

National Heritage Academies

School Improvement Process Workbook

Student Intervention Services
June 2024

1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2024-2025 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	2024-25	2025-26	2026-27	2027-28
Comprehensive Needs Assessment & Goal Identification completed	10/31/24	10/31/25	TBD	TBD
Schoolwide Plan reviewed and updated	11/30/24	11/30/25	TBD	TBD
Effectiveness of school improvement process in school evaluated	11/20/24	11/20/24	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	12/18/24	12/18/25	TBD	TBD
Title I Parent Meetings	4/1/25	4/126	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)

Brooklyn Dreams Charter School

Brooklyn Dreams 2023-24

Teachers	\$191,608	53.3%
Supplies	\$111,275	30.9%
Paraprofessionals	\$37,499	10.4%
Parental Involvement	\$6,725	1.9%
Before/After School	\$6,058	1.7%
Professional Development	\$2,750	0.8%
Financial Incentives	\$2,640	0.7%
Social Work	\$1,000	0.3%
All	\$359,554	100.0%

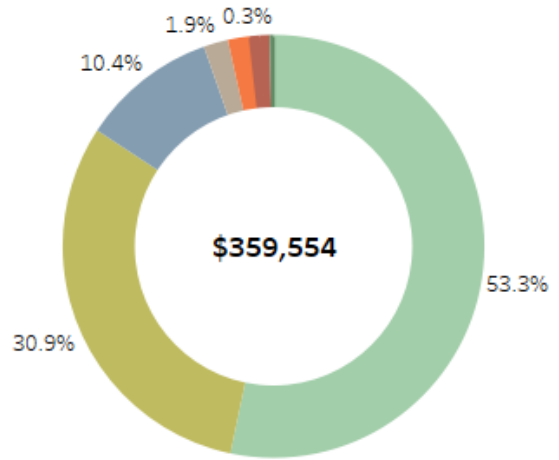


Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

03/25/2024

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

03/25/2024

5.0 Collaboration with the School Board

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

05/08/2024

6.0 Comprehensive Needs Assessment - Overview

The school conducts a comprehensive needs assessment annually as part of its continuous improvement process. While data is gathered and evaluated informally throughout each year, the school's formal needs assessment takes place each spring. The school carried out its school improvement activities in order to identify priority needs and assess overall school and student performance. During this comprehensive needs assessment process, the school assessed data aligned with Department of Education guidelines, which have been established in order to provide schools with a comprehensive improvement structure based on current research and best practices. Specifically, data is collected and assessed as it relates to student achievement, school programs and processes, student/teacher/parent perceptions, and demographics. The school's review of data includes that which is listed below, among others: - Student achievement on norm-referenced assessments (NWEA PGA and MAP) - Student achievement on criterion-referenced assessments - Student demographics - Discipline, tardy, truancy, and attendance rates - Parent/student perception surveys - Staff surveys, including teacher quality information - Curriculum alignment - Program implementation - Student engagement

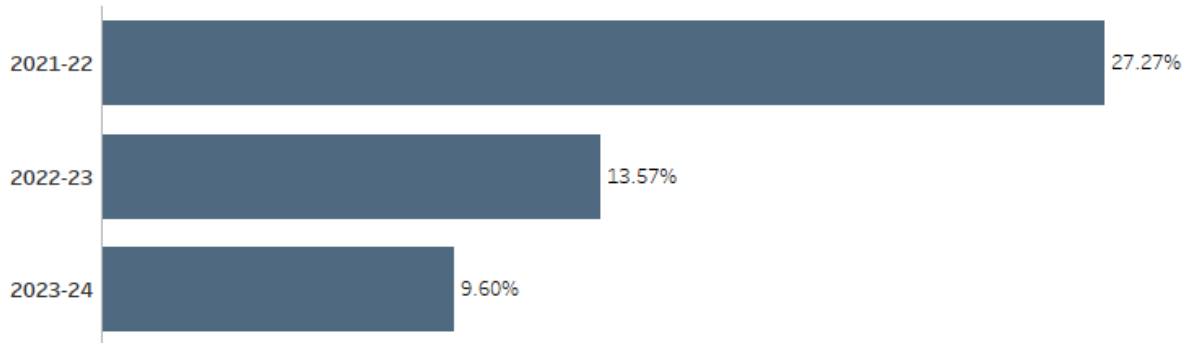
The school has also engaged in the following school improvement activities as part of its school improvement process: the identification of particular focus areas within the school's English Language Arts (ELA) and Math curriculum for each grade level; the development of corresponding grade level action plans; and the implementation of the formative assessment planning process.

The gathering and analysis of such data enables teachers to directly address student learning needs and gauge the degree to which the school-wide, grade-level, and individual student learning goals are being met, as well as provides the means by which comprehensive school improvement efforts are identified. Essentially, this data analysis serves as the primary driver for the school's decision-making process as it relates to improvement; all goals, objectives, action steps, schoolwide reform strategies, professional development activities, and parent/family/community engagement decisions documented in this schoolwide/school improvement plan are driven by this needs assessment.

