

National Heritage Academies

# School Improvement Process Workbook

Student Intervention Services  
May 2025

## 1.0 Overview - SIP Workbook

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

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

### 1.1 Schoolwide Plan Introduction

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

<b>School Improvement Process Activities</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>
Comprehensive Needs Assessment & Goal Identification completed	10/31/25	10/31/26	TBD	TBD
Schoolwide Plan reviewed and updated	11/30/25	11/30/26	TBD	TBD
Effectiveness of school improvement process in school evaluated	11/20/25	11/20/26	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	12/18/25	12/18/26	TBD	TBD
Title I Parent Meetings	3/1/25	3/2/26	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 2024-25

Teachers	\$196,988	43.9%
Social Work	\$93,650	20.9%
Supplies	\$53,085	11.8%
Counselor	\$45,523	10.1%
Paraprofessionals	\$40,135	8.9%
Professional Development	\$11,062	2.5%
Before/After School	\$5,870	1.3%
Parent Family Engagement	\$1,725	0.4%
Indirect Expenses	\$650	0.1%
All	\$448,689	100.0%

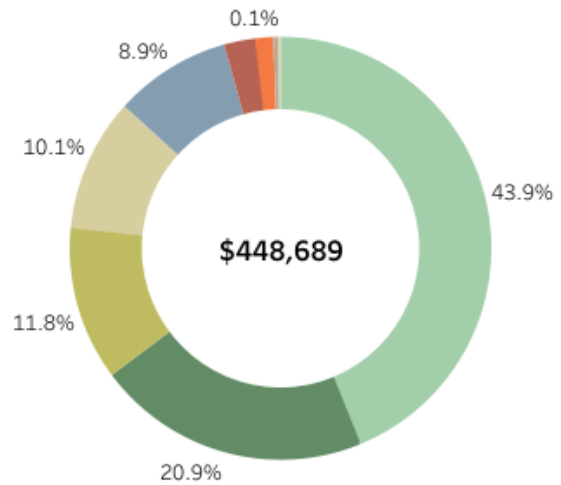


Figure: Grant Allocation Summary

**Select a date for your SIP staff meeting.**

03/24/2025

### 4.0 Collaboration with Parents

**Select a date for your SIP parent meeting.**

03/24/2025

### 5.0 Collaboration with the School Board

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

03/12/2025

## 6.0 Program Evaluation Overview

ESSA requires that schools must annually:

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

## 7.0 Comprehensive Needs Assessment - Overview

ESSA requires that schools must annually:

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

The Program Evaluation should be completed as part of the Comprehensive Needs Assessment and School Improvement Process and must be completed before submission of the ESSA Consolidated Application. The process must be completed with stakeholder input. Sign-in sheets, agendas and minutes for all meetings should be kept on file.

- Directions: Complete your school specific Program Evaluation Template sent to you via email by the Program Accountability Advisor Team and upload here.
- Add upload button for Program Evaluation

## 8.0 Staff Data

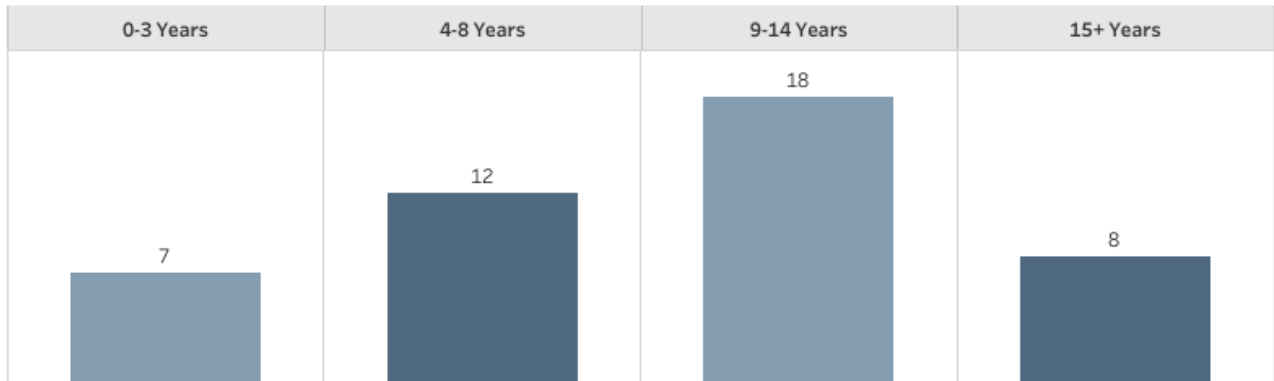
## Brooklyn Dreams Charter School

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

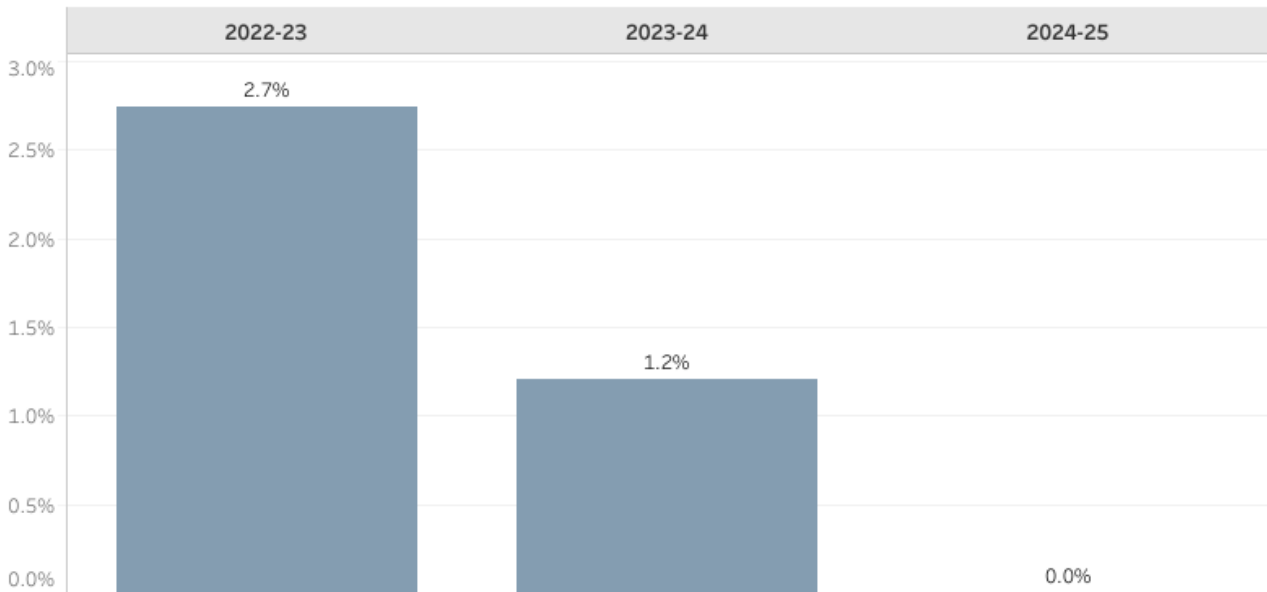


\* Includes both NHA and prior teaching experience.

