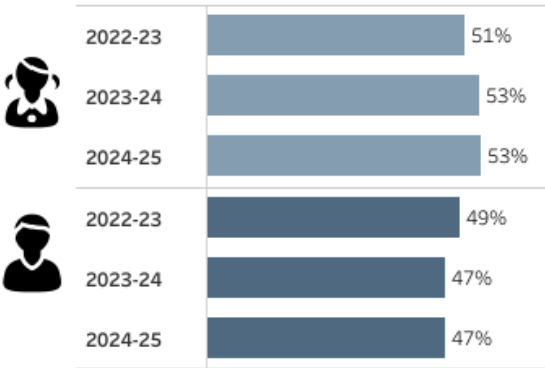
Expand parent-teacher conferences to ensure personalized discussions about student progress. Offer workshops or informational sessions to help parents support their child's learning at home. Use survey insights to tailor academic programs and ensure alignment with parental expectations. 4. Maintain Momentum in School Safety Improvements Increase staff presence and monitoring in key areas to reinforce a safe environment. Conduct safety drills and awareness programs to ensure students and staff are well-prepared. Strengthen partnerships with local law enforcement or security organizations for added safety measures. 5. Improve Overall Parent Engagement Encourage more parent involvement through volunteer opportunities and school committees. Use multiple communication channels (email, social media, in-person meetings) to ensure all parents receive important updates. Recognize and celebrate parent contributions to foster a stronger school community.

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	81	77 ↓	82 ↑
1	76	79 ↑	76 ↓
2	77	79 ↑	78 ↓
3	76	76	78 ↑
4	78	74 ↓	78 ↑
5	75	79 ↑	77 ↓
6	74	74	78 ↑
7	76	80 ↑	78 ↓
8	76	78 ↑	81 ↑

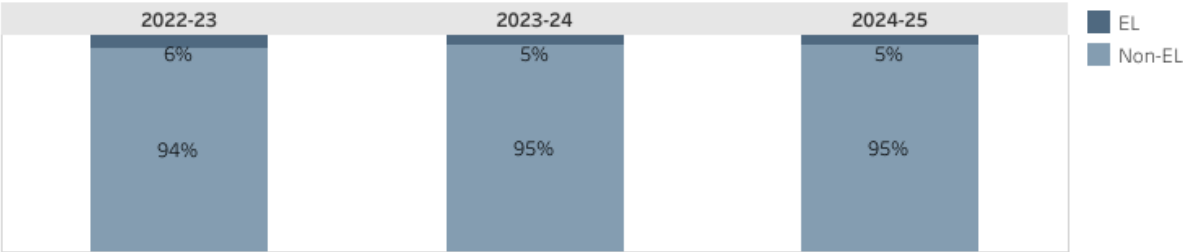
Ethnicity

American Indian or Alaskan Native	2022-23	1.2%
	2023-24	1.1%
	2024-25	1.8%
Asian	2022-23	4.2%
	2023-24	3.6%
	2024-25	5.2%
Black or African American	2022-23	62.6%
	2023-24	63.2%
	2024-25	61.8%
Hispanic	2022-23	31.2%
	2023-24	31.6%
	2024-25	30.7%
Native Hawaiian or Pacific Islander	2022-23	0.6%
	2023-24	0.3%
	2024-25	0.4%
White	2022-23	0.3%
	2023-24	0.1%

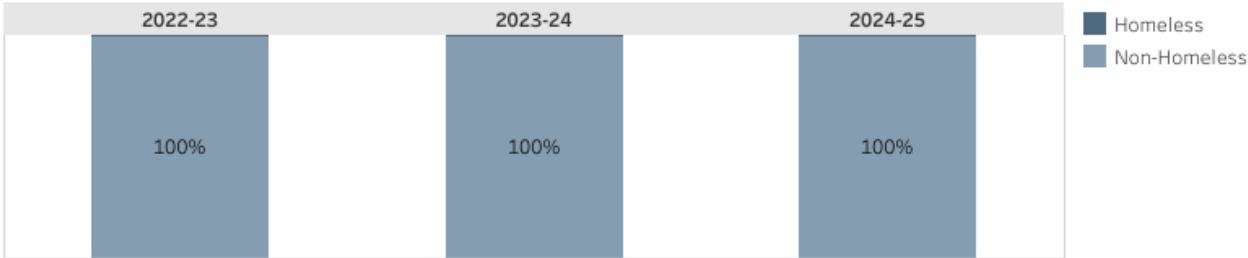
Figure: Gender, Ethnicity, and Enrollment

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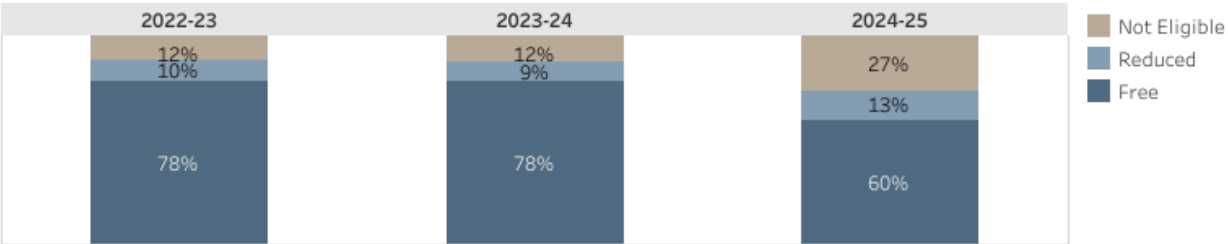
% EL



% Homeless



% FRL



% IEP

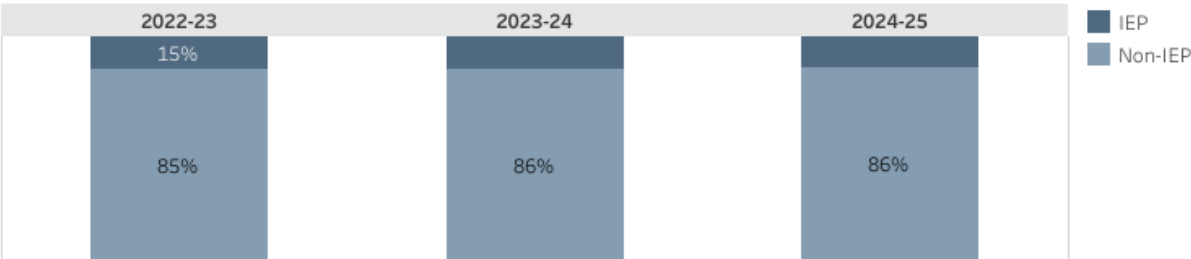


Figure: % EL, % Homeless, %FRL, % IEP

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


5 out of 9 of the grades have seen an increase in enrollment while the other 4 grades have decreased. However, the decrease in those grades are very minimal and we made up the missing numbers in the other grades to remain at or above enrollment. The number of EL is about 60 scholars which is about 10% of our population.

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

Yes, we are actively taking steps to maintain and increase enrollment at Brooklyn Scholars. Our action plan includes Targeted Recruitment & Outreach – Hosting open houses, school tours, and community events to attract new families while leveraging word-of-mouth referrals from satisfied parents. Retention Strategies – Strengthening parent engagement through events like Learn and Grow with a K-2 Flow and Donuts with the Deans to build strong school-home connections and increase family satisfaction. Data-Driven Attendance Monitoring – Working closely with Ms. Morales to track attendance trends, address chronic absenteeism, and proactively support families to prevent withdrawals. Enhancing Student Experience – Expanding academic programs and electives, such as dance, chess, and STEM, to provide well-rounded opportunities that make Brooklyn Scholars a top choice. Community Partnerships – Collaborating with organizations like Good Shepherd Services and Impact Dance to provide additional resources and student activities that enhance our school’s appeal. Personalized Family Engagement – Ensuring Ms. Parker follows up with families regarding household surveys, enrollment forms, and any concerns to maintain strong connections with current and prospective families. Marketing & Visibility – Using social media, newsletters, and school events to showcase student achievements, school culture, and academic excellence to attract and retain families. These steps will help sustain and increase enrollment while ensuring all students and families feel valued and supported.

10.1 Student Attrition Data

Year End

	2022-23	2023-24	2024-25	YOY Difference
Attrition	14.2%	13.6% ↓	5.3% ↓	
				-15% 15%

Year-To-Date

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

Figure: Student Attrition

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

Student attrition rates are trending down at Brooklyn Scholars, it means that fewer students are leaving the school each year, which is a strong indicator of stability and parent confidence. What This Means: Increased Student Retention – More families are choosing to keep their children enrolled, which suggests higher satisfaction with academics, culture, and overall school experience. Stronger School Community & Culture – Lower student turnover leads to more consistent relationships among students, teachers, and families, fostering a sense of belonging. Improved Academic Continuity – Students who stay longer benefit from sustained instructional strategies, which can lead to better learning outcomes and growth. Positive Parent Perception – Families are likely satisfied with the school’s leadership, safety, communication, and academic programs. Higher Enrollment Stability – With fewer students leaving, the school experiences fewer disruptions in class sizes, staffing needs, and budgeting.

Why Is This Happening? Several factors may be contributing to this trend at Brooklyn Scholars:

- Stronger Parent Engagement – Events like Donuts with the Deans and Learn and Grow with a K-2 Flow may be building trust and involvement.
- Improved Academic Support – Targeted interventions, teacher effectiveness, and mentorship programs could be helping student success.
- Consistent Behavior & Safety Policies – A structured, supportive learning environment may be encouraging families to stay.
- Positive School Reputation – Word of mouth, strong leadership, and successful student outcomes may be attracting and retaining families.

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

Next Steps to Sustain & Improve This Trend:

- Continue Strengthening Family Partnerships – Maintain open lines of communication with parents, seek feedback, and involve them in their child’s learning.
- Monitor & Address Student Needs Proactively – Identify at-risk students early and provide academic or social-emotional support to prevent attrition.
- Celebrate & Market Successes – Highlight retention trends, teacher stability, and student growth to reinforce the school’s strengths.

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- Analyze Data Further – Identify any patterns in the students who do leave (e.g., grade levels, specific reasons) to address targeted areas of concern.

10.2 Student Attendance

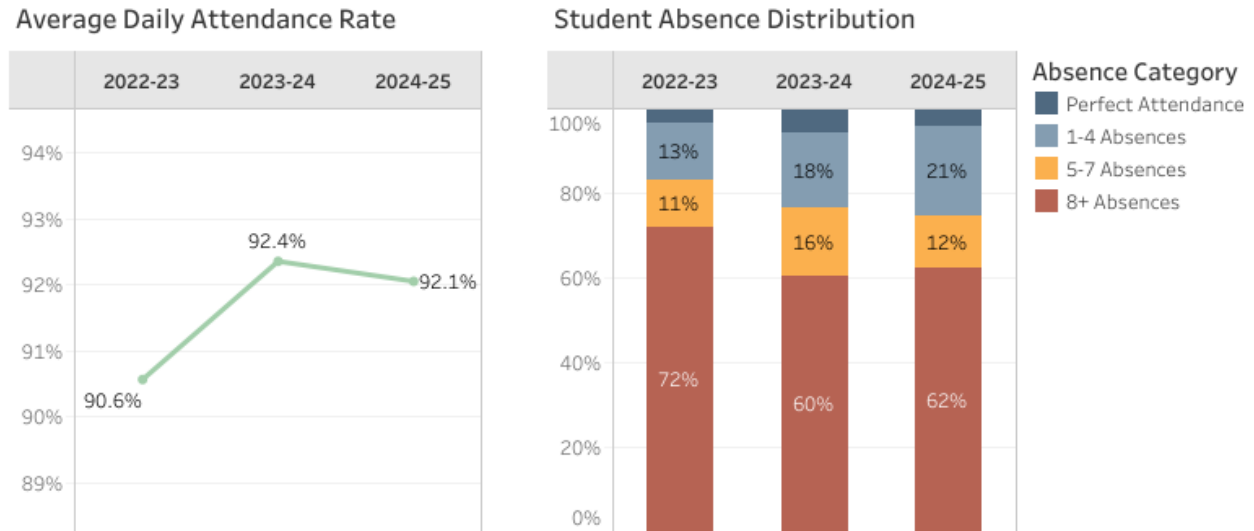


Figure: Student Attendance

What trends do you notice in your student attendance data?

The attendance rate for the 2024-2025 shows an increase of .2% from the previous school year. Additionally, there is a 21% decrease in scholars who have more than 8 absences. There has been an increase of scholars that have perfect attendance from 6% to 12%.

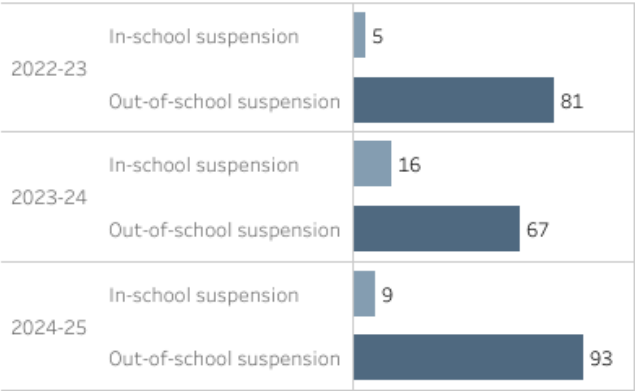
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

The attendance rate has increased due to constant parent communication through the Principal's Weekly Newsletter, the use of School Connect, and Parent Connection sessions/activities. Teachers have been doing more outreach to check on scholars and encourage attendance efforts (along with the support of the SEL Team who will follow up with home visits, if necessary). Additionally, scholars are getting Perfect Attendance awards during their Wing assemblies.

