

National Heritage Academies

Brooklyn Dreams Charter School 2026-2027 School Improvement Plan

June 2026

1.0 Overview Continuous School Improvement Plan and Team Process

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2026-2027 school year and beyond. By evaluating and updating this plan, along with completing their assigned school improvement-related OnBase grants compliance tasks (see Appendix A), the school will meet state and federal requirements pertaining to schoolwide planning each year.

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

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

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

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

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

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

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

The CIT also reviews and assists in the development, implementation, and evaluation of the following school improvement components:

- Annual review of the Building Mission Statement;
- Building goals, strategies, and assessments based on academic standards for all students;
- Curriculum alignment with State Standards and Benchmarks, NHA Curriculum, and Core Knowledge objectives;
- Monitor and evaluate the process for the building continuous school improvement plan;
- Building professional learning plans consistent with student academic performance needs;
- Participatory decision-making process;
- Identifying community resources that enhance instructor and student learning;
- Utilization of community resources and volunteers.

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

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

Decision-Making Process

Decision-making authority within the school lies with the school's leadership team, although the school values and considers the input and perspective of staff and stakeholders as decisions are made. Decisions support the vision and purpose of the school, National Heritage Academies, and also the best practices of school

improvement research and effective teaching strategies. Staff members and various stakeholders, including parents, board, and community partners, participate as appropriate in Continuous Improvement Team meetings and activities.

4.0 School Community Partnerships

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

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

Name of partnership organization	Approximate number of years in partnership	Details regarding the benefits of partnership
Brooklyn CB 14 Education Committee -Ornelle Parker	1	The partnership with the Brooklyn Community Board 14 Education Committee, led by Ornelle Parker, supports stronger community engagement, collaboration, and advocacy efforts for Brooklyn Dreams Charter School. This partnership helps connect the school to valuable community resources, family support opportunities, and local educational initiatives that support student success and strengthen relationships between the school and surrounding community.

5.0 Evaluation of Current School Improvement Efforts

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

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

Current Year Goal #:1

Increase Math Proficiency Across All Grade Levels

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

Deans facilitated data dives with homeroom and math teachers to analyze student performance trends and identify common misconceptions. As a result of these conversations, teachers were supported in designing more targeted small-group instruction with reduced group sizes to better meet student needs. Deans also worked closely with teachers to strengthen intentional, in-the-moment instructional responses when misconceptions were identified during lessons. Evidence of implementation included PLC discussions, small-group plans, classroom walkthrough observations, student work analysis, and instructional adjustments aligned to identified skill gaps.

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

Evidence included consistent participation in data dives and PLC conversations, implementation of targeted small-group instruction across grade levels, walkthrough observations reflecting instructional adjustments aligned to student misconceptions, and the use of student performance data to guide reteach planning and intervention support.

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

Yes, sufficient resources, staffing, instructional time, and materials were allocated to support implementation of the plan and were distributed based on identified student and grade-level needs. Deans, instructional leaders, and classroom teachers collaborated consistently through PLCs, data dives, walkthrough feedback cycles, and targeted planning sessions to ensure supports were implemented effectively. Time was intentionally dedicated to analyzing interim and classroom data, planning reteaches, and developing small-group instruction aligned to identified skill gaps and misconceptions. Additional support was also provided through the National Heritage Academies Curriculum & Instruction Team, which worked closely with teachers in struggling math grade bands to provide coaching, feedback, and instructional guidance. During the state test preparation window, Deans and the Principal also directly supported targeted student small groups to provide additional intervention and reinforce priority standards and test-taking strategies. Barriers such as large, small-group sizes, inconsistent instructional responses to misconceptions, and varying student readiness levels were addressed through ongoing coaching, targeted support from instructional leaders, adjustments to intervention groupings, and increased leadership involvement in instruction during the test preparation period. Evidence included PLC agendas and notes, walkthrough data, targeted intervention plans, coaching cycles with the C&I Team, student performance trends, and observed implementation of differentiated small-group instruction across classrooms.

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

The implementation of the plan resulted in stronger alignment around math instruction, increased use of data-driven small-group instruction, and more intentional instructional responses to student misconceptions across grade levels. Teachers demonstrated increased use of targeted reteaches,

differentiated support, and student data analysis during PLCs and instructional planning. During classroom observations and the state test preparation window, students were observed engaging more consistently in math annotations, problem-solving discussions, error analysis, and independent application of strategies. The plan partially accomplished its goals, as the school saw growth in instructional consistency, intervention structures, and teacher responsiveness to student data. However, while progress was made, continued work is needed to increase overall math proficiency and close learning gaps across all grade levels. Evidence included walkthrough data, interim assessment performance trends, PLC documentation, student work samples, small-group intervention plans, and observed instructional shifts during classroom visits and state testing preparation. The school plans to continue this goal into the next school year with additional adjustments and support. Planned adjustments include increasing coaching support from the NHA Curriculum & Instruction Team, particularly in struggling math grade bands, continuing leadership-led and Dean-led small-group interventions during key instructional windows, further reducing small-group sizes to provide more targeted intervention, strengthening teacher capacity around in-the-moment instructional adjustments and misconception analysis, increasing the frequency of math-focused data dives and PLC conversations, and providing earlier intervention support aligned to priority standards and assessment trends. The school believes continuing this goal with enhanced instructional coaching, stronger intervention systems, and continued leadership involvement will help drive increased math proficiency and stronger student outcomes moving forward