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

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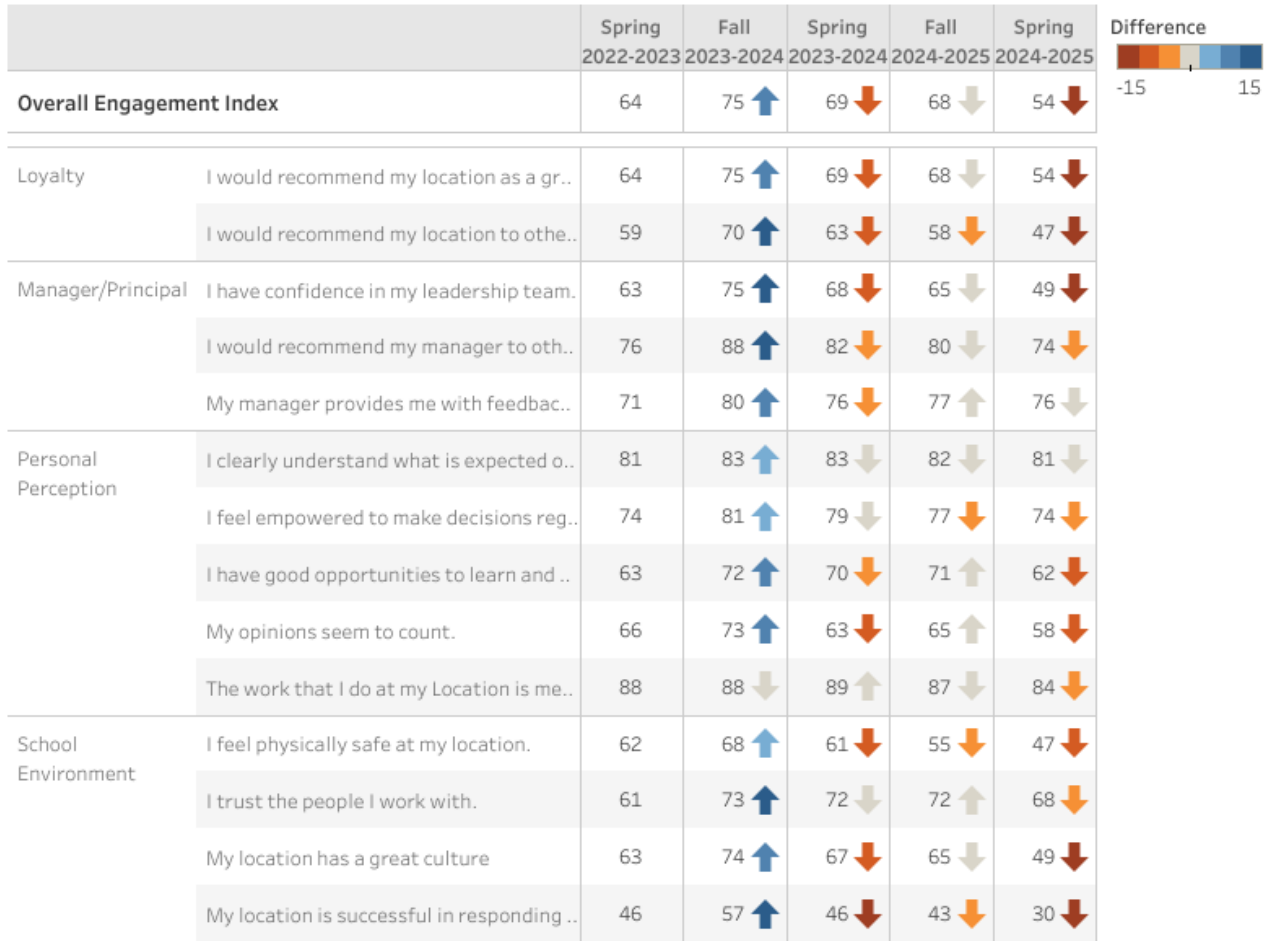


Figure: Staff Perceptions

### What trends do you notice in your school staff data?

The decrease in teacher turnover from 17.28% in the 2023-24 school year to 4.26% in the 2024-25 school year is a significant positive change and speaks to improvements in retention and possibly a more stable work environment. However, despite this decrease, there are areas of concern, particularly in terms of teacher engagement, loyalty, and safety. Teachers do feel that that feedback is given frequently, they are receiving more opportunities to learn, and they are feeling that their opinions matter.

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

Organize regular recognition and appreciation events, such as teacher of the month, or public acknowledgment during staff meetings, to reinforce that teachers are valued. Build a culture of continuous improvement by encouraging teachers to reflect on their



## Brooklyn Dreams Charter School

own teaching practices, set goals for growth, and collaborate with colleagues on how to improve teaching and learning in the school. Teachers should feel like they are part of a culture that is constantly evolving and improving. This means not only improving instructional practices but also improving leadership and staff relationships. While the decrease in teacher turnover is a positive sign, the decline in engagement, loyalty, and safety suggests that there are underlying issues that need to be addressed. By focusing on providing regular, actionable feedback, creating opportunities for professional growth, valuing teachers' opinions, and ensuring both physical and emotional safety, the school can foster a more supportive and engaging environment for teachers. These changes, along with maintaining the momentum of improved retention, will help create a more positive and productive work culture that can ultimately benefit both teachers and students.

### 9.0 Parent Perception Data

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

		2021-22	2022-23	2023-24	2024-25	YOY Change
Loyalty	Likelihood to Enroll Next Year		49% (143)			
	Likelihood to Recommend School	42% (142)	44% (156) ↑	52% (123) ↑	55% (55) ↑	
	Overall Satisfaction	32% (142)	37% (156) ↑	47% (126) ↑	38% (56) ↓	
Academics	Child Receiving High-Quality Education		41% (151)	46% (118) ↑	39% (57) ↓	
	Satisfaction With Child's Academic Progress	59% (145)				
Schoolwide Behavior System	Discipline is Handled Effectively at This School	51% (145)	37% (147) ↓	49% (115) ↑	31% (55) ↓	
	School Provides Safe Environment	53% (288)	44% (146) ↓	55% (116) ↑	33% (54) ↓	
Communication	Leadership Communication		39% (155)	50% (122) ↑	52% (56) ↑	
	School Communication	55% (143)				
	Teacher Communication	67% (145)	45% (152) ↓	55% (117) ↑	53% (55) ↓	
Moral Guidance	Moral Focus Impact		46% (151)	45% (118) ↓	41% (56) ↓	
	School Delivers Moral Guidance	49% (288)				

Figure: Parent Survey Results

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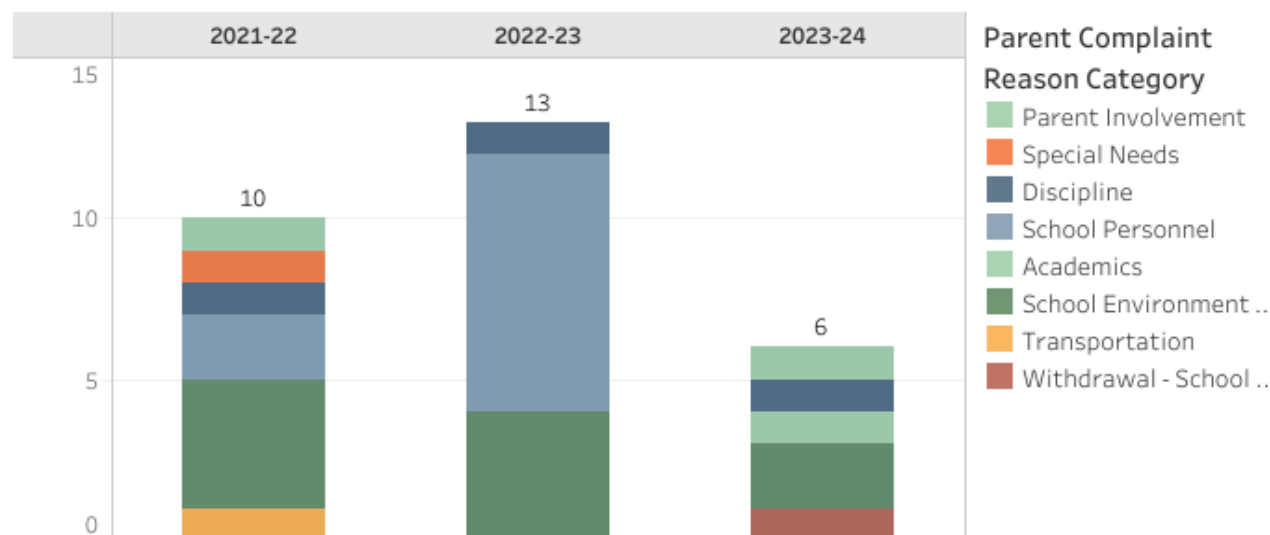


Figure: Parent Complaint Counts

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

It's encouraging to hear that the parent perception data indicates positive trends in areas such as loyalty, academics, the schoolwide behavior system, and communication. These improvements suggest that efforts within the school community are having a meaningful impact on parent satisfaction and involvement. A decline in how parents view the impact of the moral focus in our school is an important concern, especially when it comes to fostering a strong school culture and ensuring that students develop positive character traits.