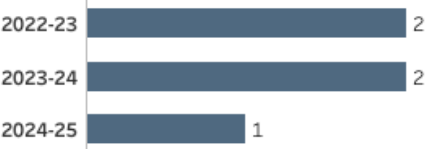
10.3 Student Discipline

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Suspensions



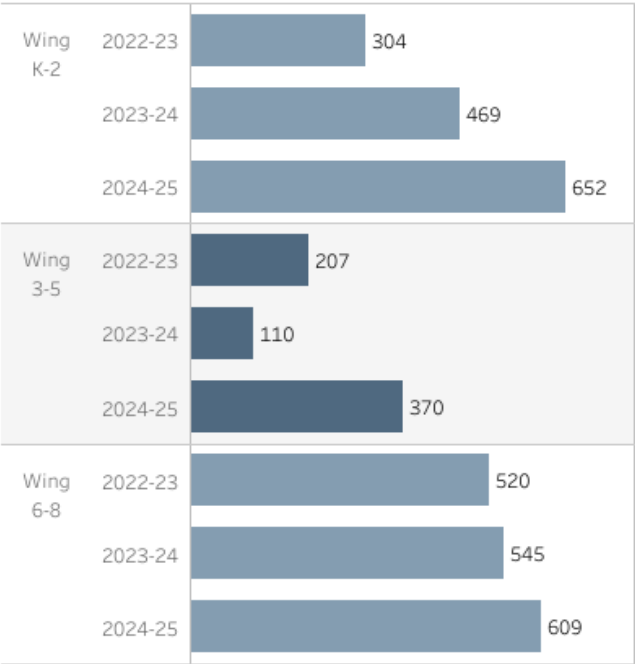
Behavior Plans



Behavior Events Per Student



Events by Wing



Events by Gender

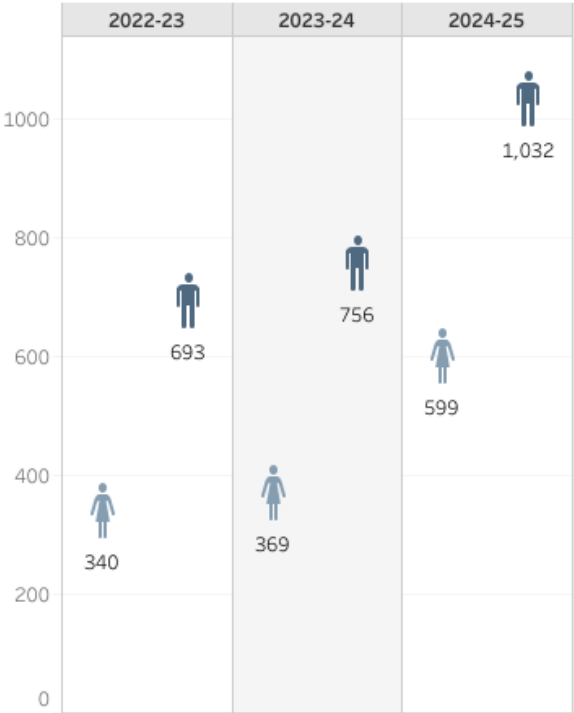


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

What trends do you notice in your student discipline data?

The decrease in both in-school and out-of-school suspensions at Brooklyn Scholars over the past three years likely reflects intentional efforts to improve school culture, behavior management, and student support systems. Here’s why this trend is happening:

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1. Stronger Behavior Expectations & Consistency
 - a. Clear Schoolwide Expectations – Teachers and administrators have likely reinforced clear behavior guidelines, helping students understand expectations before issues escalate.
 - b. Consistent Classroom Management – Teachers may be using proactive behavior strategies that reduce disruptions and prevent referrals.
 - c. Dean-Led Moral Focus Assemblies – These assemblies emphasize values like respect, responsibility, and perseverance, reinforcing positive behavior.
2. Restorative Practices Instead of Punitive Discipline
 - a. Conflict Resolution & Mediation – Instead of automatic suspensions, students may be engaging in restorative conversations to resolve conflicts.
 - b. Alternative Consequences – The school may be using reflection sheets, peer mediation, or staff check-ins rather than immediate suspensions.
 - c. Teacher & Staff Training – Professional development on de-escalation strategies likely helps staff prevent minor incidents from escalating.
3. Increased Social-Emotional & Behavioral Support
 - a. Counseling & Intervention Services – Guidance counselors, deans, and interventionists may be providing more targeted support for students struggling with behavior.
 - b. Check-Ins for At-Risk Students – Students with repeated behavioral challenges may receive personalized attention to address root causes.
 - c. Stronger Student-Teacher Relationships – With teacher turnover decreasing, students have consistent role models and trusted adults, reducing defiance and disengagement.
4. Stronger Family Partnerships & Communication
 - a. More Parent Engagement – Parent-focused events, like Donuts with the Deans and Learn and Grow with a K-2 Flow, may be helping parents reinforce behavior expectations at home.
 - b. Proactive Parent Communication – Staff likely contacts families early when behavior concerns arise, allowing parents to intervene before situations escalate.
 - c. Focus on Chronic Absenteeism – Since the school is addressing attendance, students are in school more—and engaged students are less likely to misbehave.
5. Schoolwide Culture Shift Toward Positive Reinforcement
 - a. Recognition for Positive Behavior – The school may be rewarding students who demonstrate moral focus virtues and leadership.

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- b. Engaging Electives & Activities – With electives like dance and chess, students may be more engaged in school, reducing behavior issues.
- c. Mentorship & Peer Support – Programs that encourage older students to mentor younger ones can foster a sense of belonging and reduce behavioral infractions.
- d. Impact of This Trend
 - i. Fewer Instructional Disruptions – Less time spent on discipline means more time for teaching and learning.
 - ii. Stronger Teacher & Student Relationships – Reduced suspensions help build trust between students and staff.
 - iii. Improved School Reputation & Family Satisfaction – Lower suspension rates can boost parent confidence in the school's ability to support all students.

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

- 1. Expand Restorative Practices
 - a. Train More Staff in De-Escalation – Provide ongoing professional development for teachers and deans on restorative discipline strategies.
 - b. Peer Mediation Program – Empower students to resolve conflicts through structured mediation, reducing the need for suspensions.
 - c. Restorative Reflection Spaces – Instead of automatic in-school suspensions, allow students to reflect, reset, and re-enter class productively.
- 2. Strengthen Social-Emotional & Behavioral Support
 - a. Increase Check-Ins for At-Risk Students – Assign mentors or guidance staff to regularly meet with students who have repeated behavioral concerns.
 - b. Expand Counseling & Intervention Services – Offer small-group or individual sessions focused on emotional regulation and coping strategies.
 - c. Data-Driven Behavior Monitoring – Use behavioral data to identify trends and intervene before issues escalate.
- 3. Improve Classroom Management & Teacher Support
 - a. Embed More SEL in Daily Instruction – Incorporate social-emotional learning (SEL) strategies into lessons across all grade levels.
 - b. Coach Teachers on Preventative Strategies – Support staff with effective behavior management techniques to minimize class disruptions.
 - c. Reinforce Consistent Expectations – Ensure all teachers and deans apply behavior policies fairly and consistently.

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4. Strengthen Parent & Family Partnerships
 - a. Expand Parent Communication on Behavior Supports – Host more parent workshops on discipline strategies, reinforcing consistency between home and school.
 - b. Engage Parents in Solutions – Involve families earlier in behavior intervention plans, focusing on collaborative solutions instead of punishment.
 - c. Celebrate Student Growth & Leadership – Recognize students who make positive behavior changes and share success stories with families.
5. Increase Positive Behavior Incentives
 - a. Enhance Schoolwide Recognition Systems – Continue and expand programs that reward consistent positive behavior (e.g., student shoutouts, incentives, privileges).
 - i. Offer Leadership Opportunities for Students – Encourage students with improved behavior to mentor others and take on leadership roles.
 - ii. Increase Engaging Electives & Extracurriculars – Continue offering programs like chess, dance, and STEAM to keep students engaged in positive outlets.

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.

Brooklyn Scholars Charter School is located in southeast Brooklyn within the 11208-zip code, a diverse and evolving community in East New York. The area has a rich history of resilience and transformation, with a population that has shifted over decades from predominantly Jewish and Italian in the 1960s to a diverse mix of African American, Puerto Rican, Dominican, West Indian, and South Asian residents today. Due to gentrification in nearby neighborhoods such as Bushwick and Bedford-Stuyvesant, East New York has experienced one of the fastest-growing Black, Latino, and Asian populations in the city. East New York has historically faced economic challenges, with over half the population living below the poverty line and many receiving public assistance programs such as TANF, SSI, and Medicaid. While crime rates have declined from their peaks during the crack and heroin epidemics, East New York's 75th Police Precinct has continued to address issues of violent crime. However, community-

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driven initiatives and increased investment in housing, education, and job training are contributing to positive change in the area. The educational landscape in East New York has also seen improvements in student engagement, academic performance, and school safety. Although challenges such as historically low-test scores and truancy rates persist, Brooklyn Scholars Charter School remains committed to fostering a safe and rigorous learning environment. The school emphasizes high academic expectations, character development, and strong partnerships with families to support student success. Recent data trends show decreasing suspension rates, improved student retention, and an overall increase in parent satisfaction. The 11208-zip code has experienced steady population and economic growth over the past two decades. As of 2010-2014, the population reached 92,262, reflecting a 5.85% increase since 2000. The median household income rose 27.51% to \$34,527, and the median home value surged 166.6% to \$423,100—outpacing both state and national growth rates. These trends indicate economic development and investment in the community, with ongoing efforts to expand affordable housing, job opportunities, and educational resources. Brooklyn Scholars Charter School stands as a pillar of opportunity and academic excellence within East New York, preparing scholars for high school, college, and beyond. The school remains dedicated to empowering students, engaging families, and fostering a culture of achievement in a community undergoing meaningful transformation. .

12.0 Student Interim Data

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

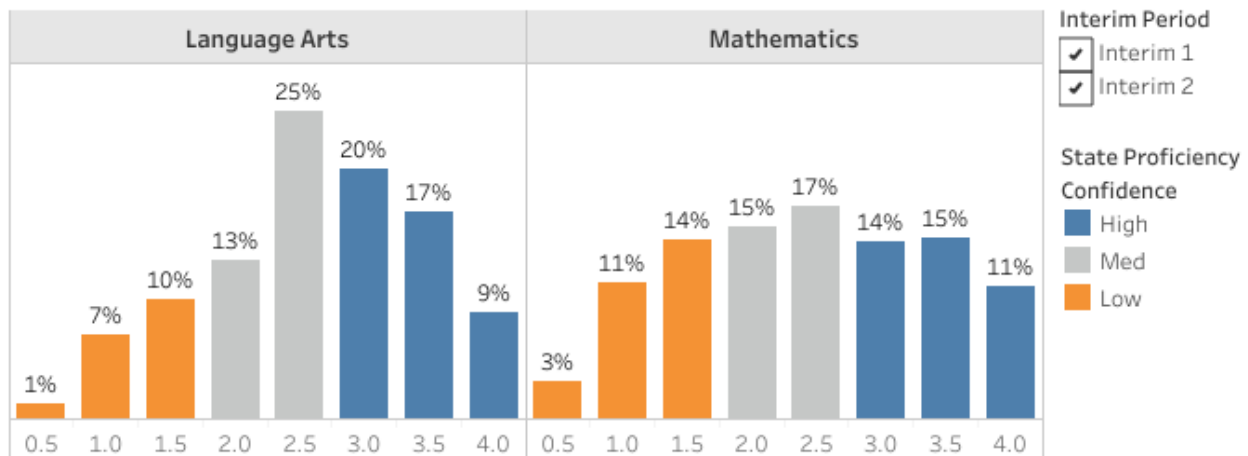


Figure: Interim Scaled Score Distribution

2023-24 Percent At or Above 3.0

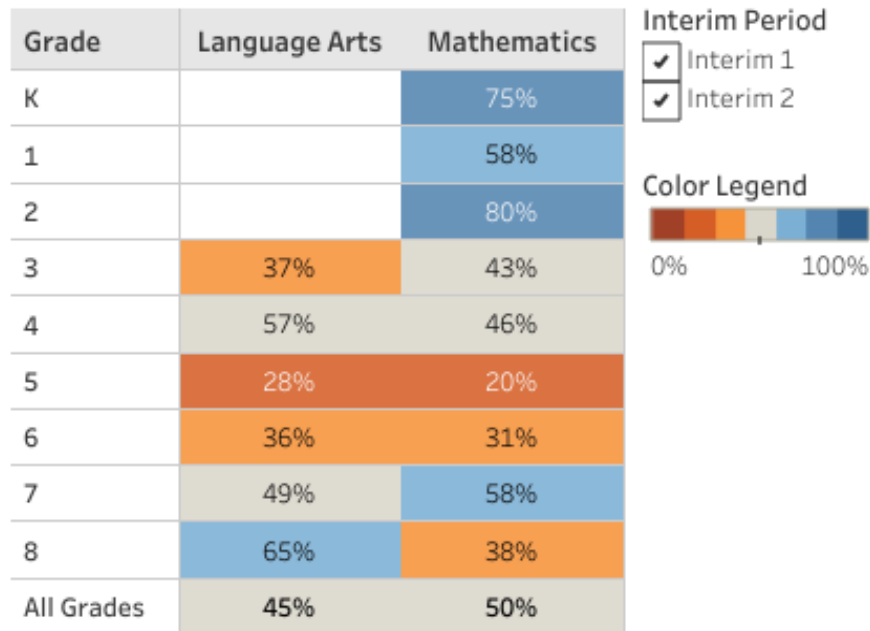


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

Overall Proficiency Trends: Language Arts and Mathematics show variability in proficiency across grades. The percentage of students at or above 3.0 in Mathematics appears higher than in Language Arts across most grades. Grade 6 shows a drop in performance across both subjects compared to other grades. Performance Distribution & Confidence Levels: The scaled score distribution indicates that a significant portion of students score in the lower range, with fewer students reaching higher performance levels. A larger percentage of students fall into the “low confidence” proficiency category in earlier grades, which suggests foundational skill gaps. Interim 1 vs. Interim 2 Comparisons: The second interim period data shows improvement; it suggests positive instructional impact.

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

Targeted action steps are necessary to address gaps and improve proficiency. A. Addressing Low Proficiency in Language Arts & Mathematics Small-Group, Differentiated Instruction: Implement station teaching to allow teachers to target specific skill gaps. Use data-informed small group instruction to reteach standards where

students struggle. Intervention & Support: Provide Corrective Reading intervention for identified students, ensuring proper training for teachers. Utilize structured math interventions for grades with low performance Cross-Curricular Literacy Strategies: Strengthen reading comprehension across subjects, integrating Language Arts skills into Math problem-solving. Utilize high-yield literacy strategies like reciprocal teaching and Socratic Seminars in classrooms. B. Strengthening Teacher Capacity & Instructional Practices Professional Development: Provide PD on data-driven instruction to help teachers analyze student trends and adjust teaching accordingly. Train teachers on high-impact instructional strategies to engage students at varying skill levels. Coaching & Support: Conduct instructional walkthroughs and provide feedback on teaching practices. Increase co-teaching models (parallel and station teaching) to maximize differentiation.