Current Year Goal #:2

Increase Science Proficiency Across Science State Testing Grade

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

The school has demonstrated strong capacity and readiness to implement action steps toward increasing science proficiency with fidelity. Deans and instructional leaders are actively working with teachers to embed knowledge-building routines, academic vocabulary instruction, and scientific discourse expectations into daily science instruction. Clear instructional look-fors, monitoring tools, walkthrough feedback cycles, and coaching systems are in place to support consistent implementation across classrooms. Teachers are incorporating structured reading of scientific texts, explicit vocabulary instruction, and opportunities for students to engage in evidence-based discussions and written responses using precise scientific terminology. In addition, Deans are utilizing Science Interim assessment data to guide coaching conversations, identify trends in student misconceptions, and support teachers in planning targeted reteaches and interventions aligned to student needs. The school's existing PLC structures, coaching cycles, interim assessment systems, and leadership support have positioned staff to implement these instructional shifts with greater consistency and intentionality. Continued collaboration between teachers, Deans, and instructional leaders supports the school's readiness to strengthen science instruction and increase student proficiency outcomes.

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

Yes, the plan reached the intended audience, including science teachers, instructional leaders, and

students within science state testing grade levels. Evidence included classroom walkthrough observations demonstrating the implementation of academic vocabulary routines, structured scientific reading activities, and student discussions using scientific terminology. Teachers participated in coaching conversations, PLC discussions, and data dives focused on Science Interim results and instructional planning. Additionally, students were consistently exposed to knowledge-building routines, opportunities for written scientific responses, and targeted reteach instruction aligned to identified misconceptions and gaps in understanding. Evidence also included interim assessment analysis, walkthrough feedback, student work samples, lesson plans reflecting vocabulary integration, and ongoing coaching support provided by Deans and instructional leaders.

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

Yes, sufficient resources, staffing, instructional materials, and time were allocated to support implementation of the science proficiency plan, and supports were distributed based on grade-level and instructional needs. Teachers were provided with coaching support, Science Interim data analysis opportunities, and time during PLCs and planning meetings to strengthen knowledge-building routines, academic vocabulary instruction, and science discourse practices within classrooms. Deans and instructional leaders consistently monitored implementation through walkthroughs, coaching cycles, lesson plan reviews, and feedback conversations. Science Interim data was utilized to identify areas of need, guide reteach planning, and support targeted instructional responses for students demonstrating misconceptions or skill gaps. Barriers related to inconsistent academic vocabulary usage, varying levels of student background knowledge, and gaps in scientific writing and discussion were addressed through ongoing coaching, explicit vocabulary integration, structured reading routines, and increased opportunities for students to engage in evidence-based scientific discussions and written responses. Evidence included walkthrough data, PLC documentation, Science Interim analysis, student work samples, lesson plans reflecting academic vocabulary integration, and coaching feedback aligned to science instructional expectations.

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

The implementation of the plan resulted in increased focus on knowledge-building, academic vocabulary development, and student engagement within science instruction across state testing grade levels. Teachers demonstrated stronger incorporation of scientific texts, explicit vocabulary instruction, and opportunities for students to participate in evidence-based discussions and written scientific responses. Students were observed using more precise scientific terminology during classroom discussions and written work, while also demonstrating stronger engagement with science content and concepts. The plan partially accomplished its goals, as the school saw growth in instructional consistency, science discourse practices, and the intentional use of academic vocabulary within lessons. However, continued work is needed to strengthen overall science proficiency and deepen students' ability to independently apply scientific concepts and vocabulary across multiple

standards and question types. Evidence included walkthrough observations, Science Interim assessment trends, PLC discussions, student work samples, lesson plans, and coaching feedback demonstrating increased alignment to the identified instructional priorities. The school plans to continue this goal into the next school year with additional refinements and support. Adjustments will include increasing opportunities for students to engage in structured scientific writing and discourse, strengthening teachers' use of data to drive targeted reteaches, continuing coaching support around academic vocabulary and knowledge-building routines, and providing more frequent opportunities for students to practice responding to standards-aligned science tasks and questions. The school also plans to continue utilizing Science Interim data and walkthrough feedback to monitor implementation and guide instructional adjustments throughout the year.

