

National Heritage Academies

School Improvement Process Workbook

Student Intervention Services
October 2025

1.0 Overview - SIP Workbook

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

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

1.1 Schoolwide Plan Introduction

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

School Improvement Process Activities	2025-26	2026-27	2027-28	2028-29
Comprehensive Needs Assessment & Goal Identification completed	May 2025	April 2026	TBD	TBD
Schoolwide Plan reviewed and updated	May 2025	April 2026	TBD	TBD
Effectiveness of school improvement process in school evaluated	May 2025	April 2026	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	May 2025	April 2026	TBD	TBD
Title I Parent Meetings	November 2024	September 2025	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 Excelsior 2024-25

Paraprofessionals	\$187,827	45.0%
Social Work	\$89,874	21.5%
Coaches	\$63,279	15.2%
Teachers	\$43,374	10.4%
Supplies	\$27,539	6.6%
Parent Family Engagement	\$5,000	1.2%
Indirect Expenses	\$650	0.2%
All	\$417,544	100.0%

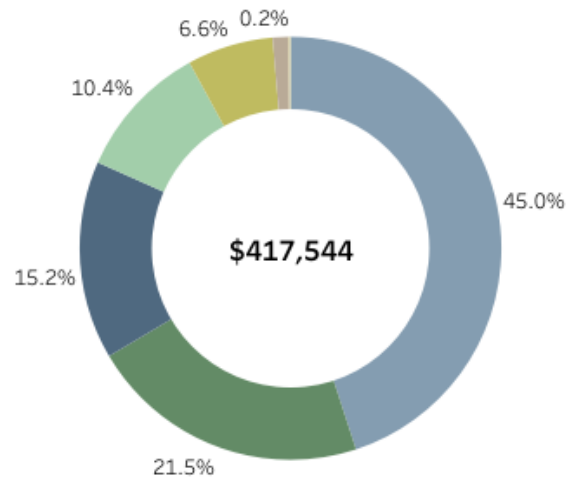


Figure: Grant Allocation Summary

Select a date for your SIP staff meeting.

03/10/2025

4.0 Collaboration with Parents

Select a date for your SIP parent meeting.