13.0 State Test Data

Brooklyn Scholars Charter School

		2022-23	2023-24	YOY Proficiency Change
Math	3	63%	59%	↓
	4	34%	46%	↑
	5	32%	30%	↓
	6	59%	21%	↓
	7	59%	74%	↑
	8	41%	66%	↑
	Total	48%	49%	↑
Reading	3	51%	31%	↓
	4	41%	43%	↑
	5	37%	35%	↓
	6	49%	27%	↓
	7	57%	56%	↓
	8	74%	76%	↑
	Total	52%	45%	↓
Science	5		36%	
	8	55%	41%	↓
	Total	55%	38%	↓

Figure: State % Proficient by Grade

Brooklyn Scholars Charter School

13.1 Subgroup State Achievement Data

		2022-23	2023-24	YOY Proficiency Change
All Students		50%	46%	↓
EL Status	EL Student	50%	44%	↓
	Non-EL Student	50%	46%	↓
Ethnicity	American Indian or Alaska..			
	Asian	73%	68%	↓
	Black or African American	50%	44%	↓
	Hispanic	47%	44%	↓
	Native Hawaiian or Pacifi..			
	White			
FRL Status	Free	47%	45%	↓
	Reduced	54%	52%	↓
	Not Eligible	66%	52%	↓
Gender	Female	49%	44%	↓
	Male	51%	47%	↓
Homeless Status	Homeless			
	Non-Homeless	50%	46%	↓
IEP Status	IEP Student	23%	21%	↓
	Non-IEP Student	54%	50%	↓
Student Tenure	< 3 Years	40%	34%	↓
	3+ Years	53%	50%	↓

Figure: State % Proficient by Subgroup

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

There was an overall increase in proficiency from 42% (2021-22) to 50% (2022-23), followed by a decline to 46% (2023-24). This suggests that while there were gains in one year, sustaining those improvements has been challenging.

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

Implement targeted interventions for struggling students, especially those in grades showing a decline. Strengthen professional development on differentiated instruction. Increase small group instruction and station teaching to reinforce skills. Use formative assessments to track progress and adjust instruction accordingly.

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

The data shows variations between male and female students in proficiency, but the document does not specify which gender performs better or struggles more. There may be a gap that needs further investigation.

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

Analyze gender-specific performance trends to tailor instruction accordingly. Incorporate more student-centered learning to engage all learners. Provide mentorship programs to address gender-based learning needs.

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

Homeless students tend to show lower proficiency rates compared to their non-homeless peers. Instability in housing and lack of resources may contribute to the gap.

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

Strengthen school-community partnerships to provide additional support services. Offer after-school tutoring and access to technology for displaced students. Provide emotional and social support through school counselors and wraparound services.

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

The document does not specify data for migrant students, but typically, transient student populations face academic disruptions.

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

Provide consistent academic support regardless of school transitions. Develop bridge programs to help migrant students catch up with core standards. Offer bilingual support services where needed.

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

EL students typically have lower proficiency rates compared to Non-EL students. Progress may be slower due to language acquisition barriers.

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

Implement structured literacy programs with a focus on vocabulary development. Provide professional development on sheltered instruction strategies. Increase access to bilingual resources and translation support for families.

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

There are noticeable gaps in performance among racial subgroups. Some groups, such as Black and Hispanic students, may be underperforming compared to their White and Asian peers.

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

Implement culturally responsive teaching strategies. Increase access to high-quality instruction and enrichment opportunities for underserved groups. Strengthen family engagement initiatives to support student learning at home.

14.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

Positive Trends: Strong Engagement in Upper Grades: Teachers like Ms. Hermonstytne (8th grade) and Ms. DiBello (5th grade) incorporate real-world connections, such as Broadway trips, to deepen reading comprehension and analysis. Students are more engaged when lessons include interactive and real-world applications. Data-Driven Adjustments: The use of weekly assessments allows for continuous data analysis,

helping teachers refine their instruction and target student needs. The assessment cycle is being used to identify gaps and adjust instruction proactively. Growing Parental Involvement in Early Literacy: Events like Learn and Grow with a K-2 Flow provide families with strategies to support reading at home, showing a school-wide push for early intervention. Mentorship and Professional Development: New teachers are paired with seasoned educators to learn effective reading instruction strategies. PD sessions facilitated by Ms. Falby emphasize student engagement in literacy through participation and critical thinking. Challenges & Areas for Growth: Low Proficiency in Middle School: Only 27% of 6th graders were proficient on state ELA tests, indicating a need for targeted reading interventions. The incoming 5th-grade cohort has a 35% proficiency rate, requiring early literacy support to close gaps before middle school. Struggles with Differentiated Instruction in Lower Grades: Some teachers, such as Ms. Webster (2nd grade), need additional support in using models like parallel teaching and stations to enhance literacy instruction in ICT classrooms. Reading Fluency & Comprehension Gaps: Students, especially in grades 5-6, struggle with reading fluency and complex text comprehension, impacting performance on state assessments. Parental Follow-Through at Home: While school events encourage family engagement, maintaining consistent reading habits at home remains a challenge for many students. Behavior Management Affecting Instruction: Inconsistent classroom management in some grades has led to disruptions that take away from effective reading instruction. The leadership team is emphasizing clear expectations and routines to maximize literacy learning time.

What trends have been identified in Reading?

Yes, several action steps are being taken (or will be taken) to address the reading trends at Brooklyn Scholars Charter School. These steps focus on data-driven instruction, teacher development, student interventions, and family engagement to improve reading outcomes. Action Steps to Address Reading Trends: 1. Strengthening Instructional Practices Mentorship & Coaching for Teachers: New teachers are paired with seasoned educators to improve their Reading Mastery instruction. Targeted support for Ms. Webster (2nd grade) and others struggling with parallel teaching and stations in ICT classrooms. Professional Development (PD) on Literacy Strategies: Ongoing PD sessions led by Ms. Falby, focusing on student engagement, participation ratio, and think ratio in literacy. Training teachers in small-group instruction, phonics strategies, and comprehension-building techniques. 2. Targeted Student Interventions Small-Group & Pull-Out Interventions: Focused reading groups for struggling students in grades 5-6, where proficiency gaps are most noticeable. SPED and interventionists (Ms. Washington, Ms. Fils-Aime, Ms. France) to provide intensive reading support. Assessment-Driven Adjustments: Continue using weekly assessments to track student progress and adjust instruction accordingly. Increased use of data meetings with

teachers to analyze trends and plan next steps. 3. Enhancing Parental Engagement Expanding Parent Literacy Workshops: Building on events like Learn and Grow with a K-2 Flow by offering sessions for parents on: How to support reading at home. Understanding state assessments and literacy expectations. Encouraging At-Home Reading Habits: Teachers will send weekly reading logs and book suggestions home. Promoting reading challenges and incentives to encourage independent reading. 4. Strengthening Classroom Culture & Behavior Management Consistent Behavior Expectations: Ensuring that all teachers, especially in grades 5-6, implement clear classroom management routines to minimize instructional disruptions. Dean Jean-Louis and Dean Kelly are reinforcing positive behavior systems during Moral Focus assemblies. Maximizing Instructional Time: Reducing transition time and increasing time-on-task for literacy activities. 5. Expanding Real-World Literacy Connections More Literacy-Based Field Trips & Experiences: Following the success of Ms. Benesch's Outsiders trip, more real-world connections to literature will be encouraged. Student-Led Literacy Projects: Encouraging book clubs, student podcasts, or writing showcases to increase engagement. Expected Impact: Increased ELA proficiency in state assessments and weekly data checks. More effective teaching strategies leading to improved student engagement and comprehension. Stronger partnerships with families to reinforce reading outside the classroom. Better classroom culture to optimize literacy learning time. By implementing these strategic action steps, Brooklyn Scholars is working to reverse negative trends and build on existing strengths to ensure all students thrive in reading.

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

Yes, several action steps are being taken (or will be taken) to address the reading trends at Brooklyn Scholars Charter School. These steps focus on data-driven instruction, teacher development, student interventions, and family engagement to improve reading outcomes. Action Steps to Address Reading Trends: 1. Strengthening Instructional Practices Mentorship & Coaching for Teachers: New teachers are paired with seasoned educators to improve their Reading Mastery instruction. Targeted support for Ms. Webster (2nd grade) and others struggling with parallel teaching and stations in ICT classrooms. Professional Development (PD) on Literacy Strategies: Ongoing PD sessions led by Ms. Falby, focusing on student engagement, participation ratio, and think ratio in literacy. Training teachers in small-group instruction, phonics strategies, and comprehension-building techniques. 2. Targeted Student Interventions Small-Group & Pull-Out Interventions: Focused reading groups for struggling students in grades 5-6, where proficiency gaps are most noticeable. SPED and interventionists (Ms. Washington, Ms. Fils-Aime, Ms. France) to provide intensive reading support. Assessment-Driven Adjustments: Continue using weekly assessments to track student

progress and adjust instruction accordingly. Increased use of data meetings with teachers to analyze trends and plan next steps. 3. Enhancing Parental Engagement Expanding Parent Literacy Workshops: Building on events like Learn and Grow with a K-2 Flow by offering sessions for parents on: How to support reading at home. Understanding state assessments and literacy expectations. Encouraging At-Home Reading Habits: Teachers will send weekly reading logs and book suggestions home. Promoting reading challenges and incentives to encourage independent reading. 4. Strengthening Classroom Culture & Behavior Management Consistent Behavior Expectations: Ensuring that all teachers, especially in grades 5-6, implement clear classroom management routines to minimize instructional disruptions. Dean Jean-Louis and Dean Kelly are reinforcing positive behavior systems during Moral Focus assemblies. Maximizing Instructional Time: Reducing transition time and increasing time-on-task for literacy activities. 5. Expanding Real-World Literacy Connections More Literacy-Based Field Trips & Experiences: Following the success of Ms. Benesch's Outsiders trip, more real-world connections to literature will be encouraged. Student-Led Literacy Projects: Encouraging book clubs, student podcasts, or writing showcases to increase engagement. Expected Impact: Increased ELA proficiency in state assessments and weekly data checks. More effective teaching strategies leading to improved student engagement and comprehension. Stronger partnerships with families to reinforce reading outside the classroom. Better classroom culture to optimize literacy learning time. By implementing these strategic action steps, Brooklyn Scholars is working to reverse negative trends and build on existing strengths to ensure all students thrive in reading.

Writing

What strengths and challenges in Writing have been identified?

Strengths: Engaged & Impactful ELA Teachers: Educators in all content areas incorporate engaging writing activities, fostering strong analytical and critical thinking skills. Ms. Benesch (former 7th grade ELA teacher) successfully connected literature and real-world writing experiences, such as taking students to The Outsiders on Broadway. Writing Across the Curriculum: Teachers are integrating writing in science and social studies, especially in upper grades. Mrs. Lugo (5th grade social studies and science) incorporates structured class projects that require written analysis and explanations. Use of Writing Rubrics & Structured Feedback: Teachers are using writing rubrics to ensure students receive clear feedback on their writing skills, focusing on organization, clarity, and argument development. Students are engaged in peer editing and revision strategies, helping them refine their writing. Encouraging Creativity & Expression: Some teachers incorporate creative writing projects, allowing students to explore narrative and expository writing beyond test prep. Student choice in writing prompts has increased motivation and engagement in certain grades. Challenges: Low

Writing Proficiency on State Assessments: Writing scores, particularly in grades 5-6, indicate challenges with coherent paragraph development, thesis statements, and text-based evidence. Students struggle with extended responses and constructive essays, impacting ELA performance. Grammar & Sentence Structure Weaknesses: Many students have difficulty with sentence variety, punctuation, and grammar, leading to weak foundational writing skills. Inconsistent reinforcement of grammar mechanics across grade levels. Limited Writing Stamina: Some students, especially in lower grades, struggle with sustaining their writing for longer assignments, leading to incomplete responses. Developing writing fluency and stamina remains a key focus area. Struggles with Argumentative & Informational Writing: Many students lack strong analytical skills when writing arguments or essays that require textual evidence. Teachers are working on helping students effectively cite and explain evidence in writing. Inconsistent Parent Support for Writing at Home: While reading initiatives have seen increased parental engagement, writing practice at home is less emphasized, leading to gaps in practice and reinforcement.

What trends have been identified in Writing?

Weaknesses in Extended & Evidence-Based Writing Students, particularly in grades 5-6, struggle with writing extended responses that require clear structure, reasoning, and text-based evidence. Many essays lack cohesion, strong thesis statements, and well-supported arguments. In middle school, students often list evidence without thoroughly explaining how it supports their argument. 2. Writing Stamina is a Challenge Students across multiple grades have difficulty writing for an extended period, leading to incomplete responses on assessments. Writing fluency is inconsistent, making it hard for students to organize and develop their ideas fully. 3. Grammar & Sentence Structure Deficiencies Common errors include run-on sentences, improper punctuation, and limited sentence variety. Students are not consistently applying grammar rules when transitioning from sentence-level work to full essays. There is a need for more explicit grammar instruction across grade levels. 4. Strengths in Narrative & Creative Writing Students tend to perform better when writing personal narratives or creative pieces, showing strong engagement and voice. Teachers incorporating choice-based writing prompts see higher participation and effort. 5. Inconsistent Writing Across Content Areas While some teachers integrate writing in subjects like science and social studies, it is not consistently reinforced across all grades. Writing expectations vary between subjects, leading to gaps in skills development outside of ELA. 6. Limited Revision & Editing Practice Students often complete one draft and move on, rather than engaging in revision and peer editing. Those who do revise their work tend to make surface-level changes (spelling, punctuation) rather than improving clarity and argument strength.

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

Next Steps to Address Trends: Explicit Writing Instruction: Focus on structured essay writing, paragraph development, and citing textual evidence in all grades. Increase Writing Across Subjects: Require more frequent writing tasks in social studies, science, and even math. Writing Stamina Exercises: Implement timed writing activities and structured daily writing routines. Grammar Integration: Infuse sentence structure and grammar lessons into writing assignments rather than teaching them in isolation. Revision & Editing Focus: Build a culture of revising work by incorporating peer feedback and teacher conferencing. More Real-World Writing Assignments: Encourage opinion writing, letters, debates, and research projects to make writing more relevant. By addressing these trends, Brooklyn Scholars aims to build stronger, more confident writers who can excel on assessments and beyond.