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

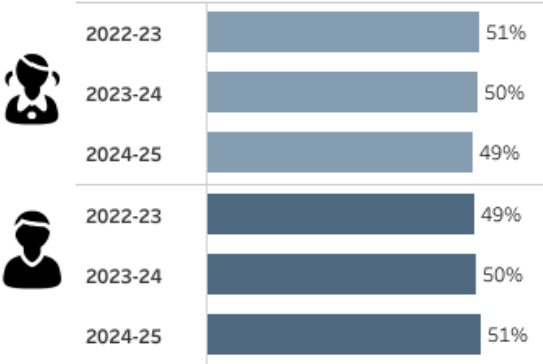
Revisit and re-communicate the importance of the moral focus in the school's culture. This includes emphasizing that the moral focus is not just about behavior management, but also about building students' character and values that will help them succeed both academically and socially. Engage parents through regular communication (newsletters, parent-teacher conferences, or school-wide events) to remind them of the core values and how they are interwoven with the academic curriculum and school culture.

## 10.0 Demographic Data

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

### Gender



### Enrollment

Grade	2022-23	2023-24	2024-25
K	44	26 ↓	19 ↓
1	56	45 ↓	30 ↓
2	50	53 ↑	46 ↓
3	59	46 ↓	53 ↑
4	62	59 ↓	44 ↓
5	68	57 ↓	61 ↑
6	78	68 ↓	51 ↓
7	81	82 ↑	61 ↓
8	78	70 ↓	79 ↑

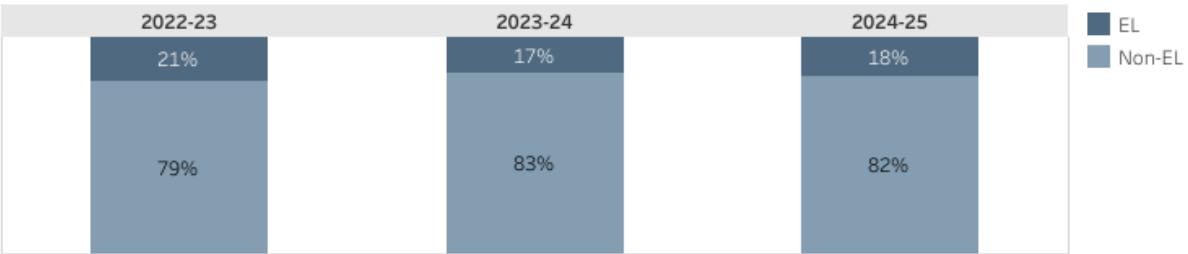
### Ethnicity

American Indian or Alaskan Native	2022-23	1.2%
	2023-24	1.6%
	2024-25	1.1%
Asian	2022-23	11.5%
	2023-24	10.7%
	2024-25	11.5%
Black or African American	2022-23	62.8%
	2023-24	62.6%
	2024-25	60.6%
Hispanic	2022-23	20.0%
	2023-24	20.9%
	2024-25	22.3%
Native Hawaiian or Pacific Islander	2022-23	1.0%
	2023-24	1.2%
	2024-25	0.9%
White	2022-23	3.5%
	2023-24	3.0%
	2024-25	3.6%

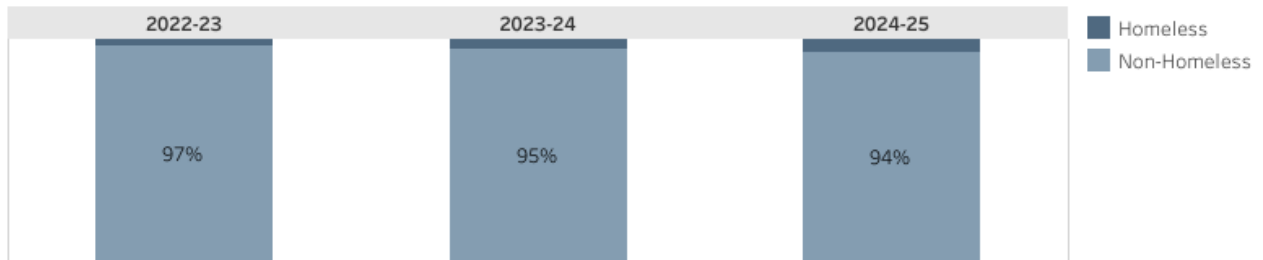
Figure: Gender, Ethnicity, and Enrollment

## Brooklyn Dreams Charter School

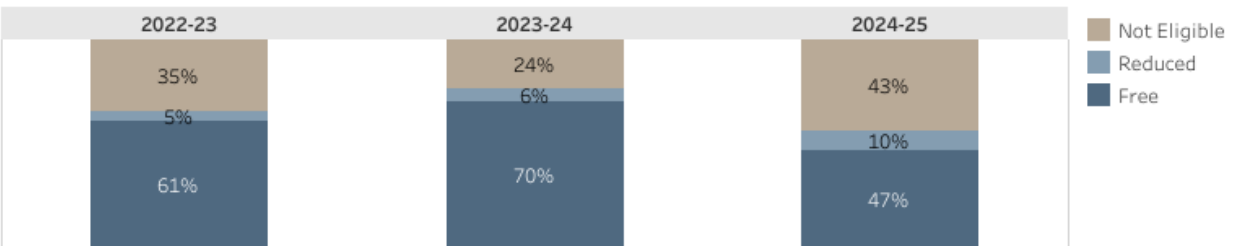
% EL



% Homeless



% FRL



% IEP

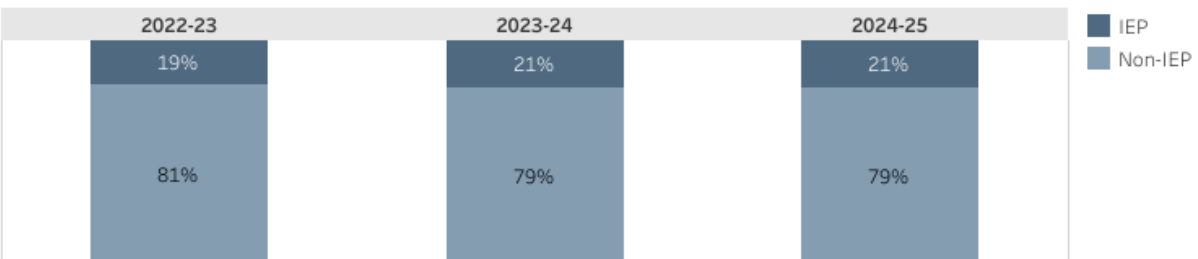


Figure: % EL, % Homeless, %FRL, % IEP

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

There is an increase in the EL population going from 17% in 2023-24 to 18% in 2024-25. There is also a slight dip in the % of Homeless students. The other observation is that students who are not eligible for free or reduced lunch has increased from 24% in 2023-24 to 43% in 2024-25.

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

The increase in the EL population suggests that more students are coming to the school who need additional language support. This trend emphasizes the importance of providing targeted resources and support systems to ensure these students are successful academically and socially. We will work towards ensuring that teachers receive professional development in differentiating instruction for EL students. In addition to offering language support services for parents, such as translation or bilingual family liaisons, to ensure clear communication between the school and families.