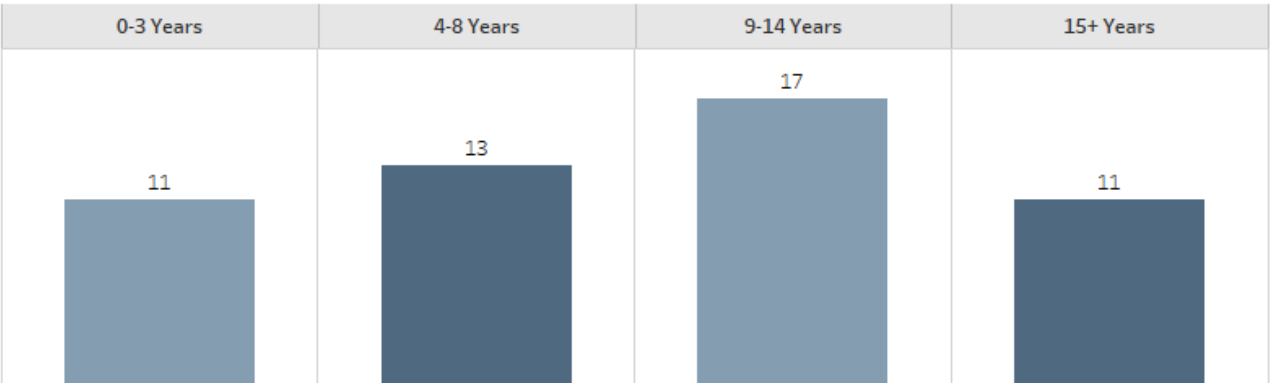
7.0 Staff Data

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

Teacher Turnover



Total Years Teaching Experience

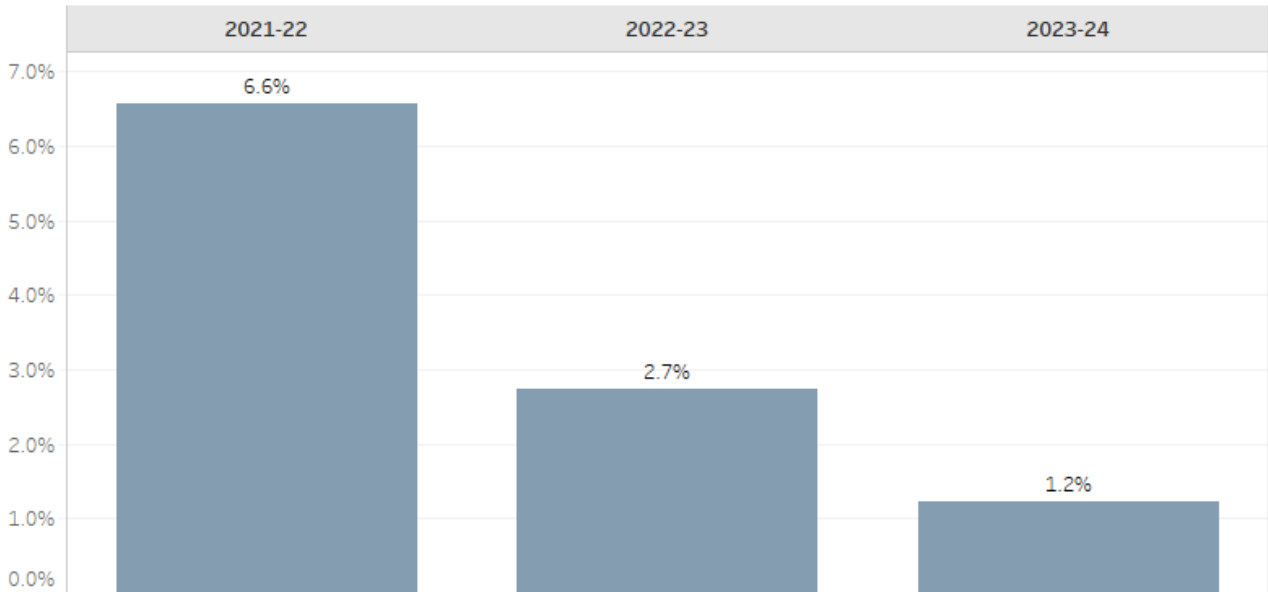


* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

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% Instructional Time Lost



Percentage of instructional days where a full-time teacher was not in the classroom (includes General Ed and Special Ed Teachers)