Math

What strengths and challenges in Math have been identified?

Strengths: Strong Instructional Leadership in Math Mrs. Jean (6th grade math) has built a safe and engaging math environment, looping with her students from 5th grade, which has led to strong relationships and consistent instructional progress. Ms. Gonzalez (7th grade math) is recognized as an amazing educator who fosters both academic growth and mentorship. Student Engagement & Discussion in Math Teachers are encouraging student conversations about math, focusing on critical thinking and problem-solving. Students are asked to explain their reasoning, improving their ability to justify answers. Small Group & Differentiated Instruction Many teachers incorporate small-group instruction, providing targeted support to students at different skill levels. Data-driven instruction helps identify struggling students and provide interventions. Hands-On & Real-World Math Applications Some teachers integrate real-world math problems to enhance conceptual understanding. Math manipulatives and technology-based learning are being used to support various learning styles. Challenges: Gaps in Foundational Math Skills Many students lack fluency in basic math operations, which affects their ability to tackle more complex problems. Number sense and fraction concepts remain weak, particularly in grades 4-6. Struggles with Multi-Step & Word Problems Students struggle to decode, set up, and solve multi-step word problems, impacting performance on assessments. Many do not consistently show work or explain their reasoning, leading to computation errors and incorrect answers. Low Proficiency in Higher-Order Math Concepts Concepts like algebraic reasoning, proportional relationships, and problem-solving strategies need reinforcement in upper grades. Some students struggle with applying learned skills to new or unfamiliar problems. Inconsistent Homework Completion & Practice Lack of consistent math practice at home leads to retention issues. Some students rely too heavily on memorization rather than developing a deep understanding of concepts. Test-Taking & Math Anxiety Some students experience math anxiety, affecting their confidence and performance on assessments. There is a

need to build perseverance in problem-solving, so students do not shut down when facing challenging questions.

What trends have been identified in Math?

Identified Trends in Math at Brooklyn Scholars Charter School

1. Gaps in Foundational Math Skills Impacting Higher-Level Thinking Students in grades 4-6 struggle with basic number sense, fractions, and place value, which hinders their ability to solve more complex problems. Fact fluency is inconsistent, leading to slow computation and reliance on counting strategies instead of mental math.
2. Difficulty with Multi-Step Word Problems Across grade levels, students struggle to decode word problems, set up equations correctly, and explain their reasoning. Many rush through problems or skip steps, resulting in errors. Students tend to use key-word strategies (e.g., “more” means addition) instead of conceptual understanding.
3. Strength in Student Math Discussions but Weak Written Justifications Students engage well in verbal math discussions when prompted by teachers. However, when asked to write explanations of their problem-solving, responses are often incomplete or lack clarity.
4. Increased Engagement When Using Hands-On & Technology-Based Learning Interactive lessons using manipulatives, online platforms, and real-world applications increase student engagement. Math games, group activities, and technology tools lead to higher participation and conceptual understanding.
5. Performance Gaps Between Computation & Application Some students perform well on basic operations (addition, subtraction, multiplication, division) but struggle when applying those skills in new contexts. Many students excel in solving simple equations but struggle with algebraic reasoning, proportional relationships, and geometric concepts.
6. Test-Taking Anxiety & Lack of Perseverance in Problem-Solving Many students give up too quickly on challenging questions instead of attempting different strategies. Some display math anxiety, leading to rushed work, second-guessing, or skipping problems altogether.

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

Next Steps to Address Trends:

- Reinforce Foundational Skills: More daily fluency practice in number sense, fractions, and mental math strategies.
- Improve Word Problem Strategies: Teach explicit problem-solving models (e.g., CUBES, bar models, and drawing diagrams).
- Strengthen Written Math Explanations: Increase structured opportunities for students to write about their mathematical thinking.
- Expand Hands-On & Real-World Learning: Continue using technology, manipulatives, and project-based learning to enhance conceptual understanding.
- Develop Growth Mindset & Problem-Solving Stamina: Implement strategies to reduce math anxiety, build perseverance, and encourage risk-taking in math.

By addressing these trends, Brooklyn Scholars aims to

close learning gaps, strengthen problem-solving skills, and build confident mathematicians.

Science

What strengths and challenges in Science have been identified?

Strengths: Strong Science Instruction & Student Engagement Ms. Rosario (middle school science) is recognized for creating engaging and hands-on lessons that connect scientific concepts to real-world applications. Mrs. Lugo (5th grade science) structures her classroom with engaging projects and experiments, making learning interactive and meaningful. **Hands-On & Inquiry-Based Learning** Many science teachers incorporate labs, experiments, and interactive activities to reinforce concepts. Students show excitement when actively participating in investigations rather than just reading about science. **Integration of Science with Other Subjects** Science instruction is often incorporated with literacy and writing, requiring students to explain their findings and analyze data. Teachers are working on building students' ability to support claims with evidence, which strengthens both science and writing skills. **Use of Data-Driven Instruction** Teachers analyze assessment data to identify student strengths and gaps, allowing for targeted instruction. Students receive structured feedback on their lab reports and science assessments, helping them improve their analytical skills.

Challenges: Gaps in Scientific Vocabulary & Concept Retention Students struggle with retaining key scientific terms and concepts over time, affecting their ability to apply knowledge on assessments. Some students can recite facts but struggle to explain concepts in depth. **Difficulty in Data Analysis & Graph Interpretation** Many students struggle with analyzing scientific data, reading graphs, and drawing conclusions based on evidence. There is a need to strengthen critical thinking skills in interpreting scientific results. **Writing in Science Needs Improvement** While students engage well in discussions, they struggle to write clear and structured explanations of their experiments and findings. Many students have difficulty using evidence to support scientific claims. **Limited Exposure to STEM & Engineering Concepts** While students engage in science experiments, exposure to engineering and technology-related problem-solving is limited. There is a need for more STEM-related opportunities such as coding, robotics, or design challenges. **Inconsistent Hands-On Lab Opportunities Across Grade Levels** While middle school students participate in labs frequently, younger students have fewer opportunities for hands-on science experiences. Ensuring consistent, inquiry-based science instruction across all grades is a key focus area.

What trends have been identified in Science?

Identified Trends in Science at Brooklyn Scholars Charter School 1. **Strong Engagement in Hands-On Learning but Inconsistent Lab Investigations** Students engage well with experiments, engineering challenges, and inquiry-based activities when available.

However, lab experiences are not consistently integrated across all grade levels, limiting exposure to the full scientific process. 2. Difficulty with Scientific Writing & Explanation Students can verbally explain scientific concepts but struggle to write structured explanations using Claim-Evidence-Reasoning (CER). Many responses lack depth, supporting details, or proper use of scientific vocabulary. 3. Gaps in Data Analysis & Interpretation of Scientific Graphs Students struggle with analyzing charts, graphs, and experimental data, especially on assessments. Many focus on surface-level observations rather than drawing inferences or identifying patterns in data. 4. Science Performance is Tied to Reading Comprehension Students who struggle with reading comprehension often face challenges in science, especially when interpreting passages, instructions, or test questions. Multi-step word problems in science mirror the struggles seen in math, particularly with decoding complex questions. 5. Interest in STEAM & Real-World Applications is Growing Students respond positively to technology-driven lessons, engineering projects, and real-world problem-solving tasks. The STEAM elective is popular and fosters creativity, but more cross-curricular STEM integration is needed. 6. Limited Exposure to STEM Careers & Science Beyond the Classroom Students have limited awareness of STEM careers and how science applies beyond school. There are few structured opportunities for field trips, science fairs, or guest speakers to deepen STEM engagement.

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

Next Steps to Address Trends: Increase Lab Investigations & Inquiry-Based Learning to ensure all students consistently experience hands-on experiments. Strengthen Scientific Writing Skills by embedding Claim-Evidence-Reasoning (CER) practice into daily instruction. Incorporate More Data Analysis Practice through real-world datasets, graph interpretation, and experimental analysis. Enhance Science Literacy Strategies to support students with reading comprehension in science. Expand STEM Exposure through guest speakers, field trips, science fairs, and career exploration activities. By addressing these trends, Brooklyn Scholars can further develop critical thinkers and problem solvers in science.

Social Studies

What strengths and challenges in Social Studies have been identified?

Strengths: Highly Structured & Engaging Classroom Environment Mrs. Lugo (5th grade Social Studies & Science) runs a well-organized, structured, and engaging classroom, ensuring students remain on task and actively participate. Her projects are interactive and informative, allowing students to engage deeply with historical topics. Strong Student Interest in Debates & Discussions Students enjoy historical debates, analyzing different perspectives, and engaging in critical thinking discussions. When given the

opportunity, they make strong real-world connections between past and present events.

Use of Primary & Secondary Sources Teachers incorporate primary and secondary sources, historical documents, and multimedia to enhance student learning. Students engage well with visual and interactive resources, such as maps, political cartoons, and historical simulations.

Cultural Relevance & Connection to Current Events Lessons that connect history to students' lived experiences and current events increase engagement and understanding. Students respond positively to discussions about social justice, diverse historical perspectives, and historical figures from underrepresented groups.

Challenges: Reading Comprehension Struggles Impact Historical Analysis Many students struggle with reading dense historical texts and analyzing complex informational passages. They need support in identifying main ideas, summarizing key events, and making inferences from historical documents.

Weakness in Writing & Argumentative Responses Students struggle to write well-organized essays that support claims with historical evidence. DBQ (Document-Based Question) writing needs improvement, as students often list facts without clear analysis or argumentation.

Limited Chronological Understanding Some students struggle with sequencing historical events and understanding cause-and-effect relationships. They may memorize facts without grasping broader historical narratives.

Need for More Cross-Curricular Integration There is potential to integrate literacy, research skills, and writing strategies into Social Studies instruction to strengthen overall student skills. Connecting Social Studies with ELA writing tasks could improve both content knowledge and literacy development.

Assessment Performance on Historical Analysis & Critical Thinking Questions Students struggle with answering higher-order thinking questions on assessments, particularly those requiring them to analyze perspectives, compare sources, or synthesize information. Many default to surface-level responses instead of making deeper historical connections.

What trends have been identified in Social Studies?

1. **Increased Engagement in Discussions but Challenges in Writing** Students excel in discussions, debates, and verbal analysis of historical topics. However, written responses often lack depth, structure, and evidence-based reasoning in DBQ (Document-Based Question) essays and argument writing.
2. **Struggles with Reading & Analyzing Complex Texts** Many students struggle to interpret primary and secondary sources, leading to difficulties in drawing conclusions from historical texts. Text-dependent analysis and comprehension of nonfiction passages remain a challenge, mirroring reading struggles in ELA.
3. **Difficulty Establishing Chronological Thinking** Students often memorize historical facts without grasping the sequence of events or their broader significance. Many struggle with cause-and-effect relationships in history, making it harder for them to analyze why events unfolded the way they did.
4. **Gaps in Critical Thinking & Historical Analysis on Assessments** Students struggle with higher-

order thinking questions on social studies assessments, particularly those requiring comparison, synthesis, and multiple perspectives. Many responses tend to be surface-level, lacking deep connections between historical events and modern-day implications.

5. Interest in Culturally Relevant & Real-World Social Studies Topics Students engage deeply with lessons that connect historical events to current social issues, diverse cultures, and their own backgrounds. Civic engagement and social justice topics resonate well, showing a growing interest in real-world applications of history. 6. Need for More Cross-Curricular Integration There is a growing effort to integrate social studies with literacy, argumentative writing, and research skills. However, students need more structured writing support, particularly in organizing essays, citing evidence, and forming historical arguments.

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

Action Steps to Address Trends: Strengthen DBQ & Argumentative Writing Skills with structured outlines, graphic organizers, and model responses. Support Reading Comprehension in Social Studies by embedding vocabulary strategies, summarization techniques, and close reading practices. Reinforce Chronological Thinking with timelines, sequencing activities, and cause-and-effect mapping. Enhance Critical Thinking & Analysis through inquiry-based projects, Socratic seminars, and student-led discussions. Expand Real-World & Culturally Relevant Connections by incorporating current events, diverse perspectives, and civic engagement projects. Increase Cross-Curricular Literacy Integration by aligning social studies with ELA writing strategies and research-based learning. By addressing these trends, Brooklyn Scholars can develop students into strong historical thinkers, effective communicators, and engaged citizens.

Student Interventions

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

Brooklyn Scholars Charter School ensures that all students learn at a high level through a combination of data-driven instruction, targeted interventions, rigorous curriculum, and strong teacher support. 1. Data-Driven Instruction & Assessment Cycles Frequent assessments (weekly, unit-based, and state-level) are used to track student progress. The assessment cycle ensures teachers analyze data and adjust instruction to meet student needs. Teachers use real-time data to differentiate instruction and provide targeted support. 2. Small Group & Individualized Instruction Reading Mastery & Math Intervention: Struggling students receive additional support in small groups. Guided Reading & Math Groups: Students are placed in groups based on skill level to receive targeted instruction. SPED & ELL Support: Special education (Ms. Timoll) and English Language Learners (Mr. Ling) receive personalized strategies to help them succeed. 3. High-Quality, Rigorous Curriculum ELA & Math: Standards-aligned curriculum that

emphasizes critical thinking and problem-solving. Science & Social Studies: Hands-on projects, real-world connections, and inquiry-based learning. STEAM & Electives: Chess (Ms. Fortune), Dance (Ms. Steward), and other enrichment opportunities expand learning beyond core subjects. 4. Strategic Teacher Collaboration & Support New teachers are paired with mentors to ensure strong instructional delivery. Ms. Hermonstyne (ELA mentor) supports teachers in developing effective reading and writing strategies. Professional Development: Led by experts like Ms. Falby, focusing on student engagement, participation ratio, and higher-order thinking. 5. Strong Behavior & Culture Systems Moral Focus Assemblies reinforce character education and academic success. Consistent behavior expectations help maintain a structured learning environment. Dean-led parent engagement events (e.g., "Donuts with the Deans") foster collaboration between school and home. 6. Family & Community Partnerships Parent communication tools (School Connect, family nights) keep parents informed and involved. Workshops & events provide families with resources to support learning at home. 7. Growth Mindset & High Expectations Teachers set high academic standards while ensuring students feel supported. Positive reinforcement & recognition of academic achievements motivate students. Looping in some grades (e.g., Mrs. Jean in Math) builds consistency and deeper student-teacher relationships. By combining data-driven instruction, targeted interventions, rigorous curriculum, teacher collaboration, and strong student support systems, Brooklyn Scholars ensures that every student has the opportunity to learn at a high level and succeed.