04/10/2025

5.0 Collaboration with the School Board

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

04/02/2025

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

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

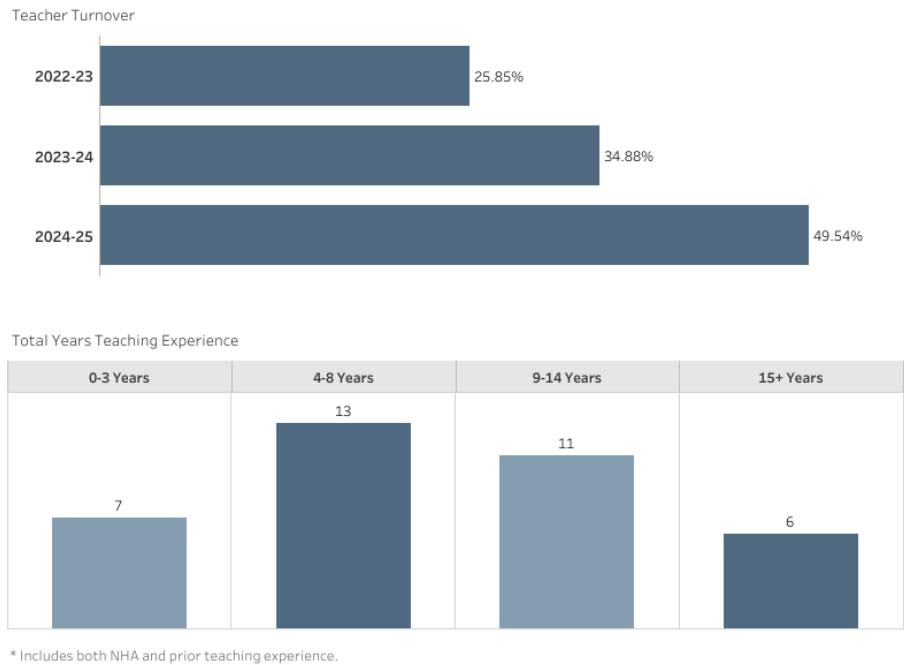


Figure: Teacher Turnover and Years Teaching Experience

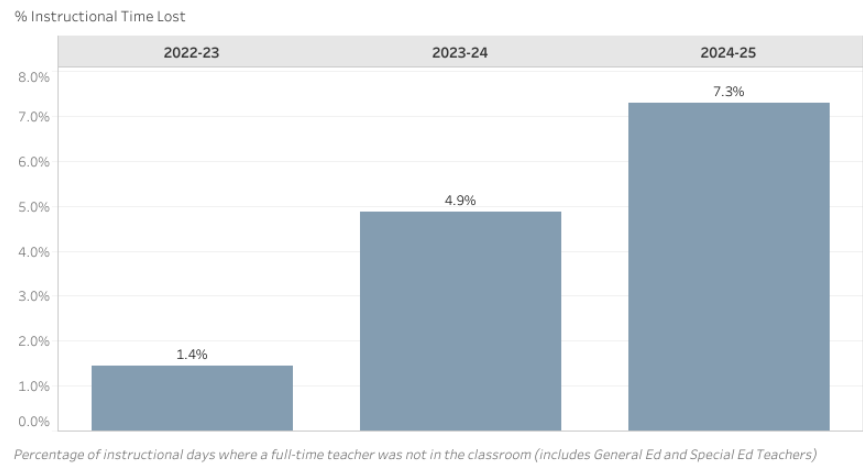


Figure: Teacher Absences and % Instructional Time Lost

Brooklyn Excelsior Charter School

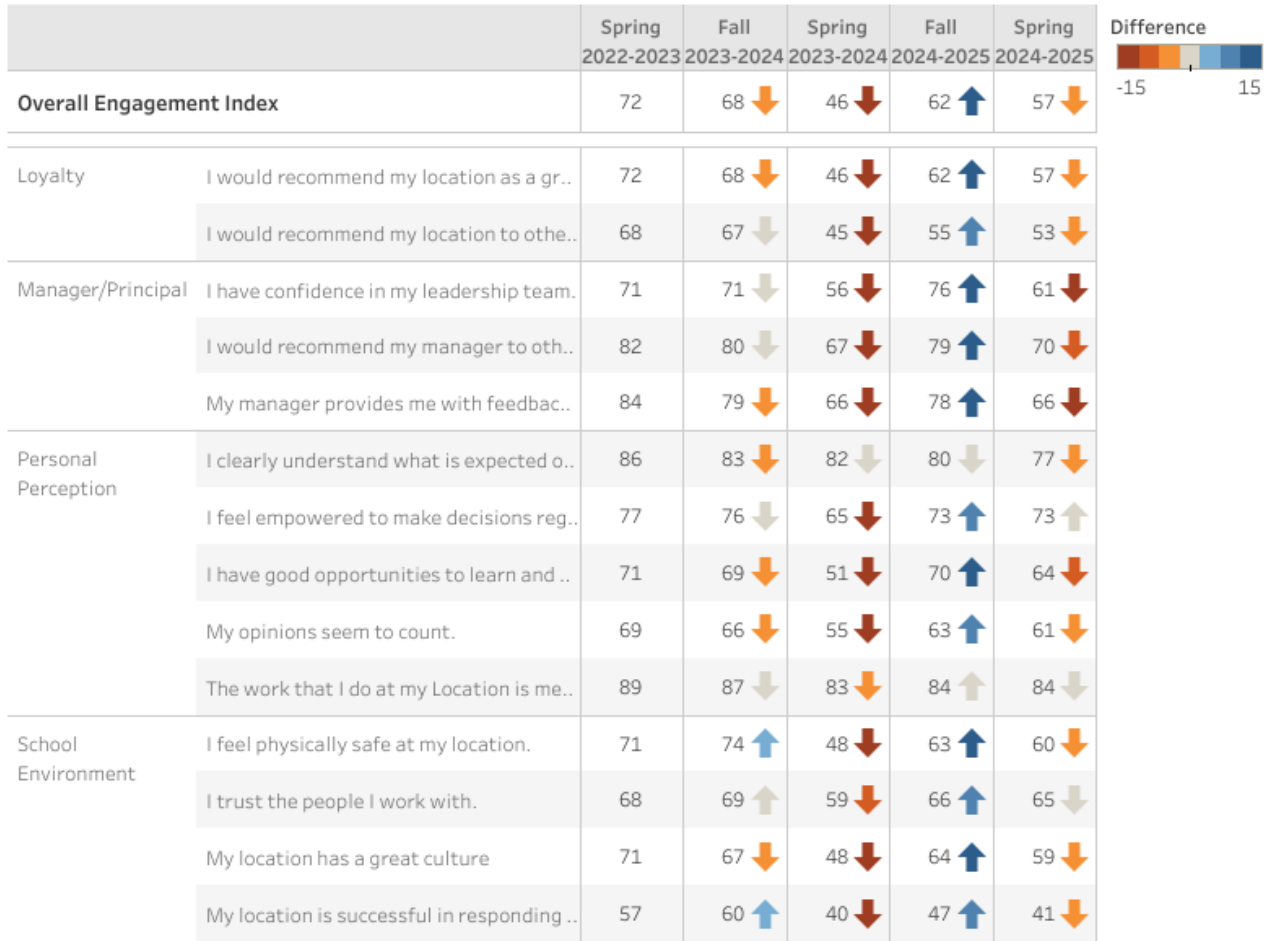


Figure: Staff Perceptions

What trends do you notice in your school staff data?

We have the lowest teacher turnover in 2024-25 compared to the prior 2 school years. The majority of the teaching staff have between 4 and 8 years of experience. There are 5 teachers with 3 or fewer years of experience as well. There was the highest percentage of instructional time lost this school year at 6.0%. Regarding staff perceptions, there was a positive increase in 13 out of 14 indicators as well as overall engagement in the Fall of 2024. In Spring of 2025, there was a decrease in satisfaction across 13 out of the 14 indicators. That being said, overall engagement is higher this spring than last spring (46 to 57). Across all indicators, we had the highest satisfaction on "the work that I do at my location is meaningful" and the lowest satisfaction on "location is successful in responding to student behaviors".

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

Improvement of staff culture and engagement is a big focus for us. This school year, we introduced BECS Olympics and a wheel of appreciation during PD and full staff meetings to celebrate and recognize staff effort and build stronger relationships among colleagues. We plan to continue utilizing full staff meetings to not only deliver training and information but also strengthen colleague relationships through engagement activities. We hope this would positively impact staff loyalty, school culture, and overall engagement. Additionally, to address the low satisfaction with our responses to student behaviors, we intend to continue Behave with Care resets next school year, but hold them more frequently. The plan is to use a PD session following each break (summer, winter, and spring) to reset these expectations with staff 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		58% (188)			
	Likelihood to Recommend School	58% (149)	55% (196) ↓	56% (103) ↑	41% (39) ↓	
	Overall Satisfaction	44% (151)	45% (195) ↑	52% (103) ↑	34% (38) ↓	
Academics	Child Receiving High-Quality Education		49% (191)	53% (101) ↑	28% (36) ↓	
	Satisfaction With Child's Academic Progress	66% (151)				
Schoolwide Behavior System	Discipline is Handled Effectively at This School	57% (151)	45% (187) ↓	47% (101) ↑	33% (36) ↓	
	School Provides Safe Environment	72% (302)	55% (189) ↓	60% (102) ↑	36% (36) ↓	
Communication	Leadership Communication		47% (191)	56% (101) ↑	41% (37) ↓	
	School Communication	62% (149)				
	Teacher Communication	65% (150)	54% (191) ↓	60% (104) ↑	38% (37) ↓	
Moral Guidance	Moral Focus Impact		55% (188)	52% (99) ↓	39% (36) ↓	
	School Delivers Moral Guidance	65% (300)				

Figure: Parent Survey Results

Brooklyn Excelsior Charter School

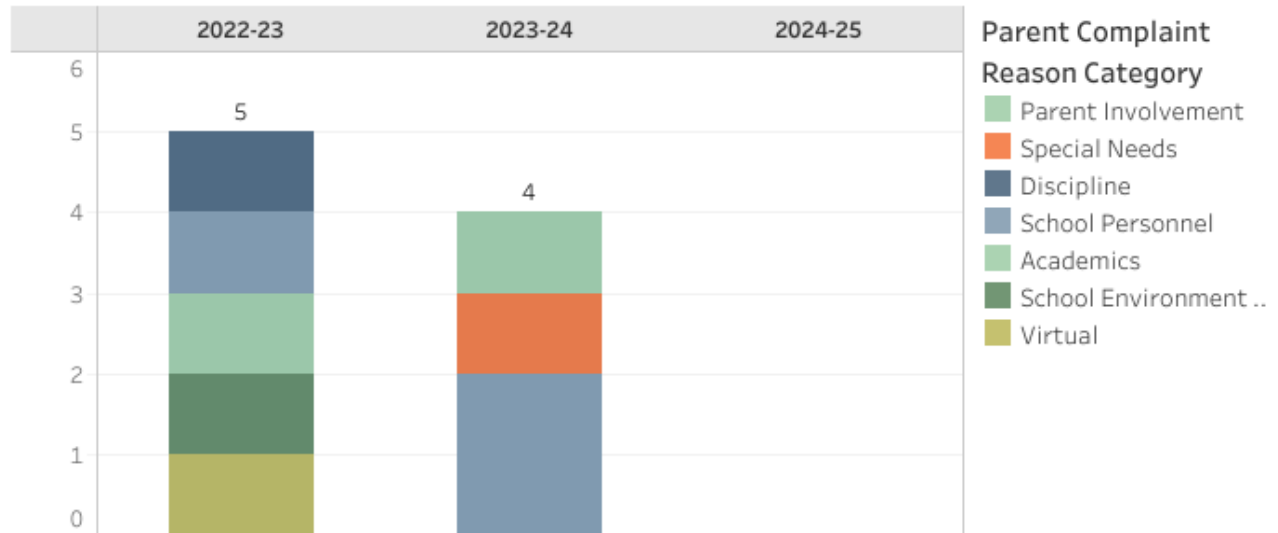


Figure: Parent Complaint Counts

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

Parent perception is at it's lowest this school year compared to the past 3 years. We also had significantly lower participation this year which could be impacting trends. While overall satisfaction is down, the number of complaints is trending in a positive direction with one fewer complaint in 23-24 than 22-23 and 14 fewer complaints than in 21-22. The school had the lowest parent satisfaction on "child receiving high quality education" and the highest on "leadership communication" and likeliness to recommend school" although both are still lower than last year.

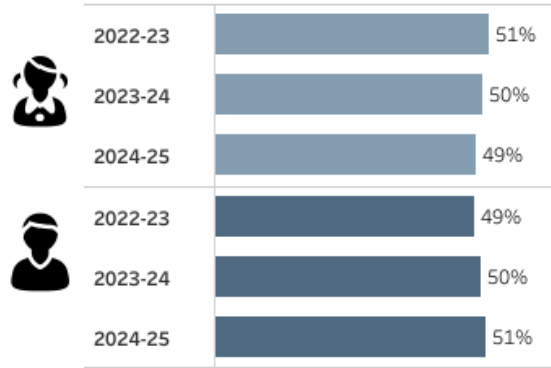
Are there action steps you are taking/will take to impact this trend? If yes, what are they?

A goal for next year is to increase participation through more advertising of the survey. We can incorporate incentives for parents to take the survey, such as an ice cream party for the class/grade that has the highest participation rate. Additionally, having a transparent conversation with families about our areas of growth regarding parent perception and brainstorming ways to improve this is an action step we will take during a principal-parent meeting.