Figure: Teacher Absences and % Instructional Time Lost

Brooklyn Dreams Charter School

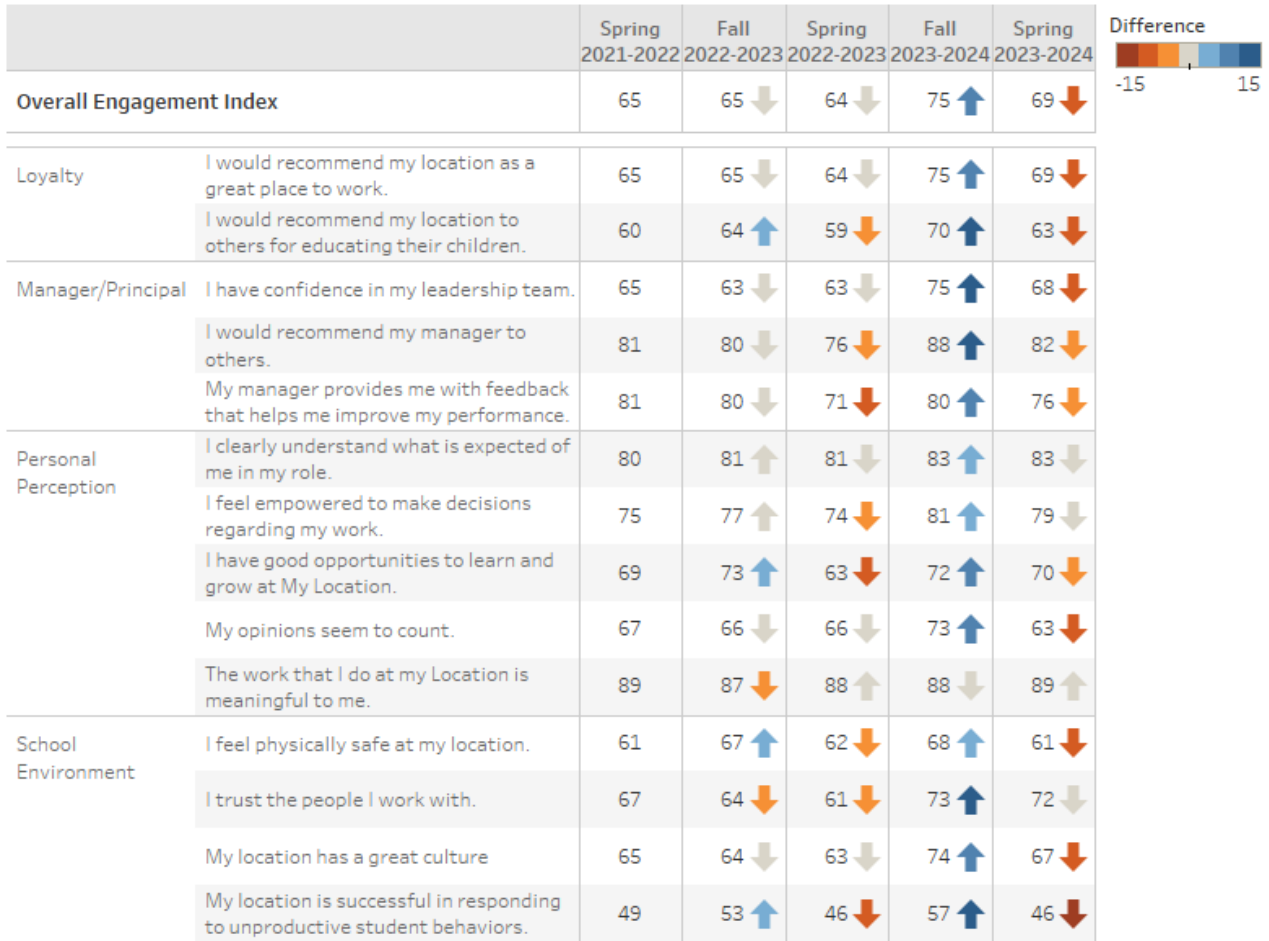


Figure: Staff Perceptions

What trends do you notice in your school staff data?

Teacher retention has gotten better over the last three years.

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

We have been really intentional behind getting feedback from staff in multiple ways and moved to make sure that there is evidence seen in many different ways here at the school.

8.0 Parent Perception Data

Brooklyn Dreams Charter School

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

		2020-21	2021-22	2022-23	2023-24	YOY Change
Loyalty	Likelihood to Enroll Next Year			49% (143)		
	Likelihood to Recommend School	54% (160)	42% (142) ↓	44% (156) ↑	52% (123) ↑	
	Overall Satisfaction	42% (163)	32% (142) ↓	37% (156) ↑	47% (126) ↑	
Academics	Child Receiving High-Quality Education			41% (151)	46% (118) ↑	
	Satisfaction With Child's Academic Progress	43% (164)	59% (145) ↑			
Schoolwide Behavior System	Discipline is Handled Effectively at This School		51% (145)	37% (147) ↓	49% (115) ↑	
	School Provides Safe Environment	58% (326)	53% (288) ↓	44% (146) ↓	55% (116) ↑	
Communication	Leadership Communication			39% (155)	50% (122) ↑	
	School Communication	58% (328)	55% (143) ↓			
	Teacher Communication		67% (145)	45% (152) ↓	55% (117) ↑	
Moral Guidance	Moral Focus Impact			46% (151)	45% (118) ↓	
	School Delivers Moral Guidance	59% (324)	49% (288) ↓			

Figure: Parent Survey Results

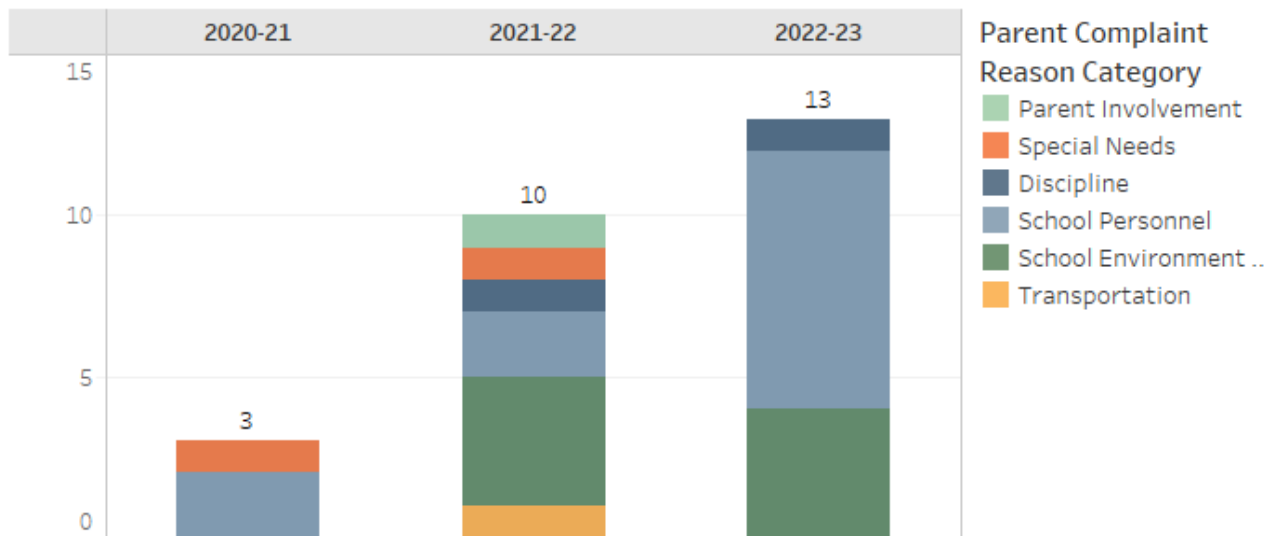


Figure: Parent Complaint Counts

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

Brooklyn Dreams Charter School

We have seen increases in all categories with the exception of Moral Focus Impact.