How does your school identify students who need intervention?

At Brooklyn Scholars Charter School, identifying students who need intervention is a data-driven, systematic process that begins with frequent monitoring and assessment of student performance across all subjects. Here's how we ensure we identify students who need additional support: 1. Ongoing Formative Assessments & Data Collection Weekly assessments and classroom observations provide real-time data on student progress in reading, math, and other core subjects. Standardized assessments (e.g., state tests, diagnostic tests) are reviewed regularly to identify students who are not meeting grade-level expectations. Teacher data meetings occur frequently, where student performance data is analyzed, including growth trajectories, strengths, and areas of concern. 2. Response to Intervention (RTI) Process The school follows the RTI model, where students are identified early based on assessment data and placed in intervention groups if they are below grade level in any key area. Tiered interventions provide increasing levels of support: Tier 1: Core instruction in the general education classroom, with differentiation for students who need minor support. Tier 2: Small group interventions for students who need more targeted support. Tier 3: Intensive, individualized interventions for students with significant academic challenges. 3. Collaboration Between Teachers & Support Staff Teacher collaboration meetings with

academic support staff (e.g., SPED teachers, ELL specialists, reading/math interventionists) ensure a holistic view of student performance. Teachers use student data profiles to identify struggling students and work together to plan targeted interventions.

4. Use of Student Learning Profiles Learning profiles track not only academic performance but also behavioral data, attendance, and social-emotional development, providing a comprehensive picture of each student's needs. Teachers, interventionists, and deans track students' growth and adjust interventions as needed based on this data.

5. Parent & Teacher Communication Regular communication with parents allows teachers to gain insights into student progress and home life, helping to identify external factors affecting learning. Parent feedback, along with teacher observations, helps us adjust interventions to meet the full range of students' needs.

6. Benchmark Testing & Progress Monitoring Benchmark assessments (e.g., mid-year assessments) help track progress over time and identify students who are not making expected growth. Teachers use progress monitoring tools to track the effectiveness of interventions and make adjustments as needed.

7. Specialized Support Programs ELL students receive specialized interventions from Mr. Ling and the ELL team. Special Education students work closely with Ms. Timoll and other support staff to receive the necessary accommodations and modifications to meet their needs. By using a combination of ongoing assessments, RTI, teacher collaboration, student learning profiles, and consistent progress monitoring, Brooklyn Scholars Charter School is able to identify students who need intervention early and ensure they receive the appropriate support to succeed academically.

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

At Brooklyn Scholars Charter School, we have a comprehensive approach to supporting students who need the most instructional support, both within the classroom and through targeted intervention programs. Here's how we intervene:

1. Differentiated Instruction in the Classroom Teachers differentiate lessons by adjusting content, process, and product based on students' individual needs. Small group instruction within the classroom allows teachers to work closely with students who require additional support. For example, in reading or math, students may be grouped based on their proficiency levels, allowing for targeted instruction. Tiered assignments ensure that all students are challenged appropriately while also providing scaffolding for students who need more support.

2. Response to Intervention (RTI) Model Tier 1 Interventions: Students who need minimal support receive differentiated classroom instruction designed to meet their needs in regular lessons. Tier 2 Interventions: For students requiring additional support, they receive small group interventions led by either the classroom teacher or an interventionist. These students work on targeted skills in reading, math, or other subject areas, based on data from assessments. Tier 3

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Interventions: Students who continue to struggle despite Tier 1 and Tier 2 support are placed in intensive, one-on-one interventions. These students may work with special education teachers (e.g., Ms. Timoll) or reading/math specialists for focused, individualized instruction.

3. Specialized Support Programs Special Education (SPED): Students with IEPs receive accommodations and modifications to ensure they can access the curriculum. Ms. Timoll and other SPED staff provide small group or one-on-one support tailored to students' specific needs.

English Language Learners (ELLs): ELL students receive instruction from Mr. Ling and other specialists in small groups, focusing on vocabulary development, language skills, and academic content in English.

Speech and Language Support: For students with language processing issues or speech delays, the school provides specialized speech and language services, often on a pull-out basis or within small groups.

4. Data-Driven Intervention Plans Progress monitoring is used to track how well students are responding to interventions. Teachers meet regularly to review student data and adjust interventions as needed. Teachers create personalized intervention plans for students who need the most support, ensuring that the interventions are targeted and responsive to their progress.

5. Extended Learning Opportunities Before- and after-school tutoring and Saturday school are offered to students who need extra time and support to master essential skills. Summer programs are also offered to provide continued academic growth during the break for students who require additional support.

6. Social-Emotional Support Counselors like Ms. Colon and staff such as Ms. Steward (ABSS) provide social-emotional learning (SEL) and behavioral support. Students who struggle with emotional or behavioral challenges receive individualized SEL interventions to help them develop coping strategies and improve their ability to engage in learning.

7. Parent and Family Involvement The school actively communicates with parents and provides them with tools and strategies to support their children at home. Parent-teacher conferences and regular check-ins ensure that families are kept informed about their child's progress and any additional interventions being provided. By utilizing a combination of differentiated instruction, targeted intervention programs, specialized support services, and strong communication with families, Brooklyn Scholars ensures that students who need the most instructional support receive the comprehensive, individualized help they need to succeed.

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

At Brooklyn Scholars Charter School, we determine whether the needs of students receiving intervention are being met through a data-driven and collaborative process, where we consistently track and analyze student progress, make adjustments to interventions, and engage all stakeholders. Here's how we ensure that interventions are effective:

1. Ongoing Progress Monitoring Frequent assessments are conducted to track the effectiveness of interventions. This includes weekly quizzes, formative

assessments, unit tests, and benchmark assessments. Data is collected regularly (e.g., daily observations, work samples) to evaluate whether students are meeting their academic goals. Progress monitoring tools (e.g., DIBELS for reading, math fluency checks) are used to assess students' growth in specific skills, enabling teachers to see if students are making the expected gains. Response to Intervention (RTI) is tracked through consistent monitoring of Tier 1, Tier 2, and Tier 3 interventions to ensure that students are progressing through each tier.

2. Teacher Collaboration & Data Meetings Teacher data meetings are held frequently to discuss the progress of students in need of intervention. Teachers, interventionists, and support staff gather to review the latest assessment data and determine the effectiveness of current interventions. Collaborative discussions help identify whether adjustments need to be made to instructional strategies, grouping, or support services.

3. Individualized Intervention Plans For students in Tier 2 and Tier 3 interventions, personalized intervention plans are developed and reviewed regularly. These plans include measurable goals, specific interventions, and timelines for assessment. Adjustments are made based on student progress, whether it's altering the type of intervention, increasing intensity, or switching strategies to better meet the student's needs.

4. Student Work and Performance Analysis Teachers closely analyze student work samples to determine if students are mastering the targeted skills. Regular reviews of classroom assignments, projects, and assessments help ensure that students are applying learned skills independently and making progress toward grade-level expectations. Teachers provide formative feedback on student work, allowing students to adjust and improve, while also enabling educators to see whether instructional adjustments are needed.

5. Parental Feedback and Communication Regular parent-teacher conferences and check-ins allow for dialogue with families to discuss student progress and whether the interventions are working. Parents can share insights from home about how their child is responding to the support. Feedback from parents about students' engagement, behavior, and progress at home is considered to determine if the school interventions align with student needs in all settings.

6. Behavioral and Social-Emotional Monitoring For students receiving interventions related to behavior or social-emotional development, we track progress through behavior logs and social-emotional assessments (e.g., school counselor check-ins, SEL surveys). Teachers and support staff document changes in student behavior and social interactions, checking whether interventions (e.g., SEL programs, counseling) are improving the student's emotional regulation, participation, and overall school experience.

7. Student Engagement and Participation Teachers monitor engagement levels in class. If a student is still struggling with attention, participation, or completing tasks, this may indicate that the intervention needs to be re-evaluated. Classroom observations help assess whether students are able to engage in learning tasks and if the interventions have helped them gain confidence in their abilities.

8. Success in Transitioning Between Intervention Tiers If students show consistent

progress and can demonstrate grade-level proficiency, they may be moved from Tier 2 to Tier 1. This is a sign that the intervention has been successful, and the student can succeed with core classroom instruction. Exiting intervention programs is based on demonstrated improvement in academic and behavioral performance, and these students continue to be monitored to ensure that progress is sustained.

9. Benchmark Testing and State Assessments State assessments and school-wide benchmark testing help determine whether the intervention has had a significant impact on students' ability to meet grade-level standards. Comparing student performance over time with previous data points ensures that interventions are addressing the gaps in learning.

10. Adjustments to Interventions Based on all of the above, interventions are adjusted as needed. If students are not showing sufficient progress, the interventions may become more intense (e.g., moving to a different instructional model, increasing the frequency of support) or target different areas of need. By using frequent progress monitoring, teacher collaboration, individualized plans, parent communication, and continuous data analysis, Brooklyn Scholars ensures that students' needs are being met and that interventions are effective in promoting academic growth and overall success.

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

At Brooklyn Scholars Charter School, teachers play a central role in analyzing student achievement data to improve outcomes for all students. Here's how they are actively involved in this process:

1. Collaborative Data Meetings Teachers engage in regular data meetings, where they come together as a team to analyze student performance data from assessments, classwork, and other sources. These meetings are collaborative, allowing teachers to share insights, strategies, and discuss how data trends impact their students' learning. Grade-level meetings and subject-specific meetings ensure that teachers can focus on specific student needs within their areas of expertise, leading to more targeted strategies for improvement.

2. Analyzing Multiple Data Sources Teachers use a variety of data sources to gain a comprehensive understanding of student achievement: Formative assessments (quizzes, exit tickets, class participation) Summative assessments (unit tests, state tests, benchmark exams) Diagnostic data (screeners, pre- and post-assessments) Student work samples (essays, projects, assignments) Teachers are trained to look at both quantitative and qualitative data, including student growth over time and their progress in specific skills.

3. Goal Setting and Data-Driven Action Plans Teachers use the data to set specific academic goals for their students. These goals are informed by the data trends and aim to close achievement gaps and improve overall student performance. Based on the data, teachers develop individualized or small group interventions for students who are struggling. They use the data to plan differentiated instruction and adjust their teaching strategies to meet the varied needs of their students.

4. Response to Intervention (RTI)

Collaboration Teachers analyze data together to identify students in need of Tier 2 or Tier 3 interventions and collaboratively plan the best strategies for supporting them. Teachers in different subject areas work together to ensure that interventions are aligned and that the same students receive consistent support across the curriculum. The analysis of RTI data helps teachers make decisions about when to intensify interventions or whether a student is ready to transition back to the general education classroom.

5. Data-Driven Instructional Adjustments Teachers actively adjust their instructional practices based on the data. For example: If students are struggling with a particular concept, teachers may use re-teaching strategies, adjust their pacing, or provide additional practice opportunities. Teachers may reorganize student groups to better meet individual needs, ensuring that the most effective grouping strategies are used to support students' learning. Teachers are also encouraged to use formative assessment data to make real-time adjustments to their lessons, ensuring that they respond to student needs on the spot.

6. Student Performance Tracking and Progress Monitoring Teachers track student progress over time by comparing current achievement levels with prior performance. They use tools like progress monitoring charts or data trackers to record and visualize individual or class-wide progress, which helps them make informed decisions about instruction and interventions. Teachers use data to monitor the effectiveness of interventions and to determine if students are making the desired progress or if the intervention needs to be adjusted.

7. Sharing Data with Families Teachers work closely with parents to share insights from student data. This allows families to understand their child's strengths and areas of growth, and together, they can set goals for improvement. Teachers may host parent-teacher conferences or share student data reports to foster a collaborative approach to supporting student achievement.

8. Reflecting on Practice Teachers regularly reflect on their instructional practices through data analysis. For instance, after an assessment or project, teachers analyze: What went well and what didn't? Which students struggled the most and why? Whether instructional strategies were effective or need to be adjusted. This self-reflection encourages teachers to be continuous learners and to consistently refine their teaching methods to improve student outcomes.

9. Professional Development Based on Data Professional development is tailored to address the trends identified through data analysis. For example: If data shows that students are struggling with certain literacy skills, the school may offer PD on best practices for reading instruction. If behavior data shows a trend in classroom disruptions, teachers might receive training on classroom management or SEL strategies to support students' emotional needs. Teachers are also trained in data analysis tools and how to interpret data effectively to make informed instructional decisions.

10. Celebrating Success and Growth Teachers celebrate student growth, not just achievement, by recognizing improvements, however small. This can be done in class through rewards or recognition at school assemblies. Positive reinforcement of progress helps maintain high morale.

and encourages a growth mindset among students and teachers alike. By actively engaging in data analysis, setting goals, adjusting instruction, and collaborating with one another, Brooklyn Scholars teachers play a crucial role in ensuring that all students' achievement is continuously improving, and they work to provide an education that is both effective and responsive to students' needs.