10.0 Demographic Data

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	56	33 ↓	22 ↓
1	73	61 ↓	34 ↓
2	69	65 ↓	61 ↓
3	67	64 ↓	68 ↑
4	46	78 ↑	59 ↓
5	68	49 ↓	77 ↑
6	83	61 ↓	46 ↓
7	67	79 ↑	73 ↓
8	80	67 ↓	75 ↑

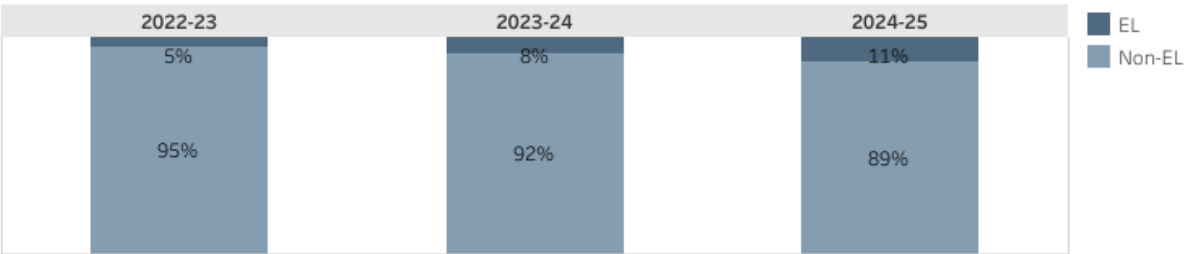
Ethnicity

American Indian or Alaskan Native	2022-23	2.5%
	2023-24	1.8%
	2024-25	1.9%
Asian	2022-23	1.1%
	2023-24	1.3%
	2024-25	1.4%
Black or African American	2022-23	70.1%
	2023-24	66.1%
	2024-25	61.9%
Hispanic	2022-23	23.6%
	2023-24	28.9%
	2024-25	32.6%
Native Hawaiian or Pacific Islander	2022-23	1.1%
	2023-24	0.9%
	2024-25	0.8%
White	2022-23	1.3%
	2023-24	1.1%
	2024-25	1.4%
Other	2022-23	0.2%

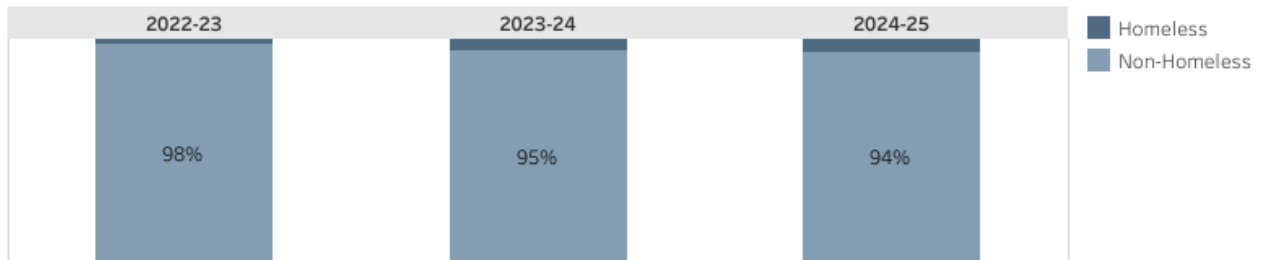
Figure: Gender, Ethnicity, and Enrollment

Brooklyn Excelsior Charter School

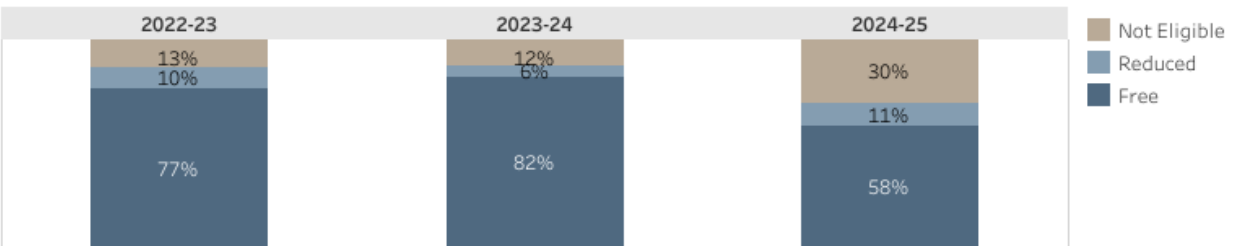
% EL



% Homeless



% FRL



% IEP

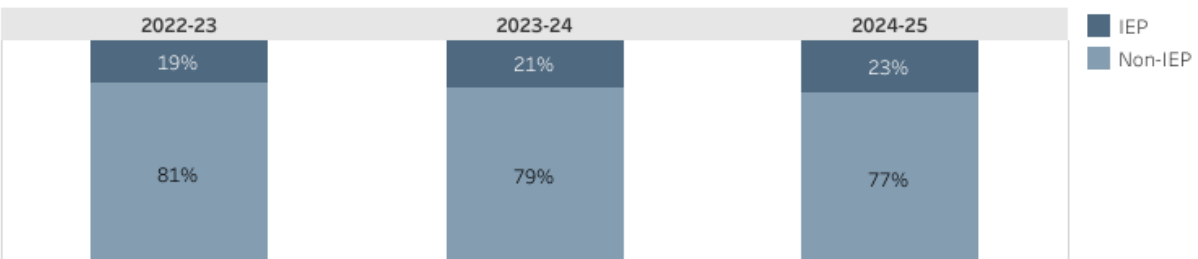


Figure: % EL, % Homeless, %FRL, % IEP

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

There have been a relatively even number (2 percentage points difference) of male and female students for the past 3 school years. We have predominately Black or African American students at 61%. There has been a decrease in the percentage of Black or African American students over the past 3 school years, which is explained by the

increase in Hispanic students over the past 3 school years. That percentage went from 24% in 22-23 to 33% in 24-25. The number of ELL students has increased as well going from 5% of the student population in 22-23 to now 11% in 24-25. We see a negative trend in enrollment, with our K-2 classes having the biggest decrease over the past 3 years. Our percentage of students with IEPs has increased from 19% to 23% over the past 3 years. The percentage of students receiving free or reduced lunch has decreased from 77% to 58%.

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

Most of our action steps are related to enrollment. We will continue to partner with Schola to increase our number of applications. We also hired a full time Parent Ambassador to support recruitment and attrition efforts. With the help of NHA, we increased our marketing presence. We hope to continue to improve in this area, having more visible advertising around Brooklyn to engage new families.

10.1 Student Attrition Data

Year End

	2022-23	2023-24	2024-25	YOY Difference
Attrition	25.1%	21.8% ↓	27.7% ↑	-15% 15%

Year-To-Date

	10/1/2023	10/1/2024	10/1/2025
Attrition	1.6%	3.4% ↑	2.5% ↓

* 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?

We have seen a decrease in attrition over the past 3 years, moving from 25.1% in 2022-23 down to 21.8% in 2023-24 and then down to 14.7% in 2024-25.

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

It is great to see fewer students leaving the school before graduating from 8th grade. Our plan to continue to reduce this number is to increase academic performance through our targeted intervention system. One major reason for attrition is academic struggles and retention. If parents feel that their child is receiving high quality education and academic supports, they are less likely to pull them out of BECS. Additionally, increasing parent engagement to ensure that families feel like they are a part of the school community and valued partners is another important component. We have had low turnout at parent events in past years, so increasing those opportunities and the communication about the events is critical. Our administrative team, principal and deans, along with our Parent Ambassador will support these efforts in partnership with teachers of course. Events like monthly parent information sessions on important education topics and assessments will help to increase parent satisfaction.