6.0 School Improvement Goals Best Practice Guidelines

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

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

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

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

Examples of SMART Goal Statements:

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

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

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

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

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

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

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

EXAMPLES:

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

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

Root Cause Best Practices:

A cause is a “Root Cause” if:

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

A Root Cause should be:

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

A Root Cause should NOT be:

- Identified as a person
- Something you cannot control

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

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

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

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

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

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

Examples of one-time event activities:

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

Examples of ongoing activities:

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

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

7.0 Continuous School Improvement Goals for the Upcoming Year

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

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

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

Continuous Improvement Goals

Required Goal #1

1. SMART goal statement: *By the end of the 2026–2027 school year, Brooklyn Dreams Charter School will increase overall student math proficiency across all grade levels, as measured by state assessment data and interim assessment performance.*
2. Area of need being addressed: *Increasing overall math proficiency across all grade levels through stronger data-driven instruction, targeted small-group interventions, priority standards alignment, and intentional responses to student misconceptions.*
3. Root Cause: *Numeracy competency must be strengthened across all grade levels, with targeted support for reading comprehension of word problems, while also intentionally developing students' conceptual understanding of mathematical ideas.*
4. Baseline data (Where are you starting?): *Math Interim data, and last year's state assessments.*
5. End target measure (Where do you want to be?): *Increase overall math proficiency across all grade levels, as measured by improved performance on Math Interim assessments, state assessment outcomes, and classroom data the 2026–2027 school year.*

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Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1	Professional Learning Communities (PLCs) Focused on Data-Driven Math Instruction		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Deans and teachers will participate in regular PLC meetings to analyze Math Interim data, identify student misconceptions, and plan targeted reteach lessons aligned to priority standards.	9/21	6/18	Deans
Activity #2 Teachers will implement targeted small-group instruction based on student performance data and adjust groupings as needed to address identified skill gaps.	9/21	6/18	Teachers
Activity #3 Principal and Deans will conduct walkthroughs and coaching cycles focused on monitoring math instructional practices, small-group implementation, and responses to student misconceptions during lessons.	9/21	6/18	Administration
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Targeted Reteach Instruction Aligned to Student Data and Priority Standards		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Teachers will use Math Interim data, classroom exit tickets, and formative assessments to identify student misconceptions and determine targeted reteach needs aligned to priority standards.	9/21	6/18	Teacher
Activity #2 Deans and instructional leaders will support teachers in planning and implementing targeted reteach lessons during core instruction and intervention blocks based on student performance trends and exit ticket data.	9/21	6/18	Deans
Activity #3 Teachers will provide students with repeated	9/21	6/18	Teachers

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opportunities to practice previously taught skills through small-group instruction, spiral review, standards-aligned problem-solving tasks, and adjustments informed by classroom exit ticket results.			
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Required Goal #2

1. SMART goal statement: *By the end of the 2026–2027 school year, Brooklyn Dreams Charter School will increase overall student science proficiency across all grade levels, as measured by state assessment data and interim assessment performance.*
2. Area of need being addressed: *Increasing science proficiency across all grade levels through stronger knowledge-building instruction, academic vocabulary development, scientific discourse, and targeted responses to student misconceptions and skill gaps.*
3. Root Cause: *Students have had limited opportunities to systematically build deep content knowledge and consistently practice using science domain-specific language when explaining their thinking and responding to questions.*
4. Baseline data (Where are you starting?): *Science Interim data, classroom walkthroughs, and student work samples showed that students struggled with scientific vocabulary, explaining their thinking using evidence, and applying science concepts to standards-aligned tasks and questions.*
5. End target measure (Where do you want to be?): *Increase overall science proficiency across all grade levels, as measured by improved performance on Science Interim assessments, classroom performance data, student work samples, and state assessment outcomes by the end of the 2026–2027 school year.*

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1	Knowledge-Building Science Instruction and Academic Vocabulary Development		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Science teachers and Deans will participate in regular PLC meetings to analyze Science Interim data, classroom exit tickets, and student work samples to identify trends, misconceptions, and areas of need.	9/21	6/18	Teachers and Deans
Activity #2 During PLCs, teachers will collaboratively plan	9/21	6/18	Teachers

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knowledge-building routines, academic vocabulary instruction, and standards-aligned science tasks to strengthen instructional consistency across grade levels.			
Activity #3 Leadership Team will use PLC conversations and walkthrough feedback to support teachers in adjusting instruction, planning targeted reteaches, and increasing opportunities for scientific discourse and evidence-based written responses.	9/21	6/18	Administration team
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Targeted Science Reteach Instruction and Scientific Discourse Practices		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1 Teachers will use Science Interim data, classroom assessments, and exit tickets to identify student misconceptions and plan targeted reteach instruction aligned to science standards and priority skills.	9/21	6/18	
Activity #2 Teachers will provide students with structured opportunities to engage in scientific discussions, explain their reasoning using evidence, and respond to standards-aligned written tasks using academic vocabulary.	9/21	6/18	
Activity #3 Deans and instructional leaders will support teachers through coaching cycles, walkthrough feedback, and lesson planning conversations focused on strengthening scientific discourse, knowledge-building routines, and targeted intervention practices.	9/21	6/18	

Appendix A

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

Best Practice: Within the OnBase platform on myNHA, download the

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instructions for each task and use the templates and resources linked within the instructions to complete each task.

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

Resources

Questions?

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