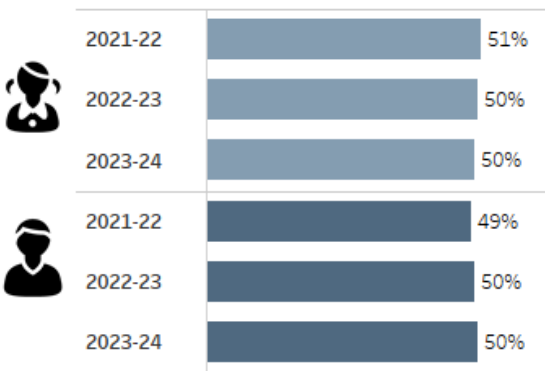
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Being responsive to the data that the parents provide. The plan to increase the impact of Moral Focus is to market it better.

9.0 Demographic Data

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

Gender



Ethnicity

American Indian or Alaskan Native	2021-22	1.4%
	2022-23	1.2%
	2023-24	1.6%
Asian	2021-22	11.1%
	2022-23	11.3%
	2023-24	10.5%
Black or African American	2021-22	60.6%
	2022-23	62.8%
	2023-24	62.6%
Hispanic	2021-22	23.5%
	2022-23	20.0%
	2023-24	20.9%
Native Hawaiian or Pacific Islander	2021-22	0.9%
	2022-23	1.0%
	2023-24	1.2%
White	2021-22	2.0%
	2022-23	3.6%
	2023-24	3.2%
Other	2021-22	0.5%

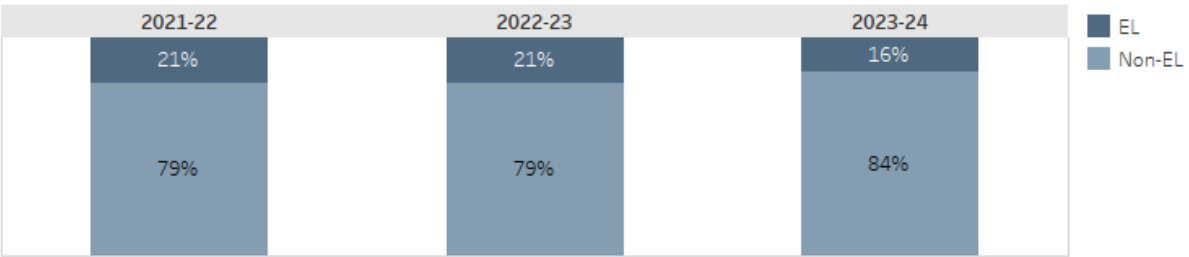
Enrollment

Grade	2021-22	2022-23	2023-24
K	57	44 ↓	26 ↓
1	56	56	45 ↓
2	63	50 ↓	53 ↑
3	73	59 ↓	46 ↓
4	70	62 ↓	59 ↓
5	75	68 ↓	57 ↓
6	89	78 ↓	68 ↓
7	89	81 ↓	82 ↑
8	76	78 ↑	70 ↓

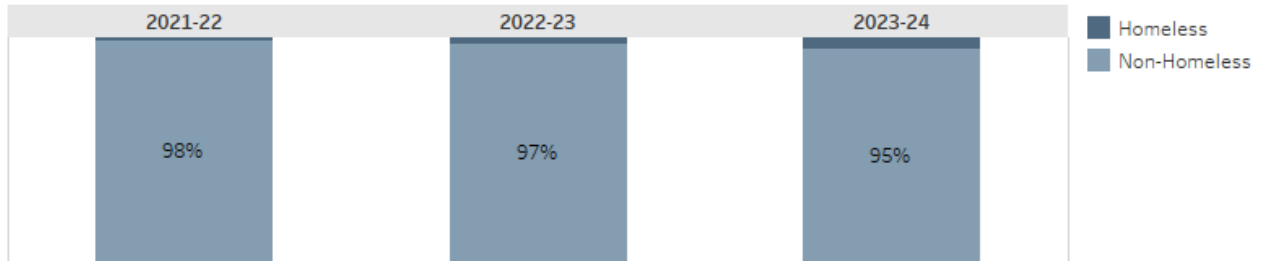
Figure: Gender, Ethnicity, and Enrollment

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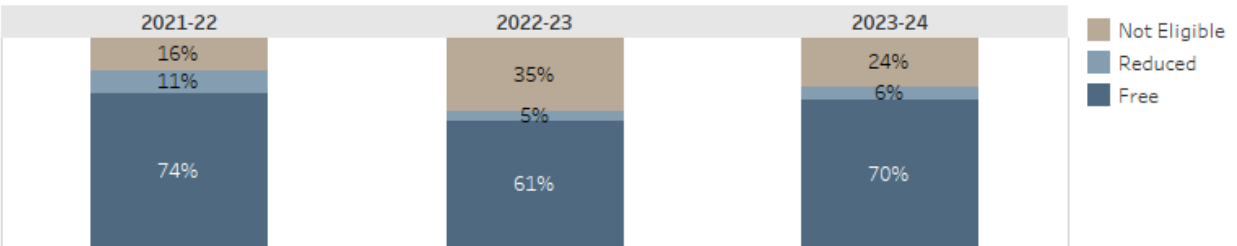
% EL