10.2 Student Attendance

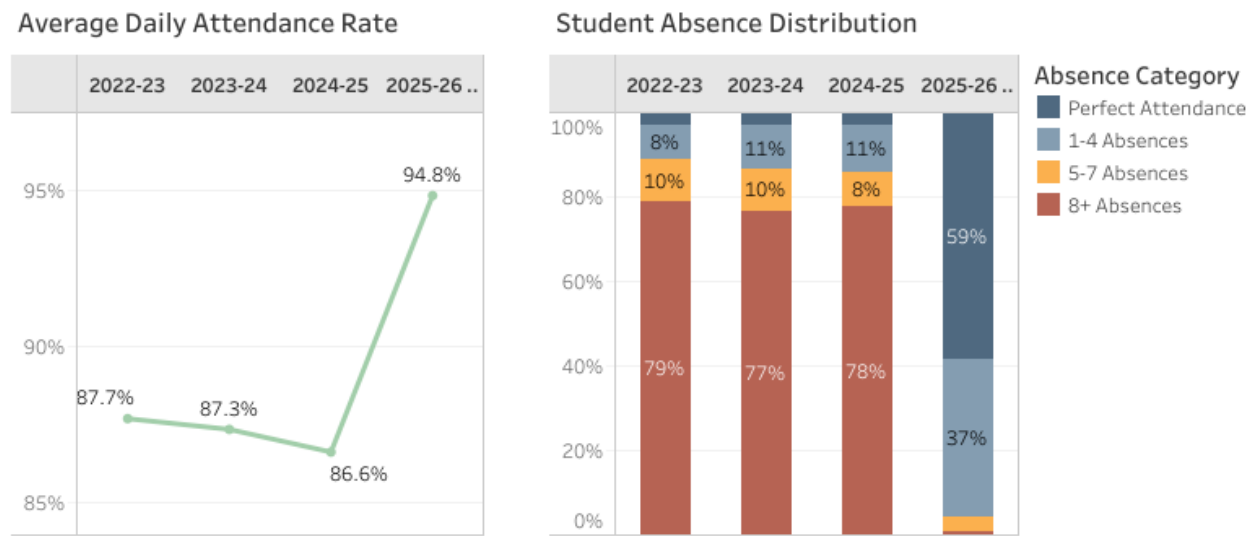


Figure: Student Attendance

What trends do you notice in your student attendance data?

Our daily attendance rate has decreased over the past 3 years going from 87.7% in 2022-23 to 86.6% in 2024-25. While that movement is not a huge drop, we still have a

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large number of students, the majority of the school population at 78% missing 8 or more days of school.

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

Student attendance is a major area of growth for BECS. Action steps we will be taking include transitioning our parent liaison into an attendance liaison role to focus primarily on parent communication related to chronic absenteeism. In partnership with the admin team, the attendance liaison will complete parent outreach earlier in the school year. at first signs of an attendance concern (more than 2 consecutive absences or more than 3 absences within the first 2 months of school). Attendance meetings will be held (ACAPs created as needed) when students reach 5/6 absences to hopefully prevent them from entering the chronic absenteeism range. We will also host attendance information sessions to explain the risks and consequences of chronic absenteeism. We have an opportunity in February to meet with the families of those on the Promotion in Doubt lists. At that time, we will also have teachers meet with families of scholars with 8 or more absences.

10.3 Student Discipline

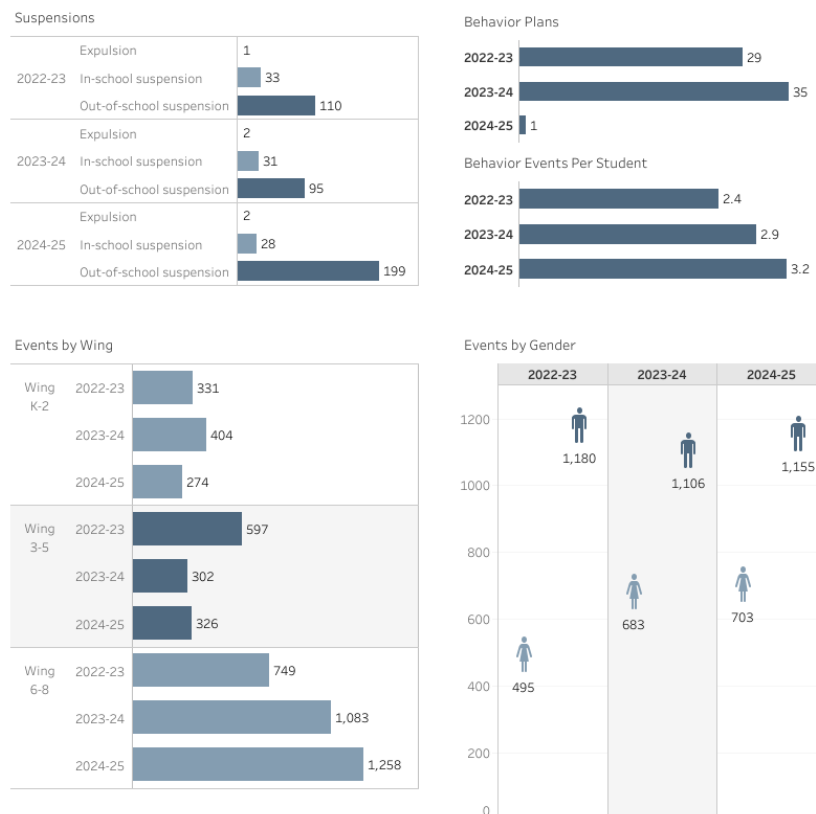


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

What trends do you notice in your student discipline data?

In 24-25, we saw an increase in the number of out-of-school suspensions (from 95 to 201) as well as an increase in the number of behavior entries within the middle school wing (from 1,083 to 1,258). The number of entries in K-2 went down and 3-5 increased slightly. There were more events for males in 24-25 than females, but that is a continued trend from the 2 previous school years. Although there were far more events entered, there were not more behavior plans created with only 1 formally entered into the system in comparison to 35 in the year prior.

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

Action steps include retraining admin and staff on the creation of behavior plans during PDs and then supporting teachers and ABSS with this process during the school year. With the creation of these plans, staff should be more intentional with consistency of interventions and parent involvement, and we should see a decrease in behavior events and suspensions. Additionally, more proactive behavioral supports must be in place, such as behavioral incentives and stronger parent partnerships earlier on in the school year. Behavioral incentives we plan to roll out include a school store (bucks distributed based on meeting school-wide expectations and exemplifying moral focus virtues), monthly assemblies, monthly incentive events and trips, stricter criteria for participation in trips and events, and more proactive parent outreach from teachers, ABSS, and deans.

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.

From USA.com: Demographically, the community consists largely of people who identify as Black/African American, which represent 56.75% of the total population, followed by Hispanic at 39.39% of the total population. The average education level of the community is lower than the state average and is lower than the national average. According to census data, the average income of the community is \$19,340, which is much lower than the state average of \$32,829 and is lower than the national average of \$28,555. The population growth rate for the community is much higher than the state average rate of 3.26%, but this is due mostly to gentrification and a large increase in the white population of the community (from 17.4% to 30% from 2010-2014). From 2010 to 2014, there have also been changes in family composition in the community: average

family size decreased from 3.82 to 3.44, and the number of family households decreased from 61.1% to 60.8%. Overall, we are serving a predominately black and brown low-income community. Challenges include financial barriers around education and other challenges that stem from financial insecurity, such as securing housing and adequate living resources, As the Hispanic population of our community increases, specifically those who are seeking asylum in the US, we also facing challenges in providing adequate ENL services and community resources to service this population. We are also facing challenges regarding school enrollment due to the population changes, specifically the decreasing number of family households in the community.