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

To support efforts in reducing the overuse of discipline practices that remove students from the classroom, I will take a proactive, restorative, and supportive approach that fosters both positive behavior and academic growth for all students. Here's how I will work to reduce such practices:

1. Promote Positive Behavior Interventions and Supports (PBIS) Implement and strengthen PBIS systems to encourage positive student behavior. By reinforcing good behavior in the classroom, we can prevent the need for punitive measures that remove students from their learning environment. Teachers will be trained in tiered behavior interventions, focusing on early intervention and teaching students appropriate behaviors before issues escalate to the point of removal.
2. Create a Safe and Inclusive Classroom Environment Teachers will be encouraged to build safe, inclusive classrooms where all students feel valued and respected. The goal is to prevent disruptive behaviors by fostering a supportive atmosphere where students are motivated to engage in learning. Culturally responsive teaching and classroom strategies that respect and understand students' diverse needs will be emphasized to prevent miscommunication and misbehavior.
3. Focus on Restorative Practices ?? We will shift toward restorative practices that focus on repairing harm, understanding the impact of behaviors, and providing opportunities for students to make amends. This approach promotes accountability and growth without automatically resorting to removal. Staff will be trained in restorative conversations, allowing students to reflect on their behavior and make restorative plans to re-enter the classroom positively.
4. Strengthen Social-Emotional Learning (SEL) Programs Social-Emotional Learning programs will be expanded to teach students vital skills in self-regulation, conflict resolution, and empathy. By supporting students' emotional needs, we can reduce the likelihood of disruptive behavior and ensure that students stay engaged in the classroom. Daily check-ins and SEL-focused lessons will be integrated into classrooms, equipping students with the tools to manage their emotions and navigate challenges.
5. Provide Tiered Support for Behavioral Needs We will implement a tiered support system for students showing chronic behavioral challenges. Rather than automatically removing students from class, these students will receive intensive supports (such as counseling, small group behavior interventions, or mentoring) to help them develop better coping strategies. Behavioral data will be used to identify students needing additional support, and targeted interventions will be provided before behavior

escalates to a removal situation. 6. Encourage Reflection and Self-Regulation in Students Teachers will be trained in strategies that help students reflect on their behavior in a non-punitive way. Self-regulation techniques, like mindfulness exercises or using a “cool down” area within the classroom, will be encouraged as alternatives to removal. Student reflection sheets or restorative circles will allow students to process their actions, understand their triggers, and commit to better behavior in the future. 7. Supportive Communication with Families Teachers and staff will establish open lines of communication with families to address behaviors early and collaboratively, keeping families involved in helping students stay in the classroom. Regular family check-ins, as well as behavior progress updates, will ensure that parents are part of the solution, and that appropriate support is available both at school and home. 8. Professional Development for Staff Ongoing professional development will be provided for all staff on alternatives to exclusionary discipline, including methods of managing difficult behaviors without removing students from the classroom. Staff will be trained on de-escalation techniques, trauma-informed practices, and how to approach challenging situations with a focus on restorative practices. 9. Foster Peer Support and Mentoring Peer mentoring programs will be developed, where older students or those with positive behavior models mentor younger students or those struggling. These mentoring relationships can help reduce conflicts and create positive role models within the school. Peer mediation programs will be established, allowing students to work together to resolve conflicts before they lead to behavior issues that might result in removal. 10. Alternative Disciplinary Measures When removal is necessary, it will be seen as a last resort, and alternative disciplinary practices will be explored. For example: In-school suspension or restorative circles rather than out-of-school suspension Behavior contracts that focus on positive reinforcement Reflection activities that encourage students to make amends for their actions By creating a supportive, restorative, and structured environment, students will feel empowered to make better choices, teachers will have the tools to manage behavior proactively, and the overall need for removal from the classroom will decrease. Through these efforts, we can help students stay engaged in learning while addressing behavioral challenges with empathy and understanding.

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)?

To attract and retain high-quality teachers, Brooklyn Scholars Charter School focuses on creating a supportive and growth-oriented environment that empowers teachers to thrive in their roles. Here are several strategies we employ that are distinct from what NHA might do on our behalf: 1. Focus on Teacher Development and Professional Growth We provide ongoing, customized professional development opportunities that

go beyond what NHA offers. This includes job-embedded coaching, workshops, and teacher-led learning communities where educators can collaborate and share best practices. Mentorship programs are in place, pairing new teachers with experienced educators who can offer guidance and support, helping them build confidence in their teaching practice and navigate challenges. Teachers are given opportunities to lead professional development or present to their peers, which fosters a sense of ownership and leadership within the school.

2. Positive and Collaborative School Culture Brooklyn Scholars fosters a positive and collaborative school culture where teachers feel valued, supported, and part of a close-knit team. This culture encourages open communication and collaboration, where teachers can share ideas, seek help, and celebrate successes together. We organize team-building activities and social events to strengthen staff relationships and morale, which also helps in building a sense of community. Teachers are recognized regularly for their hard work and dedication through staff shout-outs, teacher appreciation events, and recognition at staff meetings.

3. Strong Leadership Support Our school leadership is approachable, supportive, and deeply committed to the success of the teaching staff. Teachers are encouraged to be active participants in school decision-making and to voice their opinions on school policies, curriculum changes, and other matters that affect their work. Leaders, such as deans and mentors, provide consistent coaching and feedback, and are dedicated to supporting teachers' growth through ongoing observations and reflections. We prioritize open-door policies where teachers can come to leadership for guidance and support, fostering a trusting and transparent working relationship.

4. Competitive Compensation and Benefits While NHA handles some compensation structures, we ensure that teachers at Brooklyn Scholars receive competitive salaries, performance-based incentives, and benefits packages that align with their needs. We offer additional benefits such as flexible scheduling options or mental health support programs, helping teachers maintain a healthy work-life balance. We may also offer bonuses or stipends for taking on leadership roles or additional responsibilities, helping to recognize and reward hard work.

5. Support for Work-Life Balance We understand the importance of work-life balance and work hard to avoid overwhelming teachers with excessive workload outside of school hours. Teachers are provided with adequate planning time and have access to resources that help them manage their classroom efficiently. We foster a well-being initiative that focuses on mental health and wellness, including stress management, fitness programs, and other resources designed to help teachers manage their well-being both inside and outside of school.

6. Opportunities for Leadership Roles and Career Growth Teachers are given opportunities to grow and expand their careers at Brooklyn Scholars. For instance, we offer teachers the chance to take on leadership roles, such as department heads, grade-level leaders, or even mentors for newer staff members. We also provide opportunities for teachers to expand their skills in specialized areas, whether in curriculum development, technology integration, or

instructional coaching, allowing them to develop new areas of expertise and take ownership of their professional growth. 7. Creating a Culture of Teacher Autonomy Teachers at Brooklyn Scholars are given the autonomy to adapt and tailor their instructional practices to meet the unique needs of their students, within the framework of the curriculum. This flexibility helps educators feel more invested in their students' success and allows them to teach in ways that best align with their strengths and teaching philosophies. 8. Recognition of Teacher Success Teachers are regularly recognized for their commitment and impact in the classroom. Whether through formal awards, informal recognition, or by showcasing their work to the rest of the school, teachers are celebrated for their efforts. Teacher-led celebrations of milestones, like student growth or successful projects, help maintain morale and motivation. 9. Engagement in the School's Mission and Vision Teachers are encouraged to be active participants in the development and promotion of the school's mission and vision. When teachers believe in the school's values and see how their efforts directly align with the greater goal of supporting student success, they are more likely to remain committed to the school community. Teachers have the chance to get involved in activities beyond the classroom, such as planning school-wide events, engaging in community outreach, and helping to shape the direction of the school. 10. Focus on Teacher Voice in Decision-Making Teachers are involved in school-wide decisions that impact their teaching, from curriculum planning to student support initiatives. This sense of ownership in the school's direction not only empowers teachers but also allows them to shape the learning environment in ways that best support students and staff alike. By engaging teachers in conversations about the school's policies and the implementation of programs, we ensure that they feel heard and valued. 11. Professional Networking Opportunities Teachers are encouraged to attend and participate in educational conferences, workshops, and networking events that can help them stay current with new teaching methods and innovations. We foster a collaborative network between local schools, where teachers can share strategies, challenges, and successes, helping them grow professionally. By cultivating a culture of support, collaboration, and professional growth, Brooklyn Scholars creates an environment that not only attracts high-quality teachers but also ensures they are empowered to thrive, resulting in high retention rates.

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?

1. We ensure that professional development at Brooklyn Scholars is targeted, relevant, and ongoing. Here's how we achieve this: Needs Assessment: Professional development (PD) is based on a comprehensive needs assessment of both individual

teacher growth and school-wide goals. We regularly analyze student data, teacher feedback, and classroom observations to identify areas of growth and target specific PD needs. Personalized PD: We offer personalized PD plans that align with each teacher's developmental stage and specific content area. For example, a teacher may receive targeted training on classroom management, while another may focus on literacy strategies for struggling readers. Alignment with School Goals: PD is designed to align with the school's broader goals, ensuring that any learning from PD is directly applicable to improving student outcomes. This also means that PD goals support academic rigor, social-emotional learning (SEL), and culturally responsive teaching.

2. How do you integrate supplemental (grant-funded) PD with NHA or district-provided PD? We make sure both supplemental and NHA/district-provided PD complement each other and work together to support continuous teacher growth. Seamless Integration: Supplemental PD, often funded through grants, is seamlessly integrated with NHA or district PD, ensuring that they build on each other. For example, if a grant-funded PD focuses on STEM education, that learning would be supplemented with district-led PD on data-driven instruction to ensure it's aligned with our students' learning needs. Targeted Use of Funds: Grant-funded PD allows us to explore specialized areas such as SEL, trauma-informed practices, or advanced content areas (e.g., math differentiation, inquiry-based science), which can complement district-wide initiatives like instructional leadership and student engagement strategies from NHA. Joint Sessions: Where possible, we combine district PD and supplemental PD for joint sessions to foster a cohesive learning experience for teachers, where they can learn and collaborate on shared objectives.

3. How do you encourage staff participation and engagement in PD? We foster a culture where PD is seen as an opportunity for growth rather than a requirement. Here's how we encourage staff participation: Choice and Autonomy: We give teachers a voice in the PD process. Teachers are invited to select PD topics based on their professional interests or classroom needs. This autonomy increases their investment in the learning process. Incentives: We incentivize PD participation with opportunities for advancement, such as becoming a lead teacher, or offering certificates that can be used for career development. Additionally, teachers who engage in extra PD are recognized in staff meetings or at the end of the year, boosting morale. Collaboration: We emphasize collaborative PD opportunities that encourage peer learning. This could include team teaching, peer observations, or working with a mentor to deepen instructional practice. Application to Practice: We ensure that PD is not just theoretical. Teachers are encouraged to apply what they learn in the classroom, and follow-up sessions or support are provided to help them implement new strategies. Teachers can reflect on the application of PD content in staff meetings or focused debriefs.

4. How do you measure the effectiveness of professional development for staff? We evaluate the effectiveness of PD through a combination of quantitative and qualitative methods to ensure that the time and resources invested in PD are yielding positive results: **Teacher Feedback:** After every PD session, teachers complete feedback surveys to evaluate the relevance, quality, and applicability of the content. Their feedback helps shape future PD offerings. **Classroom Observations:** Leaders and instructional coaches observe teachers applying new strategies learned during PD. This provides tangible evidence of implementation and areas that may need further support or follow-up PD. **Student Data:** We track the impact of PD by analyzing student achievement data and student engagement. If PD is effective, we should see improvements in student outcomes, whether through assessments, classroom performance, or behavioral shifts. **Ongoing Support:** We also provide follow-up sessions or coaching to reinforce the learning from PD and check on progress, ensuring that teachers continue to grow and refine their practice.

5. How do you ensure that PD is aligned with your school's mission and priorities? To ensure PD is aligned with Brooklyn Scholars' mission, we: **Align PD Goals with School Objectives:** Our PD plan is explicitly tied to the school's mission to provide high-quality education, emphasizing rigorous instruction, student-centered learning, and equity. Every PD initiative has clear goals that align with these overarching principles. **Regular Reflection:** We continuously reflect on how PD supports the academic and social-emotional development of our students. This reflection helps refine the PD content to ensure it supports the school's immediate priorities, such as improving literacy or STEM instruction. **Collaborative Planning:** PD planning involves teacher leaders and school leadership, ensuring that it supports both the school's mission and the professional needs of the teaching staff. 6. How do you foster a growth mindset through PD? We emphasize growth and continuous improvement in all aspects of professional development: **Celebrating Growth:** We celebrate both big and small wins, showcasing teacher growth stories where teachers overcame challenges and improved their practice, reinforcing that growth is a continuous journey. **Support for Struggling Teachers:** For teachers needing extra support, we provide additional coaching and create personalized growth plans that focus on areas of challenge, offering one-on-one mentorship and ongoing assistance. **Focus on Reflection:** PD encourages teachers to reflect on their practice, set professional goals, and strive to improve, reinforcing the idea that growth is an ongoing process that requires consistent effort. In all of these efforts, PD is a key driver of school culture, setting a foundation where teachers feel equipped, supported, and continuously growing in their practice. We want every staff member to view PD as an investment in their teaching journey and the success of our students.

How do you know the PD was effective?

Brooklyn Scholars Charter School

We assess the effectiveness of professional development (PD) at Brooklyn Scholars Charter School through a combination of data-driven methods, teacher feedback, and classroom performance. Here's how we know PD has been effective:

1. **Teacher Feedback** After each PD session, we gather feedback from participants through surveys and reflective prompts. This helps us gauge:
 - a. **Relevance:** Did the PD content meet the teachers' needs?
 - b. **Engagement:** Were teachers actively engaged in the session?
 - c. **Clarity:** Was the PD material presented in a way that was easy to understand and apply?
 - d. **Suggestions for Improvement:** Teachers provide suggestions to refine and enhance future PD. The response rates and quality of feedback give us insight into how well the PD resonated with the staff.
2. **Classroom Observations** We conduct follow-up observations to see how teachers are implementing what they've learned in PD. These observations focus on:
 - a. **Application of New Strategies:** Are teachers integrating new teaching techniques, classroom management strategies, or content knowledge from PD into their lessons?
 - b. **Student Engagement and Learning:** Are students more engaged, demonstrating deeper understanding, or performing better as a result of the new strategies? If the strategies discussed in PD are being implemented effectively, we expect to see changes in teaching practices and student interactions in the classroom.
3. **Student Achievement Data** Ultimately, the success of PD is measured by its impact on student outcomes. We track:
 - a. **Assessment Results:** Do students show improvement in their test scores, grades, or classroom performance after PD has been implemented?
 - b. **Behavioral Changes:** For PD related to social-emotional learning (SEL) or classroom management, are there improvements in student behavior, classroom culture, and engagement? We compare data from before and after PD sessions to identify trends that indicate growth.
4. **Ongoing Coaching and Support** PD is not just a one-time event; it's followed by coaching and continuous support. If the PD is effective, we'll see:
 - a. **Sustained Growth:** Teachers who have received coaching and PD continue to make strides in their practice over time.
 - b. **Improved Instructional Practices:** When teachers are given feedback and support, they refine their approach and improve student outcomes in subsequent lessons.
5. **Teacher Reflection and Goal Setting** Teachers are encouraged to reflect on their PD experiences and set professional growth goals. If PD is effective: Teachers

will self-report increased confidence and skill in the areas targeted by the PD. They will continue working on these goals throughout the school year, showing sustained commitment to improvement.