% Homeless



% FRL



% IEP

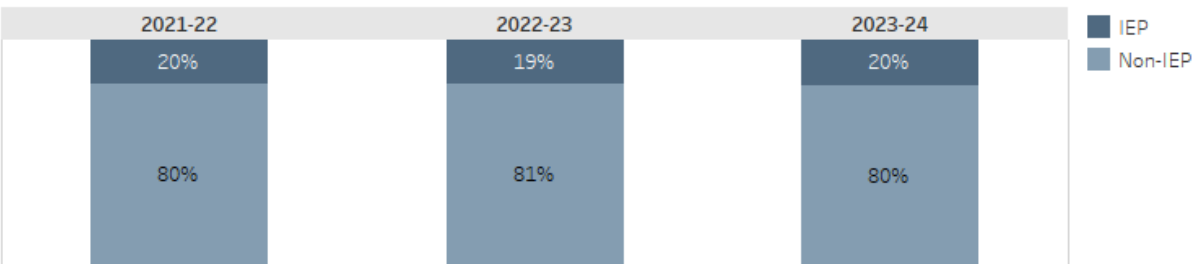


Figure: % EL, % Homeless, %FRL, % IEP

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

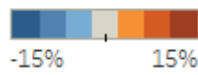
I noticed a decrease in our ELL population and an increase of students with IEP's.

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

We are looking to make sure that students are correctly identified during the enrollment process.

9.1 Student Attrition Data

Year End

	2020-21	2021-22	2022-23	YOY Difference
Attrition	22.1%	25.5% ↑	23.9% ↓	

Year-To-Date

	6/16/2022	6/16/2023	6/16/2024
Attrition	13.0%	10.3% ↓	8.4% ↓

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

Figure: Student Attrition

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

Attrition is down across the board at the school this year.

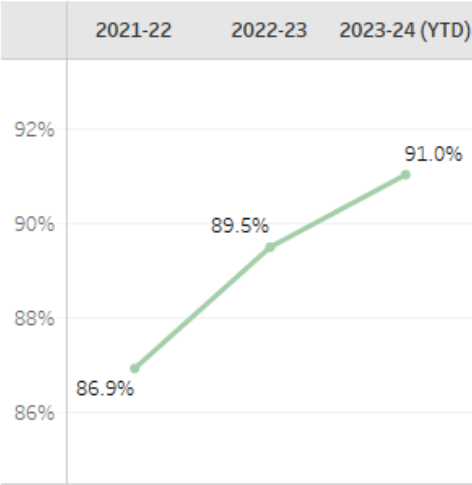
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Continue to message to families when their students are absent and positively incentivize students who are in school.

9.2 Student Attendance

Brooklyn Dreams Charter School

Average Daily Attendance Rate



Student Absence Distribution

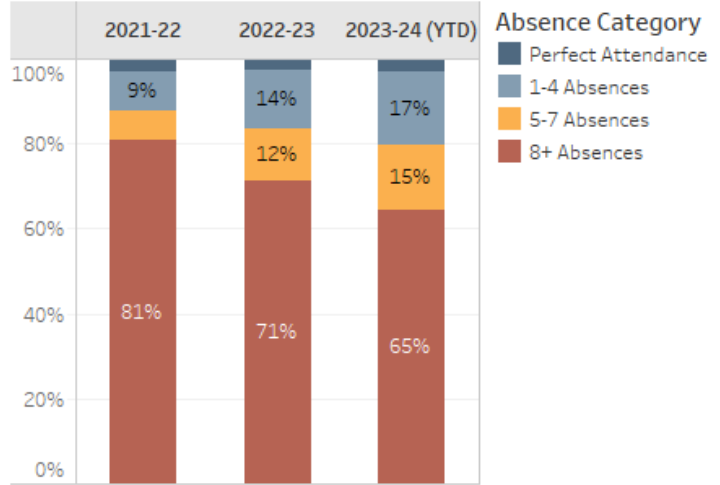


Figure: Student Attendance

What trends do you notice in your student attendance data?

Average student attendance is increasing and student's who are absent more than 8 days.

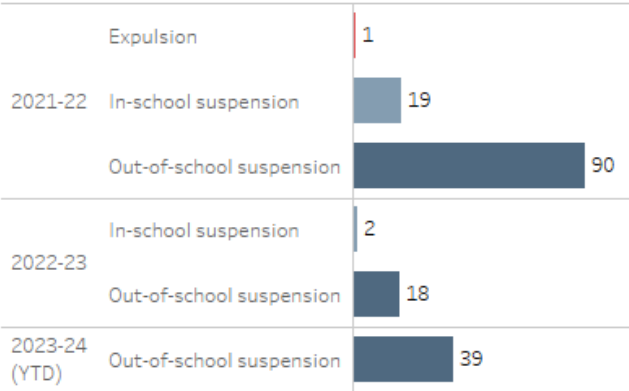
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Continue to positive promote attendance and behavior so that families are aware.