12.0 Student Interim Data

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

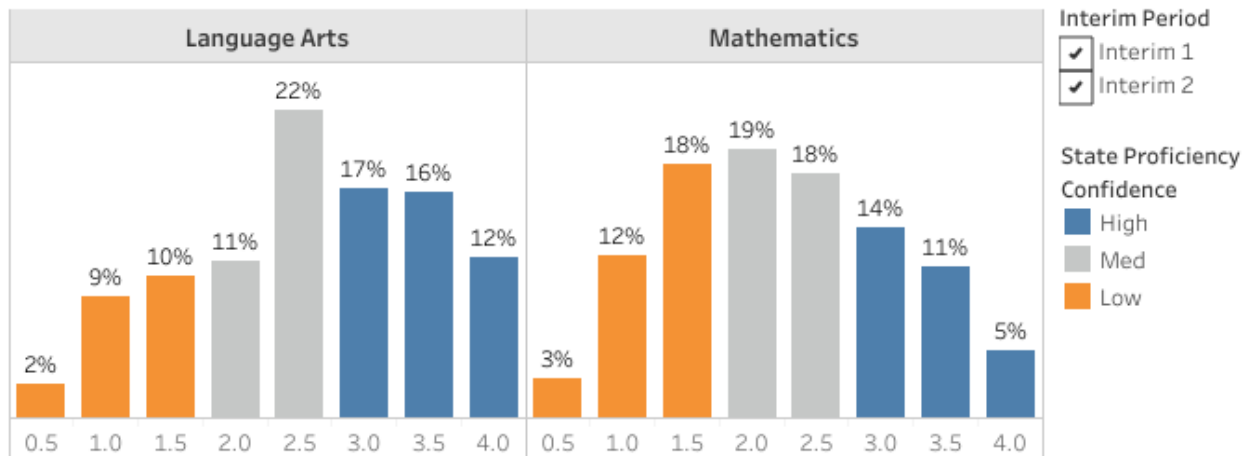


Figure: Interim Scaled Score Distribution

2023-24 Percent At or Above 3.0

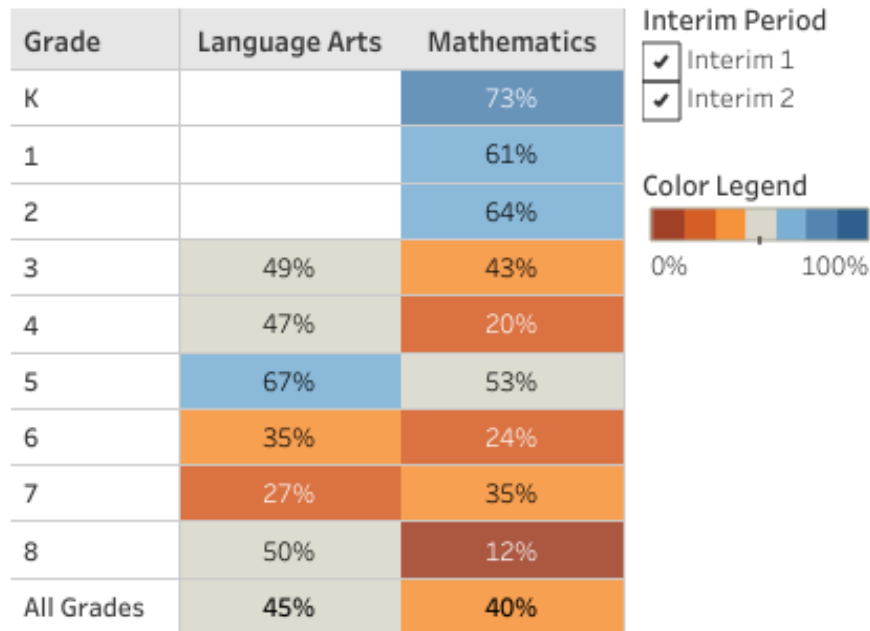


Figure: Interim Percent At or Above 3.0

What trends do you notice in your student interim data?

Looking at the 2023-24 data, we notice that K-2 had the strongest Math interim/benchmark data with above 60% in all 3 grade levels. Kindergarten was the strongest grade level at 73% proficiency. In ELA, 5th grade had the strongest proficiency with 67%. Middle school was the weakest in both subjects. As a school as well as within each grade level except for 7th grade, ELA proficiency was stronger.

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

Making adjustments to the core subject blocks to include small group intervention time is a critical action step for BECS. This happens regularly in K-2 but not across the other grade levels. Additionally, those group must be flexible and reflect current academic data. Those data dives to determine the focus standards and groupings will be led by deans. Additionally, intervention efforts must start earlier in the school year - following the first common assessment and not waiting until close to interim 3/the state test. Coaching for teachers will be more frequent and more closely monitored by the principal to ensure that goals are strong, bite sized, measurable and that there is effective coaching activities and follow through from deans. Paraprofessionals will receive more coaching and training to be able to facilitate effective intervention groups as well.

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13.0 State Test Data

		2022-23	2023-24	2024-25	YOY Proficiency Change
Math	3	52%	43% ↓	42% ↓	 -15% 15%
	4	31%	34% ↑	43% ↑	
	5	60%	71% ↑	36% ↓	
	6	24%	21% ↓	12% ↓	
	7	63%	49% ↓	56% ↑	
	8	43%	15% ↓	29% ↑	
	Total	45%	39% ↓	37% ↓	
Reading	3	50%	44% ↓	48% ↑	
	4	30%	47% ↑	49% ↑	
	5	76%	62% ↓	52% ↓	
	6	40%	48% ↑	53% ↑	
	7	67%	44% ↓	52% ↑	
	8	66%	57% ↓	56% ↓	
	Total	56%	49% ↓	52% ↑	
Science	5		26%	28% ↑	
	8	40%	52% ↑	46% ↓	
	Total	40%	41% ↑	37% ↓	

Figure: State % Proficient by Grade

13.1 Subgroup State Achievement Data

		2022-23	2023-24	2024-25	YOY Proficiency Change
All Students		50%	44% ↓	43% ↓	
EL Status	EL Student	24%	22% ↓	26% ↑	
	Non-EL Student	51%	46% ↓	45% ↓	
Ethnicity	American Indian or Ala..	29%			
	Asian				
	Black or African Ameri..	48%	43% ↓	44% ↑	
	Hispanic	54%	43% ↓	41% ↓	
	Native Hawaiian or Pa..				
	White				
FRL Status	Free	49%	41% ↓	42% ↑	
	Reduced	41%	55% ↑	40% ↓	
	Not Eligible	62%	62% ↑	51% ↓	
Gender	Female	53%	48% ↓	46% ↓	
	Male	47%	40% ↓	40% ↑	
Homeless Status	Homeless		45%	31% ↓	
	Non-Homeless	49%	44% ↓	44% ↑	
IEP Status	IEP Student	30%	25% ↓	28% ↑	
	Non-IEP Student	55%	49% ↓	48% ↓	
Student Tenure	< 3 Years	45%	29% ↓	33% ↑	
	3+ Years	52%	51% ↓	48% ↓	

Figure: State % Proficient by Subgroup

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

State test data from 2022-23 and 2023-24 shows 5th grade as a school-wide strength with the highest proficiency in 23-24 in both math and reading. Additionally, 4th grade was the only grade level to increase proficiency in both math and reading from 22-23 to 23-24. There was improvement in 8th grade science, 6th grade reading, and 5th grade math as well.

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

Since most grade levels showed a drop in proficiency from 22-23 to 23-24, all teachers need stronger intervention systems in place to support academic growth. In addition to putting time, training and coaching resources towards intervention blocks, core instruction should also be observed and coached to ensure that effective instruction is

taking place before intensive intervention is needed. Math coaching will be the most critical since proficiency was lower school-wide. 6th grade math is a major area of concern with proficiency consistently below 25%. We plan to move the 6th grade math teacher into a different position for the 25-26 school year. C&I support across all of 3-8 is needed.

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

There is 8 percent stronger proficiency for females than males in 23-24.

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

All grade level action steps should benefit all gender subgroups.

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

Our homeless population outperformed the non-homeless population in 23-24 by 1%.

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

All grade level action steps should benefit all subgroups.

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

This data was not included.

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

This data was not included.

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

Our EL students were at 22% proficiency which is much lower than the 46% for our non-EL population. This is the second year in a row where our EL population had about half the proficiency rates of their non-EL peers.

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

We have 2 EL teachers on staff at BECS. We plan to increase their coaching from deans and collaboration with the teachers of the grade levels they support. For example, our middle school EL teacher will attend the weekly ELA department meetings in order to incorporate the strategies into her own lessons and provide consistency for the scholars.

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

Our African American and Hispanic students had the same proficiency rate at 43% in 2023-24.

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

All grade level action steps should benefit all subgroups.

14.0 Comprehensive Needs Summary

Reading

What strengths and challenges in Reading have been identified?