6. **Alignment with School-Wide Goals** We also assess whether the PD is moving the school closer to achieving its overarching goals. If the PD is aligned with our mission and priorities: There will be visible evidence of improvement in student outcomes that aligns with our school-wide focus, such as improved literacy rates, increased engagement, or enhanced SEL skills. By combining these multiple sources of evidence, we can confidently determine whether the PD was effective and if it is helping both teachers and students succeed.

How will the learning be sustained moving forward?

To ensure that the learning from professional development (PD) is sustained and continues to have a lasting impact, we have several strategies in place that focus on reinforcement, continuous growth, and long-term integration. Here's how we plan to sustain the learning:

1. **Ongoing Coaching and Mentorship** Coaching Support: Teachers will continue to receive individualized coaching to reinforce PD content. Coaches will work with teachers to implement new strategies and offer in-the-moment feedback that directly impacts instruction. Peer Mentorship: Experienced teachers who have mastered certain PD content will serve as mentors for newer or struggling teachers. This fosters collaboration and enables learning to be shared and sustained across the staff.
2. **Follow-Up Sessions and Check-Ins** Follow-Up PD Sessions: After each PD session, there will be follow-up opportunities to revisit the content, address questions, and problem-solve challenges teachers may face while implementing what they've learned. Regular Check-Ins: Teachers will have regular check-ins with school leaders or instructional coaches to discuss their progress, reflect on how they're implementing the strategies, and set new goals. These check-ins also provide a space for ongoing support.
3. **Teacher Reflection and Goal Setting** Reflection Practices: Teachers will continue reflecting on their practice through journals, peer discussions, and self-assessments, connecting their learning from PD to their daily teaching routines. Personalized Goals: Teachers will set specific, measurable goals related to the PD content they've learned and have dedicated time to work on these goals throughout the year. These goals will be part of their professional growth plans and reviewed regularly.
4. **Collaborative Communities** Professional Learning Communities (PLCs): Teachers will be part of PLCs that meet regularly to discuss best practices, share experiences, and address challenges related to PD content. This builds a community of practice that

reinforces learning across the school. Cross-Grade/Subject Collaboration: Teachers will be encouraged to collaborate across grade levels or content areas to share what's working in their classrooms, allowing for broader application and integration of PD strategies.

5. Embedding PD into School Culture Integration into School-Wide Practices: We will ensure that the PD content aligns with the school's mission, so that it is integrated into the fabric of the school culture. Teachers will be supported to use the strategies continuously and consistently across their instruction. School-Wide Expectations: Clear expectations will be set for the implementation of PD content. These will be embedded into regular school operations, such as lesson planning, assessments, and curriculum development.

6. Data and Impact Monitoring Ongoing Data Analysis: Student data will continue to be analyzed to track the long-term impact of the PD. If students show improvements in key areas, it will signal that the PD learning is translating into results. Teachers will be provided with data-driven feedback to continue refining their practice. PD Effectiveness Review: We will consistently review how PD initiatives are influencing both teacher growth and student outcomes, making adjustments as needed to ensure continuous improvement.

7. Incentivizing Continued Growth Recognition: Teachers who show sustained growth or go above and beyond in applying their learning from PD will be recognized publicly, incentivizing others to continue striving for improvement. Opportunities for Leadership: Teachers who excel in implementing PD content will be given leadership roles, such as leading PD sessions, mentoring others, or becoming a teacher leader in a specific area. This empowers them to take ownership of their learning and contribute to school-wide development.

8. Continual Access to Resources Resource Sharing: We will ensure that teachers have ongoing access to PD materials, such as presentations, articles, videos, or guides, so they can continue reviewing and applying what they've learned. Resource Library: A dedicated PD resource library will be available, both in physical form and online, where teachers can find tools, strategies, and supports relevant to their PD goals.

9. Sustained Focus on School-Wide Priorities Alignment with School Goals: We will ensure that PD remains aligned with the school's overarching priorities, so that teachers are always focused on the highest-impact areas, such as improving literacy rates, student engagement, or SEL development. Incorporating into School Policies: Successful PD content will be incorporated into school policies and classroom practices, such as instructional frameworks, assessment protocols, or behavior management strategies, ensuring that the learning becomes part of the school's foundation. By

focusing on follow-up, collaboration, integration into school culture, data monitoring, and continuous support, we can ensure that PD has a lasting impact, leading to sustained improvement in both teacher effectiveness and student achievement. This approach fosters a culture of lifelong learning and growth, where the learning doesn't stop after a PD session but continues to evolve and expand throughout the year.

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

1. Teachers are encouraged to set clear, measurable goals, and the school provides them with specific learning opportunities to help them meet those goals, whether it's through workshops, conferences, or specialized training.
2. Coaching and Mentoring Instructional Coaching: Teachers receive ongoing support from instructional coaches who observe their lessons, provide feedback, and help them integrate best practices. Coaching is tailored to the teacher's specific needs, whether it's related to classroom management, content delivery, or student engagement. Peer Mentoring: New or less experienced teachers are paired with veteran teachers who can provide guidance, advice, and support. These mentoring relationships help to ensure that new teachers feel supported and have someone to turn to for help and advice. Collaborative Teacher Teams: Teachers are grouped into grade-level or subject-specific teams that meet regularly to collaborate on instructional strategies, student data, and lesson planning. This promotes a culture of peer learning, where teachers learn from each other's successes and challenges.
3. Professional Learning Communities (PLCs) Teachers engage in professional learning communities (PLCs) where they work together to analyze student data, review instructional practices, and discuss strategies for improving student outcomes. PLCs are a key way for teachers to build expertise in specific areas and continue their professional growth in a supportive, collaborative environment. These communities foster deep discussions about teaching strategies, curriculum design, and assessment data, ensuring that teachers have the tools and knowledge they need to be successful.
4. Job-Embedded Professional Development Much of our PD is job-embedded, meaning it is directly connected to the everyday work that teachers do. This includes Classroom observations followed by feedback sessions. Co-teaching opportunities where teachers can learn from one another in real-time. Targeted professional development tied to the specific needs of students or areas of growth identified through student data (e.g., reading comprehension, differentiation, math instruction). By integrating PD directly into the workday, teachers can immediately apply what they've learned to their instruction.

5. **Data-Driven Instruction and Reflection** Teachers regularly analyze student achievement data as part of the PD process. This includes data from formative and summative assessments, student behavior, and attendance trends. By reviewing this data, teachers can identify areas for improvement and work with coaches or colleagues to adapt their instructional practices. Teachers are encouraged to reflect on their own practices by conducting self-assessments and receiving feedback from peers or leaders. Reflection helps them pinpoint areas of strength and areas for growth.
6. **Teacher Leadership Opportunities** We encourage teachers to take on leadership roles within the school, such as leading PD sessions, organizing school-wide initiatives, or mentoring colleagues. These leadership opportunities help build teachers' skills while simultaneously fostering a sense of ownership and responsibility for the school's success. Teacher leaders are provided with opportunities to grow their leadership capacity by participating in leadership development programs, such as leading curriculum development or acting as a subject-area expert.
7. **External Professional Development** We provide opportunities for teachers to attend conferences, workshops, and seminars that are relevant to their subject area or teaching needs. These external PD opportunities allow teachers to stay current with trends in education, learn from experts in the field, and gain fresh perspectives that they can bring back to the classroom. Teachers are also encouraged to join professional networks or associations where they can continue learning and stay connected to the larger education community.
8. **Observation and Feedback Cycles** Teachers participate in regular observation cycles in which they observe their peers or are observed by instructional leaders. These observations allow for the sharing of best practices and encourage constructive feedback that helps teachers refine their practice. Feedback from these cycles is both supportive and growth-oriented, ensuring teachers understand what they are doing well and where they have opportunities to improve.
9. **Celebrating Teacher Successes and Achievements** We celebrate the achievements of our teachers, whether it's through recognition in staff meetings, showcasing successful practices, or offering rewards or incentives for outstanding contributions to the school. Celebrating teacher growth and success fosters a positive school culture and reinforces the idea that professional development is an ongoing process.
10. **Actionable Data for Continuous Improvement** Teachers are provided with real-time, actionable data to inform their practice. By continuously tracking and analyzing student performance, teachers can adapt their methods and make data-driven decisions. Regular progress monitoring helps ensure that teachers

remain focused on student outcomes and make the necessary adjustments to instruction as they move through the year.

11. **Access to Instructional Resources** Teachers have easy access to a range of instructional resources, including curriculum guides, digital tools, and research-based strategies. These resources are available both in physical form and online, ensuring teachers can access them whenever needed. Resource sharing among staff allows teachers to stay up-to-date with the latest materials and teaching strategies.
12. **Time for Professional Growth** Teachers are given dedicated time during the week for professional growth, whether it's for collaboration, planning, or reflecting on their practice. This time is built into the school schedule to ensure teachers have the opportunity to focus on their own development. By leveraging these systems and processes, we ensure that Brooklyn Scholars Charter School remains a place where teachers have ongoing opportunities for growth and development. These opportunities allow our educators to continuously build their capacity, improve their practice, and ultimately enhance the learning experience for students.

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.

Several key teacher needs at Brooklyn Scholars Charter School have been identified as impacting academic achievement. These needs include:

- **Differentiated Instruction Skills:** Teachers require ongoing professional development in differentiated instruction to effectively meet the diverse needs of students, particularly in mixed-ability classrooms. This is critical to ensuring that every student receives the level of support they need to succeed.
- **Classroom Management and Engagement:** Ensuring that teachers have strong classroom management techniques and strategies to keep students engaged and focused on learning is essential. Teachers need to develop skills for building positive relationships with students, maintaining order, and creating a classroom culture that fosters learning.
- **Data-Driven Instruction:** Teachers need more training in analyzing student data and using this data to inform instructional decisions. Developing the capacity to identify trends in student performance and adjust teaching practices accordingly is a major area for growth.
- **Technology Integration:** With the increasing role of technology in education, teachers need more professional development on how to integrate technology into their teaching effectively. This includes using digital tools for instruction, assessment, and engaging students in interactive learning experiences.

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- Culturally Responsive Teaching: Teachers need support in understanding the cultural backgrounds of their students and how to implement culturally responsive teaching practices that make all students feel seen, heard, and valued in the classroom. This is especially important in a diverse school environment.
 - Specialized Instruction for Students with Disabilities: Teachers, particularly in inclusive classrooms, need additional training on how to provide effective instruction to students with disabilities. This includes understanding Individualized Education Programs (IEPs), providing accommodations, and differentiating content.
2. How Title II, Part A Program Will Address These Needs
- The Title II, Part A program is designed to address these teacher needs by providing professional development opportunities and support systems that focus on the identified areas. For the upcoming year, the program will prioritize
- Differentiated Instruction and Effective Teaching Strategies Title II funding will support workshops and professional development sessions on differentiated instruction, with a focus on meeting the needs of diverse learners. Teachers will receive training on strategies such as tiered instruction, flexible grouping, and formative assessments to help tailor lessons for students at varying skill levels. We will also focus on developing strategies for differentiating in high-demand subjects like math and reading, where students often need more individualized attention.
 - Classroom Management and Student Engagement Title II, Part A funds will be used to provide classroom management training that focuses on building strong teacher-student relationships and engaging students in productive classroom environments. Teachers will participate in workshops on proactive classroom management techniques, including setting clear expectations, using positive reinforcement, and creating a classroom culture that promotes academic success.
 - Data-Driven Instruction We will implement professional development on how to analyze and interpret student achievement data effectively. This will include training on formative and summative assessments, data collection tools, and how to adjust instruction based on data to improve academic outcomes for all students. Teachers will learn to use data more effectively during instructional planning and in student progress monitoring.
 - Technology Integration Title II, Part A funding will be used to provide technology training for teachers, focusing on how to incorporate digital tools into their instruction, engage students with interactive technology, and enhance their lessons with educational apps and software. Additionally, teachers will learn how to use data-driven tech tools that can

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help them assess student progress in real-time and adjust their instruction as needed.

- Culturally Responsive Teaching The program will offer cultural competency training to help teachers understand the diverse backgrounds of their students and adopt practices that are inclusive and responsive to the cultural needs of the classroom. We will also provide resources to teachers to help them implement culturally relevant curricula and activities that are engaging and reflective of students' diverse identities.
- Specialized Instruction for Students with Disabilities Title II, Part A funds will support special education training, focusing on strategies for teachers working in inclusive classrooms and those with students who have specific learning disabilities. Teachers will receive professional development on how to collaborate with special education staff, implement accommodations and modifications effectively, and use assistive technology to help students with disabilities succeed. Conclusion Through the Title II, Part A program, Brooklyn Scholars will address these teacher needs by providing targeted professional development, equipping teachers with the knowledge and skills they need to improve their practice. By focusing on differentiated instruction, classroom management, data analysis, technology integration, culturally responsive teaching, and special education instruction, we will create a robust support system for our teachers, ultimately improving student academic achievement across the board.

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

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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?

Brooklyn Scholars Charter School evaluates the effectiveness of its school improvement goals and strategies annually using a data-driven, multi-faceted approach aligned with ESSA requirements. The evaluation process includes:

1. Assessment of Student Achievement & Growth
 - a. State & Local Assessment Data – Analyzing NYS ELA & Math scores, interim benchmark assessments, and weekly formative assessments to measure progress toward academic goals.
 - b. Student Growth Metrics – Reviewing student progress over time, focusing on subgroups such as English Language Learners (ELLs), Students with Disabilities (SWDs), and economically disadvantaged students to ensure equity in learning outcomes.
2. Data-Driven Instruction & Teacher Effectiveness
 - a. Classroom Observations & Instructional Walkthroughs – Conducted by administrators, instructional coaches, and the C&I team to assess the fidelity of strategy implementation.
 - b. Teacher Professional Development Impact – Evaluating how targeted PD sessions, coaching cycles, and instructional interventions translate into improved classroom practices.
 - c. Teacher & Staff Surveys – Collecting feedback on professional development, support systems, and instructional strategies to identify strengths and areas for improvement.
3. Student Attendance & Behavior Trends
 - a. Chronic Absenteeism Data – Monitoring attendance rates and intervention effectiveness for at-risk students.