## 10.1 Student Attrition Data

### Year End

	2021-22	2022-23	2023-24	YOY Difference
Attrition	25.5%	24.2% ↓	21.6% ↓	-15% 15%

### Year-To-Date

	5/12/2023	5/12/2024	5/12/2025
Attrition	10.3%	8.4% ↓	11.2% ↑

\* 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?**

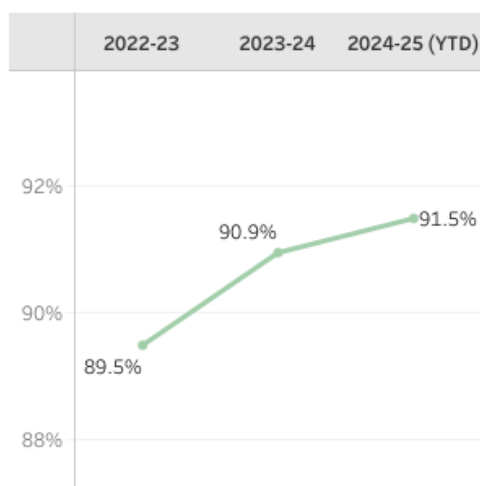
The increase in student attrition from 8.3% in March 2024 to 10.2% in March 2025 indicates a noticeable rise in the number of students leaving the school. Understanding the underlying factors behind this trend and developing strategies to address and reduce attrition is crucial for maintaining school stability and ensuring that students have the continuity they need for academic success. The attrition rate has increased by 1.9 percentage points over the span of a year. This could be due to a variety of factors, including families moving, dissatisfaction with the school experience, academic struggles, or even financial challenges.

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

Increase opportunities for student engagement and extracurricular involvement, which can make students feel more connected to the school and less likely to leave. This could include academic clubs, sports teams, and leadership opportunities. By conducting a thorough analysis of why students are leaving, improving student engagement, addressing academic and social-emotional support needs, and strengthening communication with families, we can work to reduce attrition and improve retention. Keeping a pulse on the reasons behind attrition and taking proactive steps to address those issues will ultimately help create a more stable and supportive environment for all students, leading to long-term success for the school community.

## 10.2 Student Attendance

Average Daily Attendance Rate



Student Absence Distribution

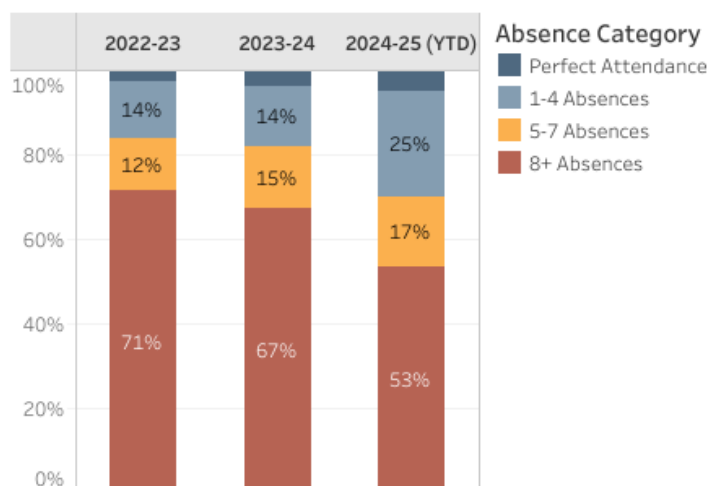


Figure: Student Attendance

**What trends do you notice in your student attendance data?**

The increase in the average daily attendance rate from 90.0% in 2023-24 to 91.4% in 2024-25 is a positive trend, indicating that more students are attending school regularly. Improved attendance is linked to better academic outcomes and can be a sign of increased student engagement and satisfaction with the school environment.

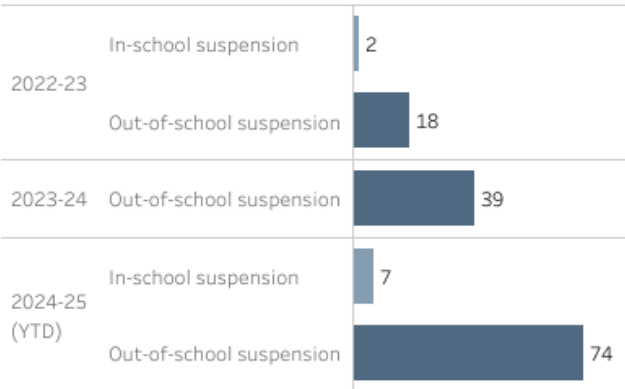
**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Increased communication with parents about the importance of regular attendance could have contributed to better student attendance. Schools that engage families in attendance efforts often see a positive impact. We can continue or expand attendance incentive programs that recognize students with excellent or improved attendance. We will consider rewards such as certificates, special events, or classroom celebrations for high attendance rates. To continue this upward trend, it's important to keep addressing the factors that contribute to absenteeism, celebrate and reward good attendance, and work to eliminate any barriers that may prevent students from attending regularly. By maintaining a focus on student engagement, strengthening parent communication, and providing support for students in need, the school can further improve attendance and set students up for greater success both academically and socially.

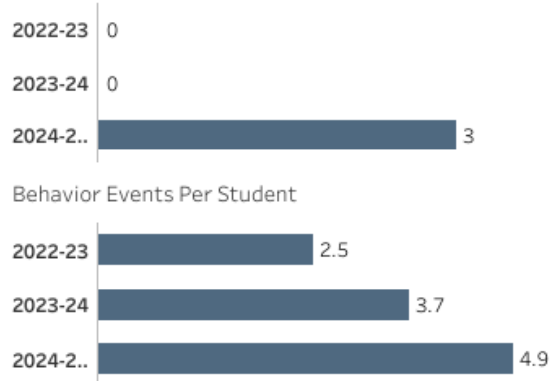
### **10.3 Student Discipline**

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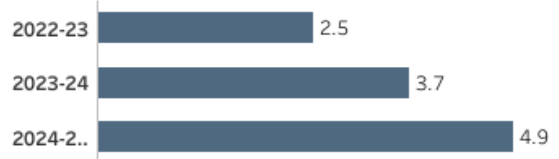
### Suspensions