9.3 Student Discipline

Brooklyn Dreams Charter School

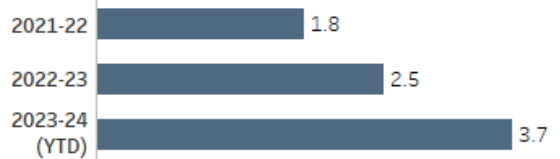
Suspensions



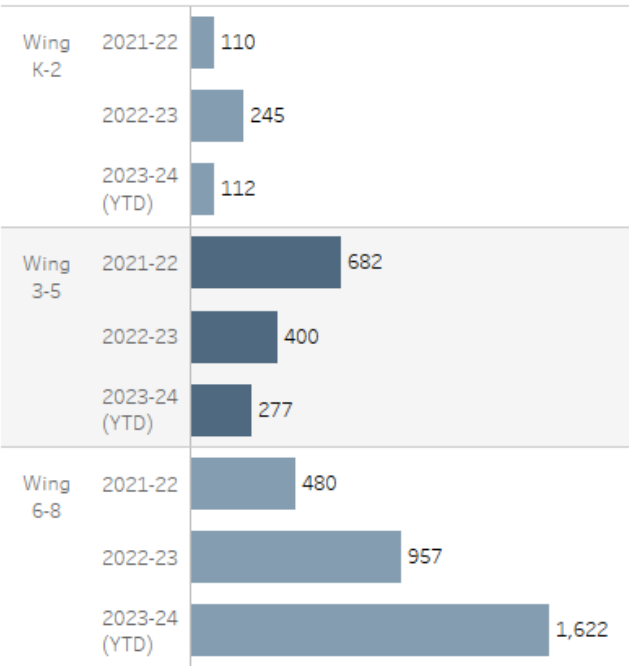
Behavior Plans



Behavior Events Per Student



Events by Wing



Events by Gender

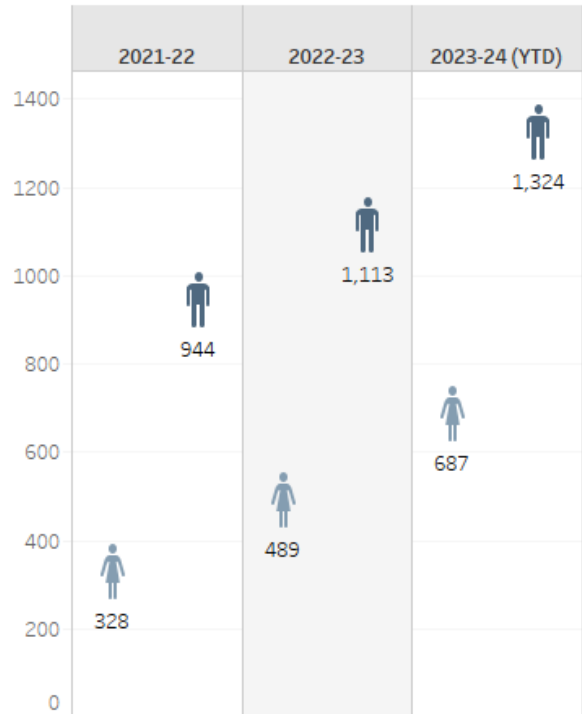


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

What trends do you notice in your student discipline data?

I have noticed that there have been an increase in events by students for both males and females.

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

Identify factors as to why we have experienced these rises.

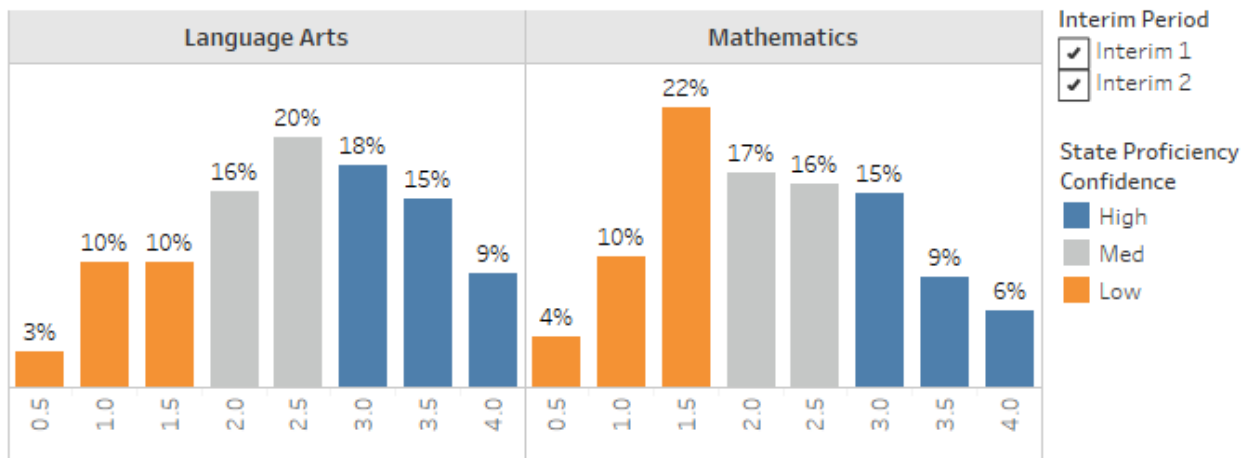
10.0 School Community Summary

Provide a summary of unique features and challenges associated with the community in which your school resides. Include demographic and economic information.

Brooklyn Dreams Charter School, located in Brooklyn, NY opened in the fall of 2010 and is managed by National Heritage Academies (NHA). Our school offers grades K-8 and enrolled 504 students and 67 staff members during the 2023-24 school year. Brooklyn Dreams Charter School mission is to offer the families of Brooklyn a school with a culture that values integrity, academic excellence and accountability, where all students are given the opportunity for success in high school, college and beyond by offering an academically rigorous and challenging K-8 education program. We believe children instilled with a strong moral character and provided excellent college-preparatory instruction will excel in any path they choose. We achieve this through our program built on the pillars of moral focus, academic excellence, personal responsibility, and parental partnerships. In these unprecedented times, our values continue to guide our efforts as we work to ensure that all students continue to receive a quality education regardless of the learning environment(s) for the 2023-24 school year.