Based on the i-Ready diagnostic results and growth data for Reading at Brooklyn Excelsior Charter School for the 2024–2025 school year, the following strengths and challenges have been identified: Strengths in Reading: Progress Toward Annual Growth Goals: The school achieved 92% median progress toward Annual Typical Growth, indicating that many students are progressing at or near expected yearly growth rates. Several grades showed very high growth, especially: - Grade 6: 187% median growth - Grade 7: 126% median growth - Grade 2: 115% median growth Improved Placement Across Grades: Many students moved up in placement levels: - Grade 6: 66% of students showed improved placement - Grade 2: 60% improved - Other grades, such as K, 1, 4, and 7, also saw improvements above 50% Reduction in Students at the Lowest Levels: Compared to initial placements, there has been a decrease in the number of students performing three or more grade levels below (from 24% to 20%). Challenges in Reading: Students Below Grade Level: 38% of students are on or above grade level, and a combined 63% of students are below grade level. Upper Grades Show Deeper Reading Gaps: Grades 7 and 8 have the highest proportions of students performing three or more grade levels below: - Grade 7: 40% - Grade 8: 36%

What trends have been identified in Reading?

Positive trend: Consistent reading growth, especially in lower grades and Grade 6. Concerning trend: Ongoing reading deficits in upper grades, with a high percentage of students still significantly below grade level. Developing trend: Stronger gains in foundational reading skills are beginning to shift early-grade placement distributions

upward. Need for focus: Intervention in Grades 5–8 and continued focus on comprehension and vocabulary development.

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

We are taking several targeted action steps to impact the reading trends identified in the data. Action Steps to Impact Reading Trends

1. **START FAST:** We are launching a "START FAST" plan to begin the year with urgency and intentionality. This includes:
 - Identifying students with learning gaps from the 2024–2025 school year.
 - Testing these students early in the school year to assess current performance.
 - Placing them into intervention groups immediately to provide targeted support aligned to their specific needs.
2. **Strategic Intervention Placement** - Students will be placed in small groups based on diagnostic data and skill gaps.
 - The interventionist team will receive ongoing support and mentorship throughout the year to strengthen the quality and impact of small group instruction.
3. **Departmentalization in Grades 4 & 5** - 4th and 5th grades have transitioned to departmentalized instruction, allowing teachers to focus on specific content areas. This shift helps teachers more effectively:
 - Identify and group students as above, on, or below grade level.
 - Plan instruction, assessments, and interventions more efficiently and intentionally.
 - Tailor instruction to meet the academic needs of each group.
4. **Built-In Intervention Blocks** - Our schedule includes designated intervention blocks, ensuring time is protected for targeted reading support.
 - Support staff, such as Speech, ELL teachers, PT, and OT teachers, will collaborate with classroom teachers and interventionists to deliver Tier 3 instruction, increasing capacity and reach.
5. **Strengthened IAT (Intervention Assistance Team) Process** - We have tailored our IAT process to better identify students who may require additional academic or behavioral support.
 - The goal is to provide timely interventions by ensuring that struggling students receive all available general education supports first.

Writing

What strengths and challenges in Writing have been identified?

Strengths: Brooklyn Excelsior has developed a comprehensive writing block that emphasizes the complete writing process and genre-based instruction. Students consistently engage in planning, drafting, revising, editing, and publishing their work across a variety of writing genres. Strong modeling practices are in place, with teachers using anchor charts, mentor texts, and think-alouds to support student understanding. Students have frequent opportunities to write and respond to prompts using structures like R.A.C.E.

Challenges: While students spend considerable time practicing how to construct R.A.C.E. responses and write across different genres, one identified challenge is the limited dedicated time for grammar and sentence structure instruction.

What trends have been identified in Writing?

Although grammar is embedded within the writing block and reviewed during oral drills, additional focused instruction on foundational grammar skills, such as subject-verb agreement, punctuation, and sentence fluency, may be necessary to strengthen students' overall writing mechanics.

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

To address this, teachers will continue to use supplemental materials, including grammar workbooks, to provide explicit grammar instruction alongside writing. This will ensure students build strong foundational grammar skills that support clarity and fluency in their written work.

Math

What strengths and challenges in Math have been identified?

Based on the i-Ready diagnostic results and growth data for Math at Brooklyn Excelsior Charter School for the 2024–2025 school year, the following strengths and challenges have been identified:

- Strengths in Math - Strong Overall Growth: The school achieved 100% median progress toward Annual Typical Growth, showing students are, on average, making the expected yearly gains in math. Several grades exceeded 100% growth: Kindergarten: 143%; Grade 1: 100%; Grade 2: 114%; Grade 5: 106%; Grade 7: 138 %; and Grade 8: 122%.
- Improved Placement Across Multiple Grades: High percentages of students showed movement to higher placement levels: Grade K: 70% improved placement; Grade 7: 64%; Grade 8: 56%; Grade 5: 54%.
- Early Grades Are Making Noticeable Gains: K–2 students demonstrated some of the strongest growth and placement improvements, suggesting effective foundational math instruction and interventions are in place.
- Significant Decrease in Students Performing Far Below Grade Level: The percentage of students three or more grade levels below dropped from 22% to 17%, reflecting a shift in performance upward.

Challenges in Math

- High Proportion of Students Still Below Grade Level: As of the most recent diagnostic, 35% of students are on or above grade level in math, and combined, 65% of students are below grade level: 40%: one grade below; 18%: two grades below, 17%: three or more grades below.

What trends have been identified in Math?

Brooklyn Excelsior has shown strong momentum in math growth, especially in early and upper grades, with many students making expected gains or improving placement levels. However, a large portion of students, particularly in middle school, remain significantly below grade level.

- Middle School has the highest concentration of

students below grade level: Grade 6: 44% of students are two or more grade levels below. Grade 8: 41% of students are two or more grade levels below, including 31% who are three or more grade levels behind.

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

We are taking intentional action steps to address the trends in Math, with a plan that closely mirrors our Reading action steps. Through our “START FAST” initiative, we will identify students with learning gaps from the 2024–2025 school year, assess them early, and place them into targeted intervention groups based on their needs. Built-in intervention blocks, along with ongoing mentorship for interventionists, will strengthen the impact of small-group instruction. In Grades 4 and 5, departmentalization will support more effective grouping, planning, and differentiated instruction. Additionally, we’ve strengthened our IAT process to ensure students receive appropriate support before considering referral to special education. These aligned efforts across both content areas reflect our commitment to accelerating student growth and closing achievement gaps in Math and Reading.

Science

What strengths and challenges in Science have been identified?

Strengths: The curriculum integrates core science standards, engineering practices, and concepts in a well-paced, cohesive manner. Instruction is supported by strong resources, including investigation templates, graphic organizers, and digital tools. Units provide multiple entry points for hands-on inquiry, allowing students to engage in modeling, analyzing data, and constructing explanations. Interim assessments and test prep windows are embedded to monitor progress and readiness, which is especially great for 5th and 8th-grade students. Challenges: A key challenge identified is vertical alignment and knowledge gaps, particularly in grades where science instruction is deprioritized due to state testing focus in ELA and Math.

What trends have been identified in Science?

Student engagement is high during investigations and engineering challenges, especially when lessons include visuals, models, and interactive components. Performance on constructed response items remains an area of growth, with students demonstrating understanding in discussions but not always in writing. There is an increasing need to bridge reading and writing skills with science content.

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

Reinforce science-specific academic vocabulary through games, anchor charts, and warm-ups across K–8. Implement mini-PDs and planning protocols to support integration of reading strategies into science lessons. Increase fidelity with STEMscopes usage across all classrooms to ensure equity in access to tools and investigations. Use interim data and formative checks to create small group re-teaching or hands-on remediation for content gaps.

Social Studies

What strengths and challenges in Social Studies have been identified?

Strengths: The curriculum promotes critical thinking and historical inquiry, encouraging students to analyze artifacts, evaluate sources, and understand multiple perspectives. Units are framed around compelling questions that center student voice and engagement. There is strong alignment to civics and culturally relevant content. Students engage in collaborative discussions and informed action projects. Challenges: Teachers have identified that students sometimes struggle with synthesizing information from multiple sources, especially in later modules where claims must be supported by evidence. Time constraints due to ELA and Math prioritization can impact pacing, making it difficult to complete all modules. Developing grade-appropriate academic language to explain complex historical ideas remains a challenge for students, especially English Language Learners.

What trends have been identified in Social Studies?

Students show stronger engagement in modules that incorporate storytelling, artifacts, or debates. Performance and participation are higher in discussion-based activities than in writing-based tasks. Across grades, there is a growing need to vertically align vocabulary and evidence-based reasoning skills, especially as expectations increase for analyzing primary sources and constructing arguments.