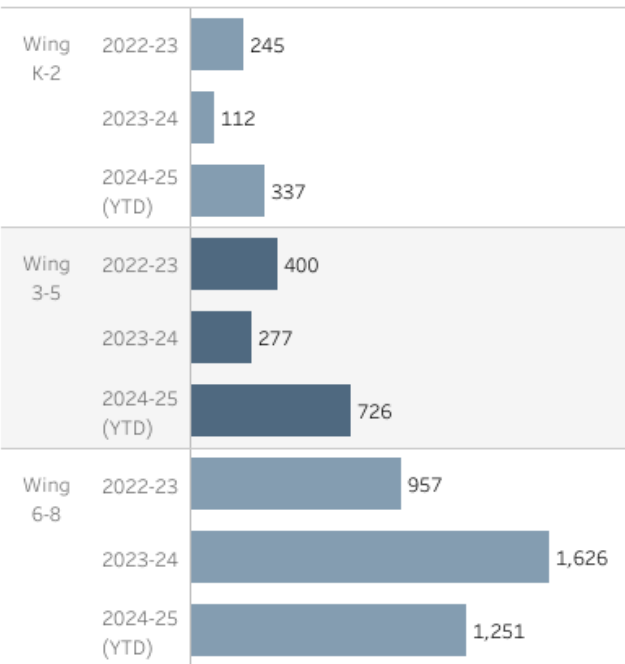
### Behavior Plans



### Behavior Events Per Student



### Events by Wing



### Events by Gender

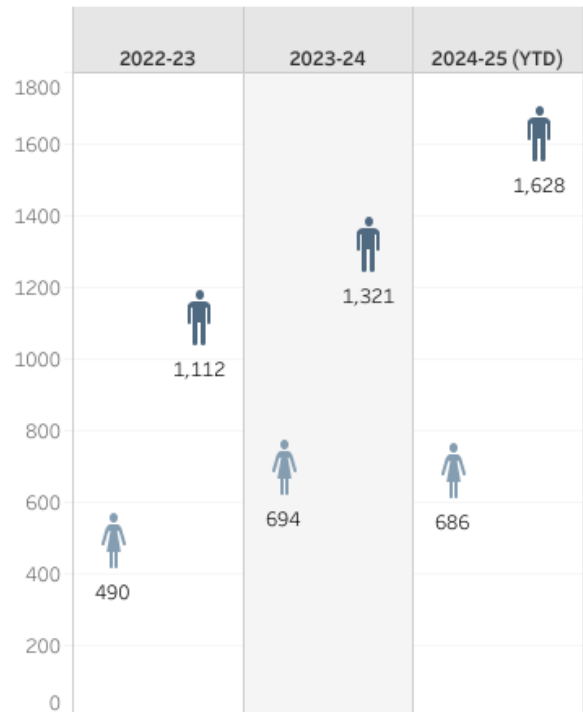


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

### What trends do you notice in your student discipline data?

The increase in out-of-school suspensions (OSS) from 39 in 2023-24 to 64 YTD in 2024-25, along with the rise in events by wing in lower grade levels (K-2 and 3-5) and the decrease in events in middle school (6-8), indicates notable shifts in student behavior and disciplinary measures across different grade levels. OSS increased from



39 in 2023-24 to 64 YTD in 2024-25. This suggests a significant rise in the number of students being suspended, which indicate stricter disciplinary policies.

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

Provide staff training on trauma-informed practices and de-escalation strategies to help reduce the need for suspensions. This could support teachers in handling disruptive behaviors effectively without resorting to exclusionary practices. Provide additional behavioral coaching for teachers and staff working with younger students, helping them address challenging behaviors in a proactive way. Expand the use of restorative circles, peer mediation, and other non-punitive disciplinary approaches to address student behavior and resolve conflicts. Training staff to implement these practices consistently can reduce the reliance on out-of-school suspensions. The increase in out-of-school suspensions, especially in the early grade levels, and the rise in behavior incidents in K-5 classrooms indicate a need for stronger support systems for both students and staff. While the decrease in middle school behavior incidents is promising, the overall trends highlight areas for improvement, particularly in addressing early behaviors, implementing restorative practices, and reassessing suspension policies. By focusing on early intervention, proactive behavior support, and restorative practices, the school can work to reduce suspensions and create a more positive, supportive environment for all students.

## 11.0 School Community Summary

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

Brooklyn 11230 is home to a significant Jewish population, particularly the Orthodox Jewish community. This area is also culturally diverse, with a sizable presence of Russian, Latino, and Middle Eastern families, contributing to a multicultural environment. The area is residential but also includes a mix of commercial hubs, community centers, and places of worship, serving the diverse needs of the population. The ethnic composition is varied, with a notable presence of Jewish, Russian, Hispanic, and Caribbean populations. This diversity influences the culture of local schools and the need for programs that cater to various cultural backgrounds. The median household income in 11230 tends to be moderate to middle-class, though there is significant income variability across the neighborhood. Areas closer to Kings Highway or other

major commercial districts may have a more affluent demographic, whereas pockets of the neighborhood have lower-income households. Economic disparities within the neighborhood exist, with certain families experiencing economic hardship, while others have greater financial stability. Access to affordable housing and healthcare services can be significant challenges, especially for low-income families. The diversity of the community presents unique challenges in education. With students from various cultural, linguistic, and religious backgrounds, schools in this area need to provide multilingual educational support, culturally responsive teaching, and programming that is inclusive of all backgrounds. English Language Learners (ELLs) may require additional language support to succeed in an English-dominant school environment. Ensuring that curriculum and teaching methods are adaptable to a range of student needs is vital.

## 12.0 Student Interim Data

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

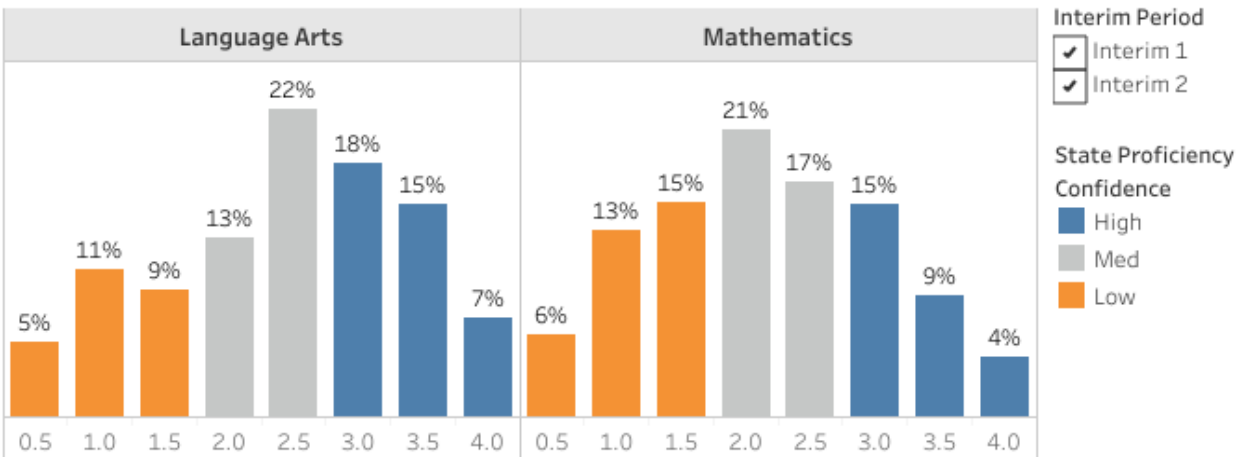


Figure: Interim Scaled Score Distribution

### 2024-25 Percent At or Above 3.0

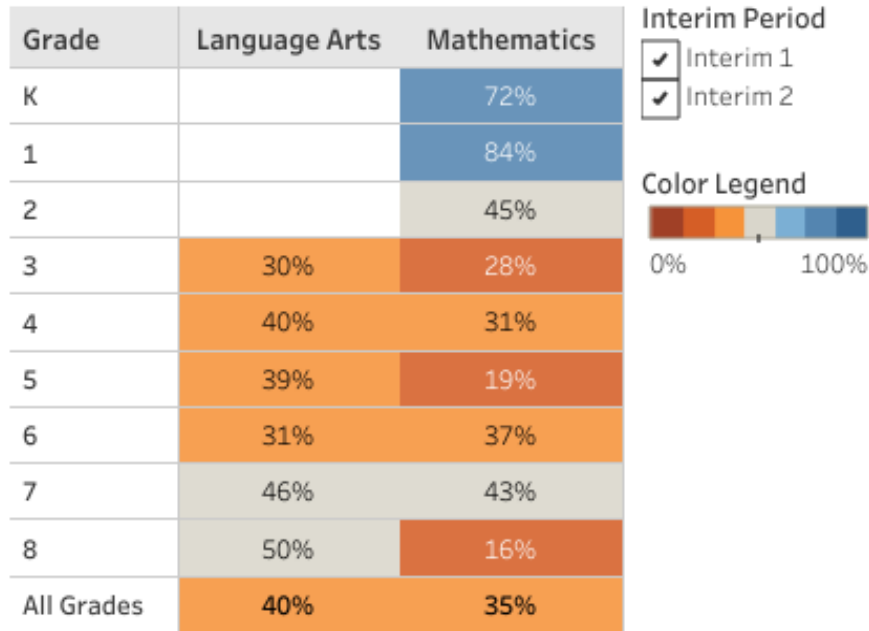


Figure: Interim Percent At or Above 3.0

#### What trends do you notice in your student interim data?

While 40% of scholars meeting the expected level in ELA shows that a portion of students are performing at grade-level proficiency, there is still a substantial portion of students who are not meeting expectations (60%). A 40% proficiency rate in ELA suggests that there may be gaps in foundational literacy skills or difficulties in specific areas of reading, writing, and comprehension. Targeted interventions may be necessary to address these gaps and increase the number of students reaching proficiency. The 35% proficiency rate in math suggests that a smaller proportion of students are meeting grade-level expectations compared to ELA. This may indicate that math concepts are more challenging for students in this cohort, and additional focus may be needed. The 35% proficiency rate in math points to a significant gap in student understanding and suggests that more targeted support, perhaps in the form of individualized tutoring, focused small-group instruction, or additional practice, may be necessary.