11.0 Student Interim Data

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



Brooklyn Dreams Charter School

Figure: Interim Scaled Score Distribution

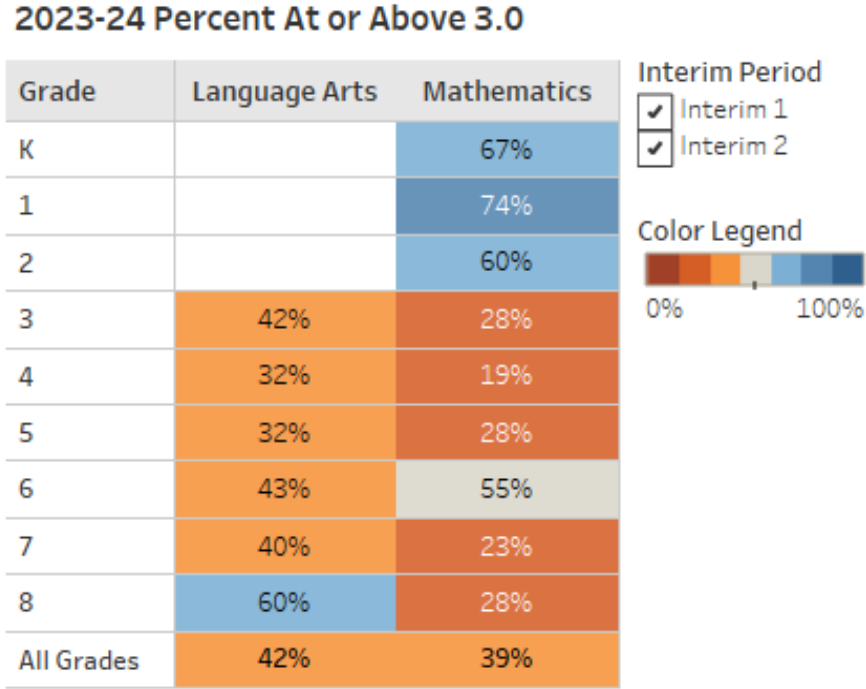


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

Interim Data was the highest in grades K-2 and 6th grades and lowest in grade 4th, 5th, and 7th grades.

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

The school will start Saturday school next school year.

12.0 State Test Data

Brooklyn Dreams Charter School

		2020-21	2021-22	2022-23	YOY Proficiency Change
Math	3	48%	40% ↓	38% ↓	
	4	25%	39% ↑	48% ↑	
	5	12%	28% ↑	46% ↑	
	6	19%	32% ↑	43% ↑	
	7	44%	27% ↓	47% ↑	
	8		29%	58% ↑	
	Total	32%	32% ↑	47% ↑	
Reading	3	53%	40% ↓	47% ↑	
	4	33%	37% ↑	47% ↑	
	5	30%	25% ↓	42% ↑	
	6	50%	54% ↑	54% ↓	
	7	60%	53% ↓	49% ↓	
	8	71%	63% ↓	65% ↑	
	Total	50%	46% ↓	51% ↑	
Science	4	67%	68% ↑		
	8		42%	25% ↓	
	Total	67%	55% ↓	25% ↓	

Figure: State % Proficient by Grade

Brooklyn Dreams Charter School

12.1 Subgroup State Achievement Data

		2020-21	2021-22	2022-23	YOY Proficiency Change
All Students		44%	41% ↓	47% ↑	
EL Status	EL Student	23%	26% ↑	26% ↓	
	Non-EL Student	48%	44% ↓	52% ↑	
Ethnicity	American Indian or Ala...				
	Asian	68%	55% ↓	49% ↓	
	Black or African Ameri...	38%	40% ↑	46% ↑	
	Hispanic	52%	38% ↓	45% ↑	
	Native Hawaiian or Pa...				
	White			77%	
FRL Status	Free	38%	36% ↓	42% ↑	
	Reduced	63%	70% ↑	68% ↓	
	Not Eligible	56%	53% ↓	59% ↑	
Gender	Female	50%	48% ↓	52% ↑	
	Male	39%	34% ↓	41% ↑	
Homeless Status	Homeless				
	Non-Homeless	44%	41% ↓	47% ↑	
IEP Status	IEP Student	20%	19% ↓	22% ↑	
	Non-IEP Student	54%	47% ↓	53% ↑	
Student Tenure	< 3 Years	32%	44% ↑	45% ↑	
	3+ Years	49%	40% ↓	48% ↑	

Figure: State % Proficient by Subgroup

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

Test scores increased across all grade levels.

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

Start before school tutoring and Saturday school tutoring next year.

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

Both student groups showed an increase in test scores.

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

Continue to identify books and context of learning in which boys thrive and begin to use those things as we engage with instruction.

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

Students that identify as being homeless increased.

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

Have another point of contact as families go through the enrollment process to make sure that we are catching any possible families in that situation.

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

Data that was collected was inclusive about this population.

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

We need to obtain more data with this population.

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

The total percentage of students stayed the same at 25% this school year.

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

We were able to hire a third ELL teacher to provide services for our ELL scholars last year and we are looking to have these educators push into the classrooms to provide support for ELL students.

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

African American and Hispanic students have grown.

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

We will offer more supports to have students practice the skills that they need to grow as well as the chance to practice information taught daily.

13.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

Challenges standards - Reading Standards: Literary and Informational Text; Strong standards- Determine the meaning of words, phrases, figurative language, academic, and content-specific words.

What trends have been identified in Reading?

That we as as school we finally achieved over 50%, but we still need to grow more.

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

We are starting Saturday school tutoring earlier in the school year.

Writing

What strengths and challenges in Writing have been identified?

Student are aware of the different types of writing but need to practice how to develop 4.0 responses of each type.

What trends have been identified in Writing?

That writing needs its own time outside of each subject to be taught and practiced.

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

We are looking to find more time to practice writing strategies in school.

Math

What strengths and challenges in Math have been identified?

The school had the second highest score for math since we have been opened.

What trends have been identified in Math?

The school achieved a score of 47% in math.

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

We are going to increase the practice opportunities before and after school earlier in the school year as well as find people to facilitate these opportunities so that our staff members do not get burned out.