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- b. Discipline & Suspension Reports – Reviewing out-of-school and in-school suspension rates to measure the impact of restorative practices and behavior interventions.
- 4. Parent & Community Engagement
 - a. Parent Perception Surveys – Measuring family satisfaction, communication effectiveness, and engagement in school activities.
 - b. Family Involvement Data – Tracking attendance at events like “Donuts with the Deans,” parent workshops, and high school planning sessions.
- 5. Annual Review & Reflection
 - a. Leadership Data Meetings – School leaders and deans review data, identify trends, and adjust strategies based on results.
 - b. School Improvement Plan Updates – Findings from the annual evaluation inform refinements to the School Improvement Plan (SIP) for the following year.
 - c. ESSA Compliance Review – Ensuring that interventions are evidence-based and aligned with ESSA requirements for continuous improvement.

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

16.0 School Improvement Goals

Action Plan for Continuous Improvement

Goal	Increase Proficiency on Interim Assessments in Math, ELA, and Science by 5%
Baseline Data	Common Assessments , Interims , NYS Tests
Area of Need	Gaps in foundational skills Limited student exposure to high-rigor, standards-aligned tasks. Low student stamina on extended response questions. Inconsistent small group instruction and intervention, assessment data not consistently driving instructional shifts, Gaps in foundational skills.
Root Cause	Students have not mastered prerequisite knowledge from prior grade levels. Students have limited exposure to high-rigor, standards-aligned tasks. Students are not regularly practicing multi-step or long-form responses. Small groups are not consistently planned for or implemented with fidelity. Teachers are not consistently using assessment data to inform instruction.

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Strategies			
Activity	Begin Date	End Date	Person(s) Responsible
Incorporate frequent extended response writing across all content areas.	September 2025	June 2026	Teaching staff
Leverage support staff for push-in or pull-out Tier 2/3 intervention.	September 2025	June 2026	Dean Team
Hold structured data meetings after each interim and weekly assessments.	September 2025	June 2026	Leadership Team/Teaching staff

Goal	Reduce chronic absenteeism to 18% or lower by the end of the school year.
Baseline Data	At the end of the 2024–2025 school year, 28% of students were identified as chronically absent (missing 10% or more of school days).
Area of Need	Consistent Student Attendance and Engagement: Lack of communication between school and families. Limited understanding among families of the impact of chronic absenteeism. Insufficient outreach to families in crisis or facing barriers to attendance. Cultural or language barriers preventing effective home-school partnership. Students and families need greater support, accountability, and motivation to attend school regularly.
Root Cause	Lack of family understanding of the impact of chronic absences (especially early in the school year). Limited real-time monitoring or communication systems to notify and support families when absences begin to accumulate.

	<p>Barriers to attendance such as transportation, housing instability, health, or family obligations. School climate or engagement issues (students do not feel connected or motivated to attend). Inconsistent follow-up and accountability systems at the school level.</p>
Strategies	<p>Family Engagement & Education Host monthly attendance workshops or family conferences for at-risk students. Send proactive communication (via SchoolConnect, text, calls) to families after 2–3 absences. Share student attendance dashboards with parents (monthly or bi-weekly). Celebrate "Strong Start" attendance goals in September and October (critical attendance months). ??</p> <p>Attendance Data Tracking & Monitoring Track attendance weekly by grade and subgroup; share data with staff during check-ins. Create an Attendance Team to meet biweekly and review Tier 2/3 students. Use a color-coded tracking system to visually show progress and flag chronic absentee patterns. ??</p> <p>Student Incentives & Motivation Implement attendance incentive programs (e.g., weekly raffles, class shout-outs, monthly awards). Use social recognition (bulletin boards, morning announcements, assemblies). Allow students with improved attendance to participate in special activities (Top Golf, Movie Days, Dress Down Days). ??</p> <p>Targeted Tiered Interventions Assign attendance mentors or success coaches to Tier 2/3 students. Conduct empathy interviews or home visits to understand root causes for specific families. Partner with external agencies (counseling, shelters, social services) for at-risk families. Develop Attendance Success Plans with families and follow up regularly. ??</p> <p>School Culture and Connection Build strong, trusting relationships between students and staff (every student needs a go-to adult). Embed SEL routines and restorative practices to</p>

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	support students emotionally. Ensure every day is engaging with high-quality instruction and special events (e.g., spirit days).		
Activity	Begin Date	End Date	Person(s) Responsible
Family Engagement & Education	September 2025	June 2026	Attendance Liaison/Leadership Team
Attendance Data Tracking & Monitoring	September 2025	June 2026	Attendance Liaison/Leadership Team/ Teaching Staff
Student Incentives & Motivation Implement attendance incentive programs	September 2025	June 2026	Attendance Liaison/Leadership Team/ Teaching Staff
Targeted Tiered Interventions Assign attendance mentors or success coaches to Tier 2/3 students.	September 2025	June 2026	Attendance Liaison/Leadership Team
School Culture and Connection Build strong, trusting relationships between students and staff	September 2025	June 2026	Attendance Liaison/Leadership Team/ Teaching Staff

Goal	Increase parent satisfaction to 90% by end of year (based on year-end survey results).
Baseline Data	According to the most recent parent survey (Spring 2025), 76% of families reported overall satisfaction with the school.
Area of Need	Family-School Partnerships and Communication There is a need to strengthen relationships with families through clear, consistent communication and deeper engagement in the school community. Parent Workshops: Provide training on topics like helping with homework, navigating IEPs, digital tools, or behavior strategies. English Language Classes or GED Prep: Partner with local organizations to offer adult education on-site. Parent University: A mini course series covering school systems, curriculum, and ways to support learning at

	<p>home. Family Learning Nights: Literacy, math, or STEM nights where students and families engage in fun academic games. English Language Classes or GED Prep: Partner with local organizations to offer adult education on-site. Parent University: A mini course series covering school systems, curriculum, and ways to support learning at home. Family Learning Nights: Literacy, math, or STEM nights where students and families engage in fun academic games. Parent Workshops: Provide training on topics like helping with homework, navigating IEPs, digital tools, or behavior strategies. English Language Classes or GED Prep: Partner with local organizations to offer adult education on-site. Parent University: A mini course series covering school systems, curriculum, and ways to support learning at home. Family Learning Nights: Literacy, math, or STEM nights where students and families engage in fun academic games. English Language Classes or GED Prep: Partner with local organizations to offer adult education on-site. Parent University: A mini course series covering school systems, curriculum, and ways to support learning at home. Family Learning Nights: Literacy, math, or STEM nights where students and families engage in fun academic games.</p>
Root Cause	<p>Inconsistent communication between school and home (timeliness, clarity, follow-up). Limited opportunities for families to engage meaningfully with their child's academic progress. Lack of voice or representation in school decision-making or planning. Families unaware of school programs, services, or celebrations. Negative experiences not being addressed or followed up on by staff. Lack of time and/or scheduling conflict Inconsistent communication between school and home (timeliness, clarity, follow-up). Limited opportunities for families to engage meaningfully with their child's</p>

	<p>academic progress. Lack of voice or representation in school decision-making or planning. Families unaware of school programs, services, or celebrations. Negative experiences not being addressed or followed up on by staff. Lack of time and/or scheduling conflict</p>
<p>Strategies</p>	<p>Celebrate Parents: Monthly spotlights or thank-you breakfasts for volunteers or engaged families. Parent-Teacher Meet & Greet Events: Informal gatherings before school starts or mid-year check-ins. Parent Ambassadors: Train a few parents to serve as liaisons who help communicate school events and initiatives to others. Parent-Teacher Meet & Greet Events: Informal gatherings before school starts or mid-year check-ins. Parent Ambassadors: Train a few parents to serve as liaisons who help communicate school events and initiatives to others.</p> <ul style="list-style-type: none"> • Improve Communication Use consistent and multilingual communication platforms (e.g., SchoolConnect, flyers, Class Dojo, newsletters). Send out monthly family updates from the principal, including highlights, upcoming events, and key data. Ensure that classroom teachers provide weekly or bi-weekly updates about academics and student progress. • Increase Voice & Feedback Opportunities Conduct quarterly parent surveys or pulse checks and share how feedback is used to drive improvements. Host “Listening Sessions” or Town Halls where families can ask questions and provide input. Create a Parent Advisory Council or ambassador group that meets monthly to elevate parent voice. • Enhance Family Engagement Host monthly family events that are both academic (e.g.,

	<p>Family Literacy Night) and celebratory (e.g., Cultural Heritage Night). Create volunteer opportunities for families to contribute in classrooms, events, or student clubs. Provide parent workshops on topics such as helping with homework, understanding state tests, and digital literacy.</p> <ul style="list-style-type: none"> • Build a Welcoming Culture Train staff on family-friendly practices and how to respond to parent concerns empathetically. Greet families warmly during arrival, dismissal, and events. Recognize and celebrate families as partners in student success (e.g., Family of the Month, Parent Spotlights). • Track and Respond to Trends Disaggregate parent survey data by grade level, language, and subgroup to identify focus areas. Follow up with families who indicate dissatisfaction or neutral responses on surveys. Monitor attendance and feedback from family events as indicators of engagement and satisfaction. • Improve Communication Use consistent and multilingual communication platforms (e.g., SchoolConnect, flyers, Class Dojo, newsletters). Send out monthly family updates from the principal, including highlights, upcoming events, and key data. Ensure that classroom teachers provide weekly or bi-weekly updates about academics and student progress. • Increase Voice & Feedback Opportunities Conduct quarterly parent surveys or pulse checks and share how feedback is used to drive improvements. Host “Listening Sessions” or Town Halls where families can ask questions and provide input. Create a Parent Advisory Council or ambassador group that meets monthly to elevate parent voice.
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	<ul style="list-style-type: none"> • Enhance Family Engagement Host monthly family events that are both academic (e.g., Family Literacy Night) and celebratory (e.g., Cultural Heritage Night). Create volunteer opportunities for families to contribute in classrooms, events, or student clubs. Provide parent workshops on topics such as helping with homework, understanding state tests, and digital literacy. • Build a Welcoming Culture Train staff on family-friendly practices and how to respond to parent concerns empathetically. Greet families warmly during arrival, dismissal, and events. Recognize and celebrate families as partners in student success (e.g., Family of the Month, Parent Spotlights). • Track and Respond to Trends Disaggregate parent survey data by grade level, language, and subgroup to identify focus areas. Follow up with families who indicate dissatisfaction or neutral responses on surveys. Monitor attendance and feedback from family events as indicators of engagement and satisfaction. 		
	Activity	Begin Date	End Date
	Enhance Family Engagement	July 2025	June 2026
	Track and Respond to Trends	July 2025	June 2026
	Improve Communication	July 2025	June 2026
	Person(s) Responsible		
	ALL Stakeholders		
	Leadership Team		
	ALL stakeholders		

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

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services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

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

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

Date	Content Hours	Title	Objectives	PD Type (Required, Grants, or General Funded)	# of Estimated Attendees	Intended Audience
8/25/25	1.0	Safety	School Safety Protocols	Staff will review safety scenarios and	required	73
8/26/25	1.5	Goalbook Review	Review resources for differentiation	Staff will work to review Goalbook resources to implement differentiation	grant	73
8/27/25	1.5	Lexia Refresh	K-2 Teachers Using Lexia	Staff will utilize Lexia to	grant	36
8/28/25	1.0	Professionalism in the workplace	To Discuss Professionalism with staff	maintain professional boundaries with	required	73

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				scholars, parents, and staff		
3/24/25	1.5	NYS Testing Informational Meeting	Review testing mandates, protocols, and procedures	Review testing mandates, protocols, and procedures in ELA Math and Science	required	50
11/10/25	1.5	Crack the Code	Analyzing Assessment data	Teacher will be learning how to analyze data and create action plans for students	grant	73
12/8/25	1.5	Science for ALL	Engaging Strategies for Science	Staff will participate in engaging strategies for science	general	73
9/2/2025	1.5	PD a la Carte	Best Practices for Core Instruction	Staff will present best strategies for core instruction and engagement	general	73
7/14- 7/17	6 hrs per day	Leadership Summit	Leadership development	instructional alignment and leadership developmen t	general	5

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8/5/25	4hrs	Course Creation	Creating courses for the upcoming school year	Deans, registrars and OAs will learn how to create assignments and roster students for the upcoming school year	general	5
11/4/25	8	Regional PD	TBD	strategies for using curriculum	general	73
3/20/25	8	Regional PD	TBD	strategies for using curriculum	general	73

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
Good Shepherd Services	wrap around care afterschool program that includes clubs
Gifted Angels	community dance program

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Impact Dance Company	community dance program
Charter School Athletic league	boys and girls basketball league

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, Homeless Dispute Resolution and Title I programming)
October 2025	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)

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November 2025	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2026	Parent SIP Meeting
April 2026	Spring Parent/Teacher Conferences
November 2025	Parent Learning Event for SPED
October 2025	Parent Learning Event for K-2
October 2025	Parent Learning Event for 3-8

20.0 Wellness Policy and Goal Evaluation

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

Has progress been made on the Wellness Goals?

Yes

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

Yes

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

After advocating for hot breakfast food and more nutritious options, scholars now have hot breakfast options, more fruit and vegetable options. We would like to see more not breakfast options for K-2.

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

Milk options with breakfast

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

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to address the needs of all children in the school and particularly those at risk of not meeting challenging State standards. As part of this differentiation, teachers use the formative assessment process to ask and answer these questions: 1) What do we want each student to learn? 2) How will we know what each student has learned? and 3) How will we respond when students have difficulty learning? By answering these questions collaboratively, teachers ensure that appropriate intervention is delivered to students who are having difficulties mastering challenging state standards.

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

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

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

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

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents,

and other stakeholders as part of the school's improvement planning process. 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.

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

While the school utilizes the NHA Curriculum to guide instruction, it also understands how that curriculum aligns with State content standards. When the State's content standards require students to demonstrate knowledge or skills beyond or different from the NHA Curriculum, the school utilizes supplemental curricular tools and resources to ensure that students are fully equipped to demonstrate mastery according to the State's expectations.

Methods of Effective Use of Technology

The school utilizes technology in a variety of ways to support student learning. Some of these may include Accelerated Reader, Lexia, Brian 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.

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Job Description of the School Improvement Team:

The school has a School Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school's comprehensive needs assessment, analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in the annual gap analysis and adequate yearly progress reviews. The School Improvement Team also reviews and assists in the development, implementation, and evaluation of the following school improvement components: - Annual review of the Building Mission Statement - Building goals, strategies, and assessments based on academic standards for all 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.