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

With a large percentage of students falling below the 3.0 level in both ELA and math, it is critical to focus on tiered interventions. By doing data dives from the interim

assessments, teachers can identify specific areas of weakness for individual students and adjust instructional strategies accordingly. Instruction should be differentiated to meet the varying needs of students. Small-group instruction, targeted interventions, and tailored resources could be implemented to provide more support for students not yet meeting the 3.0 benchmark. Deans working alongside core teachers to address misconceptions and gaps in learning helps support remediation instruction, where teachers are able to provide additional opportunities for scholars to gain understanding in the missed concepts and skills.

### **13.0 State Test Data**

# Brooklyn Dreams Charter School

		2021-22	2022-23	2023-24	YOY Proficiency Change
Math	3	40%	38% ↓	45% ↑	 -15% 15%
	4	39%	48% ↑	39% ↓	
	5	28%	46% ↑	44% ↓	
	6	32%	43% ↑	41% ↓	
	7	27%	47% ↑	46% ↓	
	8	29%	58% ↑	37% ↓	
	Total	32%	47% ↑	42% ↓	
Reading	3	40%	47% ↑	44% ↓	
	4	37%	47% ↑	52% ↑	
	5	25%	42% ↑	42% ↓	
	6	54%	54% ↓	55% ↑	
	7	53%	49% ↓	52% ↑	
	8	63%	65% ↑	62% ↓	
	Total	46%	51% ↑	52% ↑	
Science	4	68%			
	5			25%	
	8	42%	25% ↓	24% ↓	
	Total	55%	25% ↓	25% ↓	

Figure: State % Proficient by Grade

## Brooklyn Dreams Charter School

### 13.1 Subgroup State Achievement Data


































		2021-22	2022-23	2023-24	YOY Proficiency Change 
All Students		41%	47% 	45% 	
EL Status	EL Student	26%	26% 	26% 	
	Non-EL Student	44%	52% 	49% 	
Ethnicity	American Indian or Ala..				
	Asian	55%	49% 	44% 	
	Black or African Ameri..	40%	46% 	44% 	
	Hispanic	38%	45% 	43% 	
	Native Hawaiian or Pa..				
	White		77%		
FRL Status	Free	36%	42% 	41% 	
	Reduced	70%	68% 	78% 	
	Not Eligible	53%	59% 	60% 	
Gender	Female	48%	52% 	48% 	
	Male	34%	41% 	40% 	
Homeless Status	Homeless			33%	
	Non-Homeless	41%	47% 	45% 	
IEP Status	IEP Student	19%	22% 	23% 	
	Non-IEP Student	47%	53% 	50% 	
Student Tenure	< 3 Years	44%	45% 	39% 	
	3+ Years	40%	48% 	47% 	

Figure: State % Proficient by Subgroup

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

3rd grade has increased in proficiency from 38% in 2022-2023 to 45% in 2023-2024 in Math. 4th Grade has increased from 47% in Reading in 2022-2023 to 52% in 2023-2024. 7th grade has increased in Reading from 49% in 2022-2023 to 52% in 2023-2024. Grades 4-8 have decreased in proficiency in math from 2022-2023 to 2023-2024.

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

Opportunities of growth include increasing the math proficiency in 3-8 by having teachers analyze data and adjust their instruction to fill the learning gaps of scholars.

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

The female subgroup has stayed at 48% from 2021 to 2023. Males have increased from 34% in 2021 to 40% in 2023.

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

Opportunities include providing rich and rigorous text across grade-levels.

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

Students who are in this subgroup are performing at 33% proficiency according to our state proficiency scales for the state assessments.

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

Opportunities include providing them with resources of support outside of school hours. This includes afterschool clubs, afterschool tutors, and extra-curriculars. In addition, providing them with access to services from our Behavior, Emotional, Support, Team to address any emotional needs.

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

Students in this subgroup have stayed at a consistent level of 26% proficiency from 2021-2022 to 2023-2024.

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

Opportunities include providing support in ELL, offering access to social-emotional learning resources from the SEL team, encouraging family engagement through multilingual communication and outreach. In addition to providing targeted academic interventions or tutoring programs. Afterschool tutoring programs for families of in this subgroup can also provide an additional avenue of support to allow further language acquisition and ability to integrate further into the community.

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

Students in this subgroup have stayed at a consistent level of 26% proficiency from 2021-2022 to 2023-2024.

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

Opportunities of growth creating more opportunities for co-planning to occur amongst the ELL teachers and the general education homeroom teachers.

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

Black and African American subgroup has grown from 40% in 2021 to 44% in 2023. Hispanics grew from 38% in 2021 to 43% in 2023.

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

Provide targeted interventions for students in these subgroups who are struggling academically. This may include small-group tutoring, peer mentoring, or access to academic support programs.

## **14.0 Comprehensive Needs Summary**

### **Reading**

**What strengths and challenges in Reading have been identified?**

Reading proficiency falls around 52% on the previous New York State Assessment. Reading proficiency has increased in Interim 2 results from 2020 to 2025 from 40% proficiency to 46% proficiency. The challenges that have been presented is that we have steadily decreased in the bottom quartile of our Early Literacy Percentile.

**What trends have been identified in Reading?**



## Brooklyn Dreams Charter School

The number of EL students who are not proficient has doubled in Early Literacy from 2022 – 2025. Similarly, the Asian and Hispanic subgroups have been negatively impacted by doubling in number of students who are not proficient in reading skills. Since 2023 to 2025, a large percentage of the students who are decreasing in their proficiency levels are students who are first year students.

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

School opportunities include providing additional afterschool support for the ELL population. Other opportunities include incorporating more audits of the Reading Intervention program across K-8, which would promote the program to be conducted with fidelity.

### **Writing**

**What strengths and challenges in Writing have been identified?**

Students demonstrated a general increase in writing capabilities. One common challenge is that students struggle with organizing their ideas logically and structuring their writing in a clear and cohesive manner. This could involve difficulties with creating strong thesis statements, maintaining focus in paragraphs, and using transitions effectively.

**What trends have been identified in Writing?**

Some students may lack motivation to write, particularly if they perceive it as a tedious or difficult task. Writing reluctance can stem from a lack of confidence, past negative experiences, or feeling that writing assignments are irrelevant.

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

Engage students by offering writing topics that align with their interests, providing choice in assignments, and creating a positive writing culture through celebration of students' written work.

### **Math**

**What strengths and challenges in Math have been identified?**

Numeracy skills across kindergarten to first grade have steadily improved. Math proficiency has increased in Interim 2 results from 2020 to 2025 from 29% proficiency to 32% proficiency.

**What trends have been identified in Math?**

With only 32% of students meeting proficiency, a significant portion of students still need targeted support. There may be achievement gaps, particularly for students in subgroups such as English Language Learners (ELLs), students with disabilities, or those from economically disadvantaged backgrounds.

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

Implement differentiated instruction and targeted interventions for students who are performing below grade level. Regular formative assessments can help pinpoint areas of weakness, allowing teachers to adjust instruction accordingly.

## **Science**

**What strengths and challenges in Science have been identified?**

5th graders were able to score at 25% proficiency on their first attempt of taking the science state test. Students in grade 8 decreased in proficiency from 2021 to 2022 and remained stagnant from 2022 to 2025.