Science

What strengths and challenges in Science have been identified?

Students need more practice with science lab experiments and a scripted program needs to be created for teachers to use so that they become more comfortable with teaching science.

What trends have been identified in Science?

Scores declined in Science from last year to this year.

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

We are going to put in place both K-4 and 5-8 Science Lab teacher

Social Studies

What strengths and challenges in Social Studies have been identified?

We need to be able to consistently be able to provide instruction in Social Studies

What trends have been identified in Social Studies?

We need to guard the Social Studies time more.

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

Prioritizing social studies instruction when we plan events. in grades 3-8

Student Interventions

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

Our school provides multiple chances throughout the learning day for students to practice the skills that they have been taught.

How does your school identify students who need intervention?

Usually we use the bottom quartile of our student population.

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

Interventions for these students are made by our IAT team.

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

These students are reviewed several times as they go through the IAT process to understand what changes in their educational plans need to be made.

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

Our teachers have data days throughout the school year to analyze data and to plan appropriate next steps.

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

Our school utilizes Restorative Justice when we can do so.

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)?

Our school promptly interviews HQ staff and engages with them in many different ways so that they have a vested interest in the school.

Staff Professional Development (When answering these questions consider both supplemental (grant funded) PD as well as NHA or district provided PD)

What staff development offerings were the most effective last year?

The staff development offerings that were most impactful were the once that gave teachers better understanding of the math and ELA curricular tools. Additionally, the PD around the Gradual Release of Responsibility have been particularly impactful for student learning.

How do you know the PD was effective?

We know that the PD was effective through teacher feedback and implementation of the curricular tools.

How will the learning be sustained moving forward?

We will continue to have PD offerings that give better clarity on the curricular tools and the GRR process.

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

Our teachers will receive these offerings both after school during regularly scheduled PD time after school on Mondays as well as during common planning time with other teammates that teach the same content.

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.

Teachers need to better understand how to teach the content they provide instruction in. Our Title II, Part A program will address those needs.

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

Brooklyn Dreams Charter School

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.

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In addition to utilizing differentiated instruction and implementing professional learning communities, the school has also adopted a system that ensures that teachers and students can establish and communicate about student learning goals and track student progress through the formative assessment process. Research supports these schoolwide reform strategies. Specifically, research has demonstrated that “goal setting has a general tendency to enhance learning” (Marzano, 2007). As such, the school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success that they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals- which align with all applicable Department of Education guidelines- teachers can effectively provide feedback on student learning through the use of formative assessment. Marzano points out that “major reviews of research on the effects of formative assessment indicate that it might be one of the more powerful weapons in a teacher’s arsenal” (2007). W. James Popham describes formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics” (2008). Since teachers of the school have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed in the school’s classrooms.

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

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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.

14.0 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?

There has been some progress made on the school's Wellness Goals.

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

Yes the Wellness Policy and its goals are positively impact student wellness, nutrition, and regular physical activity.

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

The policy does not need to be changed but needs to be followed more consistently.

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

They needs to be followed consistently.

15.0 School Improvement Goals

Action Plan for Continuous Improvement

Goal	Improve Math Scores
Baseline Data	47% on State Test in 2021-2022.

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Area of Need	Math								
Root Cause	Abstract concepts, students needing practice.								
Strategies	More Professional Development and practice opportunities for the students								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Teacher PD	8/26/24	6/24/25	Leadership						
Student Tutoring	10/1/24	5/30/24	Staff						
Saturday School	10/5/24	5/31/25	Staff						

Goal	Improve Science Scores								
Baseline Data	25% on State Test in 2022-2023								
Area of Need	Science								
Root Cause	Not enough practice manipulating science materials in lab setting and chances to review the curriculum with teachers on a consistent basis.								
Strategies	More time on task with Science Materials and Instruments and more Science PD for teachers								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity	Action	Begin	End	Staff	Funding	Measurement	Goal	Note

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	y Type	n Steps	Date	d Date	Responsi ble	g	ent of Progress	Statu s	s
Science Lab	9/9/24	5/30/25	Leade rs and Staff						
Science PD	9/9/24	5/30/25	Leade rs and Staff						
Science Through Non-Fictional Texts	9/9/24	6/24/25	Staff						

16.0 Evaluation of School Improvement Efforts

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

Seeing if the school was able to meet the goal

Please complete the following review of the goals from the previous year, if available.

17.0 Professional Learning Plan

In accordance with ESSA, the academy provides high-quality and ongoing professional learning for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The school plans to carefully integrate its professional learning for the staff—for both teachers and paraprofessionals—into its collaborative team-focused culture and its

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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
	1.5	State of the School Address	School Overview	School Overview	General	60
	1.5	Connecting our Core Values and our Purpose	School Culture	Culture sets the foundation for learning to take place.	General	60
	1.5	Corrective Reading and Reading Mastery	Intervention	Helps service bottom quartile of student population	Grants	60
	1.5	C & I ELA	ELA	ELA best practices and information on how to use the curricular tools better.	General	60
	1.5	C & I Math	Math	Math best practices and information on how to use the curricular tools better	General	60
	1.5	Science Training	Science	Science best practices and	General	60

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				information on how to use the curricular tools better		
	1.5	How to work with Special Education students	Special Education	Ideologies and techniques to work with students special needs	General	60
	1.5	Information about providing instruction for students who are learning English as a second language	ELL	Strategies to support English Language learners	General	60

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
NYC 70th Precinct	Community Relations
Junior Achievement	Community Relations/Social Studies Education
Carvel/Cinnabon	Community Relations

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 2024	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 2024	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2024	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2025	Parent SIP Meeting

April 2025

Spring Parent/Teacher Conferences

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.

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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,

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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.