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

Collaborating with ELA teachers to align informational reading strategies and writing supports with social studies content. Providing teachers with pacing flexibility so they can adjust modules based on student needs.

Student Interventions

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

Brooklyn Excelsior's leadership team holds weekly grade team meetings and one-on-one (O3) meetings with teachers to review student data, monitor progress, and adjust instruction accordingly. We analyze i-Ready diagnostics, interim assessments, and

weekly assessments to identify trends, misconceptions, and skill gaps. This data is used to form flexible instructional groups, allowing teachers to tailor instruction based on current student performance. To maintain strong instructional quality, we collaborate closely with the Curriculum and Instruction Team to support new teachers' onboarding and provide targeted coaching for specific content areas. This ongoing support helps ensure that instruction remains aligned to standards and best practices. We have built-in intervention blocks in our schedule, allowing targeted support to be delivered consistently without interrupting core instruction. These blocks enable interventionists, support staff, and teachers to provide small-group, Tiered instruction that addresses specific student needs.

How does your school identify students who need intervention?

At Brooklyn Excelsior Charter School, we identify students who need intervention by using multiple data points to ensure a comprehensive understanding of each student's academic performance. These include Interim Assessments, i-Ready Diagnostics, Aimsweb, and NWEA results. We have an IAT (Intervention Assistance Team) process in place to identify students who may need more individualized or intensified support. This ensures we are proactive in addressing academic challenges before considering more formal referrals.

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

For students requiring more intensive support, we implement our IAT (Intervention Assistance Team) process. This process includes conducting classroom observations, gathering data from teachers and students, and actively involving families in identifying the student's needs. Based on this information, we develop a tailored instructional plan that targets specific skill gaps and learning barriers.

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

At Brooklyn Excelsior Charter School, we determine if students' needs are being met through ongoing monitoring and collaboration across teams. Throughout the IAT process, responsibilities are divided based on the specific needs of each student. ELL teachers, interventionists, counselors, and deans all play an active role in collecting and analyzing data to track student progress.

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

The Dean meets regularly with teachers to review data, discuss student growth, and make necessary instructional adjustments. We use data consistently, from assessments, observations, and progress monitoring tools to determine next steps and

ensure that each student is receiving the appropriate level of support. This continuous, team-based approach allows us to be responsive and intentional in meeting the needs of our most vulnerable learners.

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

To support efforts in reducing the overuse of discipline practices that remove students from the classroom, we are taking a proactive and collaborative approach. This year, we are streamlining our “Behave with Care” process, which will provide teachers with clear, logical questions and guidance for each level of disciplinary action. This helps ensure that discipline decisions are thoughtful, appropriate, and aimed at keeping students in the classroom whenever possible. In addition, during the first few weeks of school, the leadership team will focus our walkthroughs and classroom observations on school culture and climate. This will allow us to support teachers in building strong, positive relationships with students, establishing effective behavior systems tailored to their classrooms, and promoting consistency across the school. By investing in upfront support and clear processes, we aim to reduce unnecessary removals and foster a learning environment where all students feel safe, supported, and set up for success.

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)?

At Brooklyn Excelsior Charter School, we take intentional steps at the school level to attract and retain high-quality teachers beyond what NHA provides. Some of the key strategies include: Strong Onboarding and Ongoing Support: We provide a comprehensive onboarding process that includes mentorship from instructional leaders, collaboration with our Curriculum and Instruction team, and early support with building positive relationships within the school community. Collaborative and Supportive Culture: We foster a positive, team-oriented environment where teachers feel valued and supported. This includes weekly grade team meetings, one-on-one coaching (O3s), and opportunities for teachers to contribute to school-wide decisions and initiatives, in response to our Glint Survey results. Celebrating Success: We regularly recognize staff contributions through shout-outs and staff celebrations. Responsive Leadership: Our leadership team maintains open lines of communication, actively listens to teacher feedback, and makes real-time adjustments to support staff needs.

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?

One of the most effective staff development offerings last year was our focus on intentional circulation to collect real-time data during instruction. Teachers were introduced to a clear definition of intentional circulation and were provided with a guided template that they could adapt to fit the structure and flow of their classrooms. This training helped teachers understand how to strategically move around the classroom with purpose, collect immediate data on student understanding, and make in-the-moment instructional adjustments. A key component of the training was teaching staff how to name their laps, defining specific areas of focus such as misconceptions, higher-order questioning, or targeted prompts. This added a layer of urgency and intentionality in how teachers supported student needs in real time, which greatly strengthened the connection between instruction and student outcomes.

How do you know the PD was effective?

We measured the effectiveness of our professional development through a combination of school leadership walkthroughs, calibrated observations, and targeted feedback. Throughout the year, our leadership team conducted frequent classroom walkthroughs to look for evidence of implementation, specifically, how teachers were using intentional circulation strategies to collect real-time data and respond to student needs. We also engaged in calibrated observations with the full leadership team, including the Curriculum and Instruction Team and our DSQ, to ensure a shared vision of effective practice and consistent feedback across classrooms. Additionally, we conducted short, focused observations specifically on intentional circulation, and provided follow-up feedback during grade team meetings and O3s. This allowed us to coach teachers in real time, reinforce key strategies, and monitor progress toward full implementation, ensuring the PD translated directly into classroom impact.

How will the learning be sustained moving forward?

To sustain the learning moving forward, we have updated our lesson plan requirements to include a dedicated section for intentional circulation. This addition helps teachers plan how they will strategically move throughout the classroom, use nudging and eliciting questions to promote higher-order thinking, and gather real-time data on student understanding. Intentional circulation also supports teachers in identifying common trends and misconceptions during instruction, allowing them to make immediate instructional adjustments and provide targeted support. By embedding this practice into daily planning, we are ensuring it remains a consistent focus that drives both academic rigor and responsive teaching throughout the year.

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

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Weekly Grade Team Meetings: These meetings are structured around data analysis, instructional planning, and sharing best practices. Teachers collaborate regularly to reflect on student progress and refine their instructional strategies. **One-on-One Coaching (O3s):** Teachers meet weekly or bi-weekly with a member of the leadership team for individualized coaching. These meetings focus on goal setting, instructional feedback, and professional growth aligned to teacher needs and development areas. **Weekly Professional Development (Mondays):** Every Monday, we hold schoolwide professional development sessions focused on schoolwide initiatives, instructional priorities, and identified staff needs. These sessions ensure consistent alignment across classrooms and build staff capacity around shared goals. **Instructional Walkthroughs and Feedback Cycles:** Frequent classroom walkthroughs are conducted by school leaders, with immediate feedback shared to reinforce strengths and provide actionable next steps. These are often aligned to schoolwide focus areas, such as intentional circulation or academic discourse. **Collaboration with the Curriculum and Instruction Team:** We work closely with our C&I team to provide content-specific coaching, model lessons, and support for new curriculum implementation, ensuring all teachers, especially new or developing staff, are equipped for success. **Data-Driven Reflection and Planning:** Teachers engage in regular data dives using i-Ready, Interim, and classroom assessments to inform instruction and intervention. These data-driven conversations help build instructional capacity by aligning teaching to student needs.

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 support with planning standard-aligned, data driven, and flexible intervention that meets the needs of all learners including our Special Education population. Our Dean of Special Education and Intervention position is part of the Title II, Part A funding source. That dean's role includes ensuring Special Education mandates are met, coaching special education teachers as well as paraprofessionals who support intervention efforts across the school building. The dean's role also includes supporting teachers and paraprofessionals with preparation of intervention materials that align to priority standards and student need, monitoring academic data and meeting with teachers and paraprofessionals following completion of assessments to analyze the results, meeting with the parents and families of students with IEPs to discuss academic supports and advocate for changes as needed, and training staff on reading and math intervention programs.