**What trends have been identified in Science?**

Students have been steadily decreasing in proficiency from 2021 to 2024.

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

School opportunities for growth include having data analysis meeting with core and math teachers on responding to student needs and differentiating instruction.

## **Social Studies**

**What strengths and challenges in Social Studies have been identified?**

Students are receiving access to rigors historical text in the upper middle school levels. Consistent social studies instruction needs to be provided to students in higher grade-levels.

**What trends have been identified in Social Studies?**

Students need to be able to apply the skills that are taught in their ELA classes to transfer into their instruction for Social Studies.

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

Prioritizing social studies instruction through rich text that is cross curricular with skills aligned to reading comprehension.

## **Student Interventions**

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

To ensure that all students learn at a high level, schools typically implement a variety of strategies, systems, and practices aimed at fostering an inclusive, supportive, and challenging learning environment. Below are key practices that a school might follow to support high-level learning for all students. Teachers may adjust lesson pacing, provide scaffolding, use varied resources (e.g., visual aids, hands-on materials, technology tools), and offer tiered assignments. For example, struggling students might receive additional support in small groups, while advanced students are challenged with more complex tasks or projects. Teachers may use adaptive learning software like DreamBox or Lexia, which personalize math and reading lessons to meet students' individual learning levels. Teachers regularly monitor students' progress and adjust their instruction accordingly.

### **How does your school identify students who need intervention?**

Identifying students who need intervention is a crucial part of ensuring that all students receive the support they need to succeed academically and socially. We use a combination of data-driven processes, assessments, and observations to identify students requiring additional support. Teachers analyze formative assessments (quizzes, exit tickets, classwork), summative assessments (unit tests, state exams), and interim assessments (e.g., benchmarks, progress monitoring tools) to identify students who are not meeting grade-level expectations. Ongoing monitoring of student progress, especially for students who are receiving interventions, ensures that any issues are identified quickly, and interventions are adjusted as necessary.

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

To support students who need the most instructional support, we employ a combination of in-class strategies and intervention programs designed to address both academic and behavioral needs. Teachers adjust their teaching methods, materials, and pacing to accommodate the diverse learning needs of students within the general education classroom. RTI is a multi-tiered approach that provides increasing levels of support based on the intensity of student needs. Students who are struggling receive more targeted interventions. Students with documented disabilities are provided services tailored to meet their individual needs through an Individualized Education Plan (IEP). Technology-based or skill-specific intervention programs provide additional practice and personalized learning opportunities. Programs like Lexia, DreamBox, or IXL provide students with adaptive learning experiences that cater to their individual needs, adjusting the difficulty level based on student performance.

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

Teachers regularly assess student progress using both formal and informal assessments to determine whether interventions are working or if more support is needed. Based on student performance, interventions are either intensified (e.g., moving to a more individualized approach) or adjusted to better meet the needs of the student.

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

Teachers often participate in Professional Learning Communities (PLCs) where they meet regularly to review student data. In these meetings: They analyze assessment results (formative, summative, interim, or standardized test data) to identify patterns of performance across different student groups. Teachers discuss student progress, share successful strategies, and brainstorm ways to address areas where students are struggling. Analyzing data helps teachers tailor their instruction to meet the needs of individual students and groups. Group students based on their learning needs. For example, teachers might create small groups for differentiated instruction, focusing on students who need targeted support.

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

To support efforts to reduce the overuse of discipline practices that remove students from the classroom, it's important to create a positive and proactive school culture where students feel supported, understood, and engaged. By implementing restorative practices, we focus on repairing harm, building relationships, and addressing the root causes of disruptive behavior rather than simply punishing students.

**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)?**

We promote a healthy work-life balance by encouraging teachers to take time for themselves and offering mental health resources such as counseling services or wellness programs. We offer positive feedback and constructive evaluations, ensuring that teachers feel appreciated for their efforts and are given opportunities to improve. Teachers who have opportunities to advance their careers are more likely to stay motivated and committed to their roles. We provide leadership opportunities, such as becoming a department head, instructional coach, or a member of the school leadership team.

**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?**

Creating a Collaborative Professional Learning Community was the most effective PD from last year. PLCs provide teachers with time to collaborate, analyze student data, and share best practices. Teachers who work together in a structured way can identify successful strategies, address challenges, and implement solutions across grade levels or subjects. When teachers collaborate effectively, it can result in improved classroom practices, better differentiation, and a more cohesive approach to curriculum delivery.

**How do you know the PD was effective?**

Teachers were better equipped to make instructional adjustments based on real-time data, leading to more targeted interventions and stronger student progress.

**How will the learning be sustained moving forward?**

To ensure that the learning from Professional Development (PD) on Professional Learning Communities (PLCs) is sustained moving forward, it's essential to create structures and strategies that help reinforce and apply the concepts learned in the PD sessions. Continue to Schedule weekly PLC meetings where teachers can continue to collaborate, analyze data, share best practices, and discuss student progress. Deans School and Principal should provide regular check-ins with PLC teams, monitor progress on goals, and offer feedback. School leadership should also encourage a culture where collaboration is valued, and time for PLC work is prioritized.

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

Instructional coaches support teachers through one-on-one coaching, co-planning lessons, modeling effective teaching strategies, and providing feedback after observations. Coaches may focus on specific areas such as classroom management, data-driven instruction, or differentiated teaching.

**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 the ability to analyze and use student performance data to inform their instructional decisions. This includes understanding how to assess students' needs, track progress, and adapt lessons accordingly. Teachers who can effectively use data are better equipped to identify learning gaps, adjust instruction in real time, and provide targeted interventions, leading to improved academic outcomes for all students. Title II will fund professional development on data analysis, formative assessments, and how

## Brooklyn Dreams Charter School

to use assessment data to make informed instructional decisions. Teachers will receive training on how to use data to identify gaps in student learning, monitor progress, and adjust instruction to meet the needs of all students.

### Schoolwide Reform Strategies

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

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

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

One research-based schoolwide reform strategy that the school has adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. According to Tomlinson and Eidson, differentiated instruction “refers to a systematic approach to planning curriculum and instruction for academically diverse learners” and is “a way of thinking about the classroom with the dual goals of honoring each student’s learning

needs and maximizing each student's learning capacity" (2003). The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. The school believes that "only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place" (Tomlinson, 2003). As such, the school employs differentiated instruction in order to address the needs of all children in the school—particularly those at risk of not meeting challenging State standards.

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

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

## Brooklyn Dreams Charter School

Since teachers of the school have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed in the school's classrooms.

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

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

### Instruction by Highly Qualified Teachers

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

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

### Strategies to Attract High Quality Teachers



## Brooklyn Dreams Charter School

The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies, include the following: - Establishing close relationships with local universities and colleges with teacher education programs. - Yearly attendance at college teacher specific job fairs. - Internal teacher job fair events sponsored by National Heritage Academies. - Advertising positions through online college postings, newspaper advertisements, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees. - Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education. - Providing a comprehensive orientation that facilitates a successful transition into teaching. - Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program. - Including teachers in the continuous improvement planning process, and other school initiatives and activities.

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

### 15.0 Evaluation of School Improvement Efforts

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

We look at look at various student achievement data points such as state test scores, interim assessments, formative assessments, and performance on specific learning targets.

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

## 16.0 School Improvement Goals

### Action Plan for Continuous Improvement

Goal	Icrease Math proficiency on state assessment								
Baseline Data	39% in 2023-24								
Area of Need	Math								
Root Cause	Numeracy competency needs to be addressed across grade levels and reading comprehension of word problems needs to be supported.								
Strategies	Deans will be facilitating data dives with homeroom and math teachers on analyzing student data and providing remediations towards misconceptions.								
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
Instructional Coaching	9/16/24	6/20/25	Administrators						
Math PLCs	1/5/25	5/16/25	Administrators						

Goal	Increase Science proficiency on state assessment								
Baseline Data	25% in 5th Grade in 2023-24, 24% in 8th Grade in 2023-24								
Area of Need	Science								

## Brooklyn Dreams Charter School

Root Cause	Increased exposure to labatory experiments for students. Lack of training in diving into data analysis for science standards.								
Strategies	Deans will be facilitating data dives with science teachers on analyzing student data and providing remediations towards misconceptions. Science teachers will offer more lab opportunities.								
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
Instructional Coaching	9/16/24	6/20/25	Administrators						
Science PLCs	3/1/25	5/2/25	Administat ors						

## 17.0 Professional Learning Plan

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

The school plans to carefully integrate its professional learning for the staff—for both teachers and paraprofessionals—into its collaborative team-focused culture and its ongoing teacher supervision and support model. The cornerstone of that model is the grade level team arrangement which provides daily opportunities for common planning/professional learning time for the grade level teams within the regular school

# Brooklyn Dreams Charter 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.**

<b>Date</b>	<b>Content Hours</b>	<b>Title</b>	<b>Objectives</b>	<b>PD Type (Required, Grants, or General Funded)</b>	<b># of Estimated Attendees</b>	<b>Intended Audience</b>
9/9/2024	1.5	Safety	Review school safety protocols	Safetu	Required	70
10/21/2024	1.5	Teacher Redirections & 100% Accountability	Review strategies to support classroom culture	ELA, Math, Science, and Social Studies	General Funded	70
11/5/2024	1.5	Whole-Class Reset & Attention Getter	Review strategies to support classroom culture	ELA, Math, Science, and Social Studies	General Funded	70
11/7/2024	1.5	Testing Expectations	Review testing protocols and norms	ELA, Math, and Science	General Funded	70
11/27/2024	1.5	Data-Dive Lead Instruction	Set expectations for PLCs and Data-dives	ELA, Math, and Science	General Funded	70
12/2/2024	1.5	Intentional Circulation	Review strategies to support classroom culture	ELA, Math, Science, and Social Studies	General Funded	70

Brooklyn Dreams Charter School

1/6/2025	1.5	Positive-Learning Community Norms and Real-time Feedback	Review expectations for PLCs and providing feedback	ELA, Math, Science, and Social Studies	General Funded	70
1/13/2025	1.5	Demystifying Disability	?Recognize the benefits of neuroaffirming model of disability and explore implementation	Special Education	General Funded	70
2/10/2025	1.5	24-25 Safety Reboot	Reviewing safety protocols	Safety	Required	70
3/3/2025	1.5	Glnt Survey Feedback Follow-Up	Review Glint Survey with staff	School Survey	General Funded	70
3/10/2025	2.5	Specially Designed Instruction (SDI)	Review best practices in Special Education	Special Education	General Funded	12
3/24/2025	1.5	NY State Mandatory Testing	Review testing mandates, protocols, and procedures	ELA, Math, Science, and Social Studies	Required	70
10/14/24	8.0	Regional PD	Review Content	ELA, Math, Science, and Social Studies	Required	70+
3/31/25	8/0	Regional PD	Review Content	ELA, Math,	General Funded	70+

				Science, and Social Studies		
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## 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
Community Board 14	Thought leadership positioning for BD and platform to promote school programs, tours and student enrollment opportunities.
NYC Council District 45 (CM Farah Louis)	Thought leadership positioning for BD and platform to promote school programs, tours and student enrollment opportunities.
U.S. House of Representatives, District 9 (Rep. Yvette Clarke)	Thought leadership positioning for BD and platform to promote school programs, tours and student enrollment opportunities.

## 19.0 Parent and Family Engagement Plan and Activities Calendar

## Brooklyn Dreams Charter School

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

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

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

Month	Engagement Activity
September 2025	Title I Parent Meeting (includes review/feedback of School Improvement Plan, Parent Involvement Policy, Commitment to Excellence Contracts, Homeless Dispute Resolution and Title I programming)
October 2025	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2025	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2026	Parent SIP Meeting
April 2026	Spring Parent/Teacher Conferences
October 2025	Curriculum Night
December 2025	Gingerbread House Decorating Event

November 2025	Multicultural Day
January 2026	Enrollment Information Meeting

## 20.0 Wellness Policy and Goal Evaluation

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

### **Has progress been made on the Wellness Goals?**

Steady progress has been made towards the Wellness Goals.

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

The Wellness Policy and goals do positively impact student wellness, nutrition, and regular physical activity. Students are more aware of how to maintain a healthy lifestyle filled with balanced meals and continuous movement.

### **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. The wellness policies and goals do have the potential to positively impact student wellness, nutrition, and physical activity when they are well-crafted and effectively implemented.

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

Consistency of the program has to be increased so that all members are implementing the program with more fidelity.

Through these activities and parental/family engagement components, the school assures that it appropriately: 1) provides assistance to parents/families; 2) provides



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

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

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

#### Preschool Transition Strategies

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

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

Further, open-house meetings and events are held at the school over the course of the year in order to encourage area parents and preschoolers to spend time at the school. Kindergarten teachers meet with parents and students, explaining some of what parents and students should expect as the children make the transition into kindergarten.

### Teacher Participation in Making Assessment Decisions

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

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

### Assistance to Students Having Difficulty Mastering Standards

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

As noted above, teachers utilize formative assessment to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. The school believes that "only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place" (Tomlinson, 2003).[1] As such, it employs differentiated instruction in order to address the needs of all children in the school and particularly those at risk of not meeting challenging State standards. As part of this differentiation, teachers use the formative assessment process to ask and answer these questions: 1) What do we want each student to learn? 2) How will we know what each student has learned? and 3)

## Brooklyn Dreams Charter School

How will we respond when students have difficulty learning? By answering these questions collaboratively, teachers ensure that appropriate intervention is delivered to students who are having difficulties mastering challenging state standards.

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

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

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

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

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources, as well as federal sources—including Titles I and IIA—to support the goals identified in the Schoolwide Plan. While funding will not be consolidated, the school's entire educational program is

## Brooklyn Dreams Charter School

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

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

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

### Curriculum Alignment

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

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

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

## Brooklyn Dreams Charter School

the NHA Curriculum, the school utilizes supplemental curricular tools and resources to ensure that students are fully equipped to demonstrate mastery according to the State's expectations.

### Methods of Effective Use of Technology

The school utilizes technology in a variety of ways to support student learning. Some of these may include Accelerated Reader, Lexia, Brain Pop and Raz Kids, which are each used to improve the academic achievement of all students. Additionally, the school uses myNHA to record attendance, discipline reports, and grades to inform instruction and remediation. All staff and students have internet access in order to research educational topics and ensure technology proficiency among students. Likewise, all staff members communicate via e-mail and voicemail to increase parent awareness and student progress.

### On-the-Job Learning

Since the school is a K-8 school that emphasizes a "back-to-basics" curriculum, on-the-job opportunities in a career sense are limited. However, the school does have a strong character education or moral focus component within its curriculum, and in that context, students are expected to serve others via specific service projects that are undertaken at each grade level. Additional on-the-job learning opportunities include: - Safety Monitor - Crossing Guard - Peer Mentoring - Junior Achievement - Career Day - Student Government - College and Career Fair

### Building Level Decision Making

#### Decision Making Process:

Decision-making authority within the school lies with the school's leadership team, although the school values and considers the input and perspective of staff and stakeholders as decisions are made. Each staff member and stakeholder's input is valuable, and decisions become effective only once consensus is achieved among them. Decisions support the vision and purpose of the school, National Heritage Academies, and also the best practices of school improvement research and effective teaching strategies. Staff members and stakeholders participate as appropriate as members of the school operating committees in partnership with the parents.

#### Job Description of the School Improvement Team:

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

## Brooklyn Dreams Charter School

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.