

National Heritage Academies

Brooklyn Excelsior Charter School

2026-2027

School Improvement Plan

June 2026

1.0 Overview Continuous School Improvement Plan and Team Process

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

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

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

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

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

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

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

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

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

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

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

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

Decision-Making Process

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

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

4.0 School Community Partnerships

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

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

Name of partnership organization	Approximate number of years in partnership	Details regarding the benefits of partnership
Smiles NY		This program provides dental exams for students at the school, free of charge.
DREAM SHSI		BECS recommends students to the DREAM SHSI program each year. This program prepares students to take the Specialist High School Admissions Exam.
Brooklyn Botanic Gardens		Students take field trips to BBG each school year.
Project Green Reach		PGR is a BBG-affiliated program that brings hands-on scientific learning experiences to students through visits to the Brooklyn Botanic Garden and in-school or virtual visits from the BBG team.
Lifetouch		Lifetouch is our school photography partner. They visit 2-3 times per year for school picture day and graduation photos. We also use their services to create the 8th grade yearbook.
Eyes on Education		Program that visits BECS each year to provide free eye exams and free glasses to qualifying students.

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Ideal Uniforms		Ideal is our uniform vendor.
City Harvest		BECS partners with city harvest for food and coat drives each year.
81st Precinct		BECS invites members of the 81st precinct to hold assemblies, meet scholars and families, and teach about safety in our community.
Zetta Elliot		Zetta Elliot is an author who visits BECS each year for an author visit in which she reads one of her books to our scholars and discusses her career and education.
Carmen Rubin		Carmen Rubin is an author who visits BECS each year for an author visit in which she reads one of her books to our scholars and discusses her career and education
PikMyKid		A digital dismissal program that BECS has used for 2 years now to improve dismissal procedures and safety.
MetroPlus		MetroPlus Health serves eligible New Yorkers with health care at little to no cost.
High School Fair		High school admission teams from across the city were invited to our BECS high school fair. Scholars and their families were able to interact with the admissions representatives and current students at those schools before applying
National Charter Schools Conference		BECS Board Members attend this conference each year.

5.0 Evaluation of Current School Improvement Efforts

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

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

Current Year Goal #:1

Reduce Chronic Absenteeism

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

We planned to increase parent communication, increase use of incentivizes and celebrations related to student attendance, and plan specials events on high absence dates such as Fridays and school days leading up to scheduled breaks. We made progress in each of these categories as evidenced by perfect attendance bulletin boards updated monthly, quarterly perfect attendance parties with our SEL team, the addition of assemblies and special events on historically low attendance days, and scheduled dress down days/spirit weeks preceding scheduled breaks. However, due to our Attendance Liaison resigning mid-year, parent communication targeting our Tier 2 and Tier 3 families wasn't as consistent as we planned for. Changes in staffing for next year will better equip us to implement this strategy with fidelity.

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

We've seen a high rate of chronic absenteeism in the past 4 years. In 2020-21, 21% of the school population was chronically absent. This rate could be associated with the inclusion of a hybrid/virtual option in schools post COVID. After that, rates increased drastically to 51% in 2021-22, 50% in both 2022-23 and 2023-24, and then 53% in 2024-25. For the current 25-26 school year as of the end of May, we are at 56.2% chronically absent YTD.

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

Unfortunately, due to a staff resignation mid-school year, we were not able to execute the plan as intended. The staff member in this Family & Attendance Liaison role is responsible for the majority of family outreach related to chronic absenteeism. This staff member should be tracking attendance trends, completing early outreach to problem-solve any potential barriers and prevent families from continuing with poor attendance trends. Without a person in this role, deans and teachers had to own this system, causing the outreach to be much less frequent and consistent as compared to having someone in this role full time.

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

Next school year, we have someone new filling the Family & Attendance Liaison position. We plan to put the full plan into effect, including stronger monitoring of attendance data, increased early outreach, in-person ACAP meetings, and an increase

in incentives associated with strong or improved attendance. More specifically, to address this need, the school will strengthen attendance monitoring systems by implementing early identification processes for students at risk of chronic absenteeism and increasing proactive outreach to families. Outreach will begin in September, with contact made to any family with a scholar reaching more than 2 absences that month. Staff will regularly review attendance data to identify trends by grade level, subgroup, and individual student needs in order to provide targeted interventions and support. This effort will be led by our school's Attendance and Family Liaison in partnership with school leadership and classroom teachers. The school will also increase family engagement efforts through consistent communication, attendance meetings, and partnerships with families to reinforce the importance of daily attendance. Positive attendance incentives, recognition programs, and student engagement initiatives will be implemented to encourage consistent attendance habits and strengthen students' connection to school. Additionally, counseling and support staff will collaborate with families and students experiencing attendance challenges to identify barriers and connect them with appropriate support and resources.

Current Year Goal #:2

Show academic gains on 2026 state test data (exceed 57% proficiency on ELA, 46% on Math, and 46% on Science)

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

The strategies we focused on this school year included consistent coaching, intentional data analysis and intervention starting earlier in the school year. Across 3rd-8th grade, we were able to implement the majority of these goals with fidelity. School Leadership partnered with NHA's Curriculum and Instruction team to observe and coach teachers on instructional delivery. ELA and Math meetings centered on instructional delivery and data analysis occurred weekly with teachers. During this time, adjustments were made to intervention groups as needed and reteach plans were created to address trending misconceptions based on exit tickets and common assessment data. Those meetings allowed school leadership to monitor implementation of intervention planning through analysis of student work.

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

The audience for this goal was teachers in our state testing grades, along with additional support from paraprofessionals and school leadership. All parties played a role in implementation of this plan inclusive of consistent coaching from school leadership partnered with the Curriculum and Instruction team, intentional data analysis through weekly data meetings and intervention starting earlier in the school year and between 30 to 45 minutes daily in all ELA and Math classes across grades 3-8.

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

One barrier we faced was high rates of teacher turnover the past 2 school years. During the 2025-26, we started off the year with 8 new teachers in testing grades and one new paraprofessional. As the year progressed, we also had a change in staffing leading to some temporary vacancies filled by substitutes or paraprofessionals and then the onboarding of 6 new teachers testing grade levels mid-year. During vacancies and new staff onboarding, intervention efforts often need to be paused causing disruptions to early intervention systems.

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

While we haven't received the 2026 state test results yet, we can use Interim 3 data to determine if progress has been made towards this goal. In ELA, we had a proficiency rate of 33% on Interim 3 with an additional 25% scoring a 2.5 and considered "medium confidence" for state testing proficiency. Last school year, our ELA Interim 3 proficiency was 36% with an additional 26% at a 2.5. We did take Interim 3 approximately 2 weeks earlier this school year, which could have been a contributing factor to the slight decline in proficiency. In math, we had a proficiency rate of 28% on Interim 3 with an additional 22% scoring a 2.5 and considered "medium confidence" for state testing proficiency. Last school year, our ELA Interim 3 proficiency was 24% with an additional 16% at a 2.5. Similarly to ELA, we did take Interim 3 approximately 2 weeks earlier this school year and still saw an increase in proficiency. The school will certainly continue efforts for an early start to intervention next school year as we did during the 2025-26 school year. Additionally, we plan to implement additional interventions related to K-2 phonics instruction, 3-5 core math instruction, and school-wide ELA annotation and intervention practices to further support increased student performance on high stakes assessments.

Current Year Goal #:3

Address student behavior concerns and reduce school-wide suspensions

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

This goal was to be addressed through establishing clear expectations around BWC with staff and students, stronger consistency and follow through with consequences before reaching suspensions, earlier parent involvement and better incentivizing positive behavior. The main area of concern based on 2024-25 behavior data was our middle school grade levels. This goal was addressed with fidelity as evidenced by 2 full staff Behave with Care trainings during the school year, creation of a lunch detention

system that allows for removal from the lunch room before being escalated to a larger consequence, referring students to IAT and creating BSPs that are tracked and can be shared with families, and connecting trip and elective criteria to behavior expectations.

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

Student behavior and BWC systems was a consistent discussion topic during meetings and Professional Development. Staff working with middle school scholars were the largest intended audience. The school's ABSS and counselor were also heavily involved in supporting school-wide behavior expectations.

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

Systems were put in place to hold students accountable to school wide expectations across the entire school building. However, high teacher turnover and mid-year resignations certainly play a role in varied consistency. Additionally, disruptive behaviors spike during specials instruction and can be addressed more proactively next school year through incentives specific to student behavior during specials blocks, increased parent outreach from specials teachers, and changes in staffing on the specials team.

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

YTD (mid-June), 1,135 level 2 behavior were recorded in grades 6-8. 62 level 3 behaviors and 46 level 5 behaviors were also recorded for this wing. This reflects an increase in level 2 behaviors from the 2024-25 school year which was a recorded 942 entries. However, there was a large decrease in both level 3 and level 5 behaviors, which were at 168 and 146 last school year respectively. These entries decreasing by approximately 100 is indicative of the increase attention on addressing level 2 behaviors immediately before they become patterns or learned behaviors and increase to higher levels within the Behave with Care model. While trends are positive across the middle school wing, there was an increase in behavior entries from 2024-25 to 2025-26 in the 3-5 wing, moving from 125 level 2s, 1 level 3, and 39 level 5s to 700 level 2s, 41 level 3s, and 55 level 5s. Stronger consistency and accountability with behavioral expectations across grades 3-5 is an necessary adjustment for the upcoming school year. High teacher turnover in this wing both for the start of this school year as well as mid-year played a role in the lack of consistency. The behavior data highlights several key opportunities for growth to improve student outcomes. The school can strengthen Tier 1 behavior systems by consistently reinforcing expectations, routines, and positive behavior supports across all classrooms. There is an opportunity to implement more proactive strategies, such as increased use of incentives, recognition systems, and structured engagement techniques, to reduce off-task and defiant behaviors.

Additionally, the school can expand targeted supports for students with repeated behavioral incidents by increasing the use of behavior intervention plans, progress monitoring, and small group or individualized interventions. Strengthening social-emotional learning and self-regulation strategies, particularly in upper elementary and middle school, will also be critical. Finally, using behavior data more strategically to identify trends by grade, time of day, and type of behavior will allow for more targeted and effective interventions. School leadership developing more consistency with data analysis meetings with the school's SEL team would support this effort.

6.0 School Improvement Goals Best Practice Guidelines

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

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

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

Examples of SMART Goal Statements:

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

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

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

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

[1] Emphasis of the use of evidence-based strategies, programs and initiatives is required for ESSA grant-funded programs. ESSA defines the term “evidence-based: when used with respect to an LEA, as an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on the following identified levels.

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

EXAMPLES:

Strategy, Program or Initiative	ESSA Level of Evidence (1-4)	Evidence Based Citation
Academic Intervention	1-Strong	https://www.evidenceforessa.org/program/content-

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Coaches	Evidence	focused-coaching-whole-class/
aimsweb Plus	3- Moderate Evidence	https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/efficacy-assessment-reports/aimsweb-Plus-research-report.pdf
Corrective Reading	3- Promising Evidence	https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120

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

Root Cause Best Practices:

A cause is a “Root Cause” if:

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

A Root Cause should be:

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

A Root Cause should NOT be:

- Identified as a person
- Something you cannot control

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

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

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

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

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

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

Examples of one-time event activities:

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

Examples of ongoing activities:

- Paraprofessionals providing Tier 2 supplemental instruction to the most at-risk students
- Weekly PLC meetings to review and analyze ELA data
- Yearly subscription renewal for a curricular or progress monitoring tool
- Instructional Coaches completing weekly observations to new teachers

7.0 Continuous School Improvement Goals for the Upcoming Year

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

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

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

Continuous Improvement Goals

Required Goal #1

1. SMART goal statement: *Brooklyn Excelsior will strengthen literacy instruction through early ELA intervention efforts, targeting phonics with Kindergarten - 2nd grade scholars and reading comprehension and quality of written responses with 3rd - 8th grade scholars.*

2. Area of need being addressed: *ELA Content - Phonics, Reading Comprehension, and Written Responses*

3. Root Cause: *Comprehension through written responses: Inconsistent schoolwide implementation of literacy strategies and academic language development across content areas, resulting in limited opportunities for students to practice synthesizing information, analyzing texts, and expressing their thinking in writing. Phonics: Teachers have been implementing Reading Mastery at Brooklyn Excelsior as the Tier 1 phonics curriculum. The curriculum was mainly taught by paraprofessionals and reading interventionists as opposed to the classroom teachers. This led to a disconnect in the classrooms teachers' understanding of some of the literacy deficits (and strengths) their scholars faced, resulting in inconsistency with data-driven quick drills and minimal communication between parent and teacher regarding progress on phonics skills and grade-level goals. Phonics: Teachers have been implementing Reading Mastery at Brooklyn Excelsior as the Tier 1 phonics curriculum. The curriculum was mainly taught by paraprofessionals and reading interventionists as opposed to the classroom teachers. This led to a disconnect in the classrooms teachers' understanding of some of the literacy deficits (and strengths) their scholars faced, resulting in inconsistency with data-driven quick drills and minimal communication between parent and teacher regarding progress on phonics skills and grade-level goals. Phonics: Teachers have been implementing Reading Mastery at Brooklyn Excelsior as the Tier 1 phonics curriculum. The curriculum was mainly taught by paraprofessionals and reading interventionists as opposed to the classroom teachers. This led to a disconnect in the classrooms teachers' understanding of some of the literacy deficits (and strengths) their scholars faced, resulting in inconsistency with data-driven quick drills and minimal communication between parent and teacher regarding progress on phonics skills and grade-level goals. Phonics: Teachers have been implementing Reading Mastery at Brooklyn Excelsior as the Tier 1 phonics curriculum. The curriculum was mainly taught by paraprofessionals and reading interventionists as opposed to the classroom teachers. This led to a disconnect in the classrooms teachers' understanding of some of the literacy deficits (and strengths) their scholars faced, resulting in inconsistency with data-driven quick drills and minimal communication between parent and teacher regarding progress on phonics skills and grade-level goals.*

4. Baseline data (Where are you starting?):

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5. End target measure (Where do you want to be?):

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1	Early Intervention using Text Annotations, Ready, iReady, and NHA's ELA and Writing Curriculum		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1: The school will establish a consistent, schoolwide approach to literacy instruction by embedding common reading and writing strategies—such as annotating texts, citing relevant evidence, and using structured response frameworks—into ELA, Math, Science, and Social Studies instruction.	June 2026	Sep 2026	School Leadership and Curriculum & Instruction Partners in collaboration with teaching staff
Activity #2: Teachers will participate in ongoing professional development focused on integrating literacy and academic language into content instruction, including modeling how to support students in synthesizing information and constructing written responses.	June 2026	Sep 2026	School Leadership and Curriculum & Instruction Partners
Activity #3: The school will implement clear expectations for student discourse and writing across classrooms, including the use of sentence stems, academic vocabulary routines, and exemplars to support all learners, particularly English Language Learners.	Aug 2026	June 2027	Classroom Teachers in partnership with EL Teachers
Activity #4: Teachers will use interim assessment data and formative checks to plan targeted small group instruction and reteaching opportunities that address gaps in comprehension and written expression. This analysis will begin during end of year and summer planning sessions to allow for a “Fast Start” to intervention in September. 2026 Spring Interim, iReady, and Aimsweb data will be utilized during these planning sessions, along with	Sep 2026	June 2027	Classroom Teachers

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State Test results once released.			
Activity #5: School leaders will conduct regular observations and provide coaching to ensure consistent implementation of these strategies, monitor progress, and adjust support as needed to improve student outcomes.	Sep 2026	June 2027	School Leadership
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2	Strengthening Core Phonics Instruction in K-2 with the use of Reading Mastery as additional intervention		
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1: All K-2 classes will be utilizing a new phonics curriculum next school year for Tier 1 instruction called From Phonics to Reading. This comprehensive foundational skills program is authored by Wiley Blevins and based on his research-based book, A Fresh Look at Phonics. It is a classroom-ready, compact program providing everything needed for efficient Tier 1 and Tier 2 instruction and practice including:- A systematic, instructional scope and sequence- Daily application of phonics skills to authentic reading and writing experiences- High-impact phonics routines such as blending, dictation, word building, word sorts, and reading accountable text- Formal Review and Repetition cycle that is embedded in the DNA of the program to monitor student progress- Built-in professional development to provide rich, impactful phonics instruction. The program includes consumable Student Books for each student with aligned digital resources to help students learn foundational skills and immediately apply them to reading and writing with resources with use of their classroom Chromebooks. The student resources include:- Active, engaging, and thought-provoking	May 2026	June 2027	All BECS Staff

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lessons and practice including engaging online interactive activities- Tear-out letter/word cards and take-home books with controlled and decodable text written by the author- Opportunities for guided spelling through dictation exercises- Embedded review and repetition cycle for mastery. The program showed success in other K-2 classes at schools across our network, and we are looking forward to implementing it across the wing next school year. - A systematic, instructional scope and sequence- Daily application of phonics skills to authentic reading and writing experiences- High-impact phonics routines such as blending, dictation, word building, word sorts, and reading accountable text- Formal Review and Repetition cycle that is embedded in the DNA of the program to monitor student progress- Built-in professional development to provide rich, impactful phonics instruction. The program includes consumable Student Books for each student with aligned digital resources to help students learn foundational skills and immediately apply them to reading and writing with resources with use of their classroom Chromebooks. The student resources include:- Active, engaging, and thought-provoking lessons and practice including engaging online interactive activities- Tear-out letter/word cards and take-home books with controlled and decodable text written by the author- Opportunities for guided spelling through dictation exercises- Embedded review and repetition cycle for mastery. The program showed success in other K-2 classes at schools across our network and we are looking forward to implementing it across the wing next school year.			
Activity #2: School leaders alongside ELA Curriculum & Instruction team members will train teachers on the new curriculum during summer planning. They will assist with co-planning during the early stages of curriculum rollout.	June 2026	Oct 2026	School Leadership & Curriculum and Instruction Partners

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Activity #3: From Phonics to Reading will be taught by the classroom teacher and has a bank of formative assessments and quick drills directly aligned to the scope and sequence followed by the curriculum.	Sep 2026	June 2027	Classroom Teachers
Activity #4: Reading Mastery will still be available for Tier 3 differentiated phonics instruction led by the school's special education and paraprofessional teams. This will allow for a double dose of phonics instruction when appropriate.	Sep 2026	June 2027	Special Education Teachers, At-Risk Teachers, and Paraprofessionals
Activity #5: School leaders will conduct regular observations and provide coaching to ensure consistent implementation of these strategies, monitor progress on aligned formative assessments, and adjust supports as needed to improve student outcomes.	Sep 2026	June 2027	School Leadership & Curriculum and Instruction Partners

Required Goal #2

1. SMART goal statement: *Brooklyn Excelsior will strengthen Tier 1 core mathematics instruction in 3rd - 5th grade through intentional planning support provided to teachers during summer training, on-going coaching of math teachers throughout the school year, and data-driven intervention from teachers and interventionists*
2. Area of need being addressed: *Strengthening Tier 1 Core Mathematics Instruction*
3. Root Cause: *We teach the Bridges Mathematics curriculum in 3-5 grade math classrooms. The Bridges unit overviews and lesson plans are both very dense, requiring large amounts of planning time for unpacking and prep by math teachers. Teachers expressed difficulty with unpacking Bridges Mathematics lessons independently. While school leaders and Curriculum and Instruction team members are available for coaching and support, the time it often took to unpack each lesson even with the help of a coach, was a concern. Additionally, the Bridges curriculum did not provide teachers with daily exit tickets or practice problems resulting in either delays in obtaining standard-aligned data on student progress or low-rigor, poorly aligned teacher-made resources. Additionally, high turnover in our math department this school year led to inconsistency with high-quality instruction and curriculum consistency.*
4. Baseline data (Where are you starting?):
5. End target measure (Where do you want to be?):

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Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1			
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1			
Activity #2			
Activity #3			

Optional Goal #1. SMART goal statement:

2. Area of need being addressed: [Improving Student Attendance and Reducing Chronic Absenteeism](#)

3. Root Cause:

4. Baseline data (Where are you starting?):

5. End target measure (Where do you want to be?):

Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #1			
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1			
Activity #2			
Activity #3			
Evidence-based programs, strategies, initiatives, and activities for implementation to meet the goal			
Name of Evidence-Based Program, Strategy, or Initiative #2			
Specific Adult-Based Activities/Actions (must have at least 3 activities per strategy)	Begin Date	End Date	Staff Responsible
Activity #1			
Activity #2			

Appendix A

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

Best Practice: Within the OnBase platform on myNHA, download the instructions for each task and use the templates and resources linked within the instructions to complete each task.

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

Resources

Questions?

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