Schoolwide Reform Strategies

The school educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools

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

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

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

One research-based schoolwide reform strategy that the school has adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. According to Tomlinson and Eidson, differentiated instruction “refers to a systematic approach to planning curriculum and instruction for academically diverse learners” and is “a way of thinking about the classroom with the dual goals of honoring each student’s learning needs and maximizing each student’s learning capacity” (2003). The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student’s individual learning needs. The school believes that “only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place” (Tomlinson, 2003). As such, the school employs differentiated instruction in order to address the needs of all children in the school—particularly those at risk of not meeting challenging State standards.

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

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

Finally, the school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to grow in their background

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

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

Instruction by Highly Qualified Teachers

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

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

Strategies to Attract High Quality Teachers

The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies, include the following:

- Establishing close relationships with local universities and colleges with teacher education programs.
- Yearly attendance at college teacher specific job fairs.
- Internal

teacher job fair events sponsored by National Heritage Academies. - Advertising positions through online college postings, newspaper advertisements, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees. - Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education. - Providing a comprehensive orientation that facilitates a successful transition into teaching. - Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program. - Including teachers in the continuous improvement planning process, and other school initiatives and activities.

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

15.0 Evaluation of School Improvement Efforts

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

Our school utilizes the staff satisfaction survey, voice of the parent survey, SIP meetings and leadership team meetings to evaluate the effectiveness of our goals and strategies.

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

16.0 School Improvement Goals

Action Plan for Continuous Improvement

Goal	Reduce school-wide chronic absenteeism		
Baseline Data	chronic absenteeism rates in 2024-25 (57%)		
Area of Need	reduce chronic absenteeism across the school (K-8)		
Root Cause			
Strategies	Increase parent communication, incentive strong attendance		
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.			
During the summer and opening week PD, the attendance liaison will call Tier 3 families to get ahead of the conversation. She will stress the importance of consistent attendance and help problem-solve supports the school can offer.	August 2025	September 2025	P. Reed
During weekly 03s with the Parent Coordinator, the principal will review current attendance data.	September 2025	June 2026	M. Freeman and P. Reed
Increase parent outreach. With 1-2 absences, teacher owns parent communication. More than 3 consecutive absences, attendance liaison owns parent outreach. Once a student reaches tier 2 attendance level, attendance liaison sets up a meeting with the family (virtual or in-person). Once a student reaches tier 3 attendance level, attendance liaison invites the dean to a follow-up meeting.	September 2025	June 2026	All Staff
School incorporates positive incentives for strong attendance: quarterly perfect attendance parties, participation on trips, Strive for 5 winners.	September 2025	June 2026	All Staff

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Goal	Show academic gains on 2026 state test data (57% on ELA, 46% on Math and 46% on Science)		
Baseline Data	2024 state test data and 2025 state test data		
Area of Need	ELA, Math, and Science		
Root Cause	Attrition, teacher vacancies, ineffective coaching all play a part in this growth area.		
Strategies	Efficient Coaching, Intentional Data Analysis and Intervention		
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.			
C&I Support - partner with NHA's math and ELA C&I team to provide weekly support to ELA and Math teachers focused specifically on grades 3-8.	September 2025	June 2026	C&I Team with School Admin
Ongoing coaching from admin team (deans and principal) through observations, 03s and GTMs.	September 2025	June 2026	Admin Team
Intervention groups created based on 2024-25 state test data and 2025-26 interim results. Daily intervention for students during intervention blocks/second half of 90-minute blocks.	October 2025	May 2026	All staff
After-school academic tutoring provided to bubble students by 3-8 teachers and instructional paras.	February 2026	May 2026	Selected Staff

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Goal	Reduce suspensions and behavior entries through proactive measures.		
Baseline Data	2024-25 student behavior data		
Area of Need	7th and 8th grade has the majority the of the behavior entries and suspensions.		
Root Cause			
Strategies	Clear expectations, incentive opportunities, parent involvement		
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.			
At the start of the year, at-risk counseling and ABSS schedules will be created based on last year's behavior data. Changes will be made throughout the school year based on current behavioral data.	September 2025	June 2026	ABSS and Counselors
Positive student behavior will be incentivized through entering daily positive behavior entries, increased positive parent outreach, inclusion on school trips and events, and proactive conversations about trending behaviors during 3-8 assemblies.	September 2025	June 2026	All Staff
Behavior data will be reviewed during Principal/Dean 03s and Dean/Teacher 03s to identify trends and implement supports as they are needed. IAT referrals can also be made if additional supports are needed.	September 2025	June 2026	All Staff

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 days as well as regularly scheduled vertical house/full faculty meetings outside of the school day.

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

Date	Content Hours	Title	Objectives	PD Type (Required, Grants, or General Funded)	# of Estimated Attendees	Intended Audience
9/9/24	2	Moral Focus and SEL	Roll out changes to the Moral Focus curriculum and align the program to SEL best practices and school-wide needs.	SEL	Required	60
9/16/24	2	Counseling, Constitution and iReady Benchmarking	Counselors trained staff on the signs of self-harm and the student referral process. The admin team	At-Risk Counseling	Required	60

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			provided teachers with constitution day resources and discussed procedures related to iReady diagnostic administration.			
9/23/24	2	Safety Recap, iReady Training	SSS provided feedback on drills held the first 2 weeks of school. iReady representative trained the staff on diagnostic analysis. iReady representative trained the staff on diagnostic analysis.	Safety, Data	Required	60
10/7/24	2	3-8 Field Trip Organization, K-2 Math Questioning	3-8 teachers had time and training on planning field trip opportunities for their students. The k-2 team met with our C&I math specialist for training on eliciting and nudging	Field Trips, Math	Required	50

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			questions aligned to the math story learning objective.			
10/14/24	7	Regional PD	Training by grade level on curricular tools and best practices.	Math, Science, SS, ELA, Specials, Intervention, Support Staff	Required	65
10/21/24	2	Intentional Circulation, Cookshop (K-2)	Training on how to incorporate intentional circulation within instructional blocks. K-2 teachers received cookshop training.	Math, Science, SS, ELA, Specials, Intervention	Required	50
10/28/24	2	Glnt Data	Staff reviewed GLINT data and created action steps to address growth areas.	Staff Satisfaction	Required	60
11/4/24	2	IAT introduction	Admin trained staff on the IAT process and referral system.	IAT	Required	60
11/10/24	2	Parent Teacher	Admin trained staff on PTC	Parent Outreach	Required	60

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		Conference Expectations	expectations and best practices.			
11/27	3	Interim Data Analysis	Deans led staff through Interim 1 data analysis routines. Staff created intervention groups and materials.	Data	Required	50
12/2/24	2	Engagement Strategies	Deans provided coaching and training on a variety of engagement strategies.	Math, Science, SS, ELA, Specials, Intervention	Required	50
12/9/24	2	De-Escalation Strategies	Special Education Director provided training on de-escalation strategies teachers and staff can implement in their classrooms.	Behavior	Required	60
12/16/24	2	GLINT Goals	Admin led staff through a reflection of GLINT action steps created earlier in the school year.	Staff Satisfaction	Required	60
1/6/25	2	JA Finance	K-2 teachers	Wing	Required	25

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		Park, FSA Intervention Planning	were trained on FSA data analysis and next steps. Middle school teachers were trained on the FSA program and planning instruction for the upcoming lessons and trip.	Breakouts (Data, Trips)		
3/24/25	2	Testing Procedures	Staff were trained on state testing procedures.	State Testing	Required	60
3/31/25	7	Regional PD	Training by grade level on curricular tools and best practices.	Math, Science, SS, ELA, Specials, Intervention , Support Staff	Required	65
4/7/25	2	Parent Teacher Conference Expectations	Admin trained staff on PTC expectations and best practices.	Parent Outreach	Required	60

18.0 Community Partnerships

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

Please complete the sections below for each partnership that your school has developed and include specific details as appropriate.

Partner Name	Benefits of Partnership
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.
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

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	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.
Capturing Kids Hearts	CKH is a program designed to equip teachers with practices and skills that promote social emotional learning and strong classroom management and school culture.
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.

19.0 Parent and Family Engagement Plan and Activities Calendar

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

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

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

Month	Engagement Activity
September 2025	Title I Parent Meeting (includes review/feedback of School Improvement Plan, Parent Involvement Policy, Commitment to Excellence Contracts, Homeless Dispute Resolution and Title I programming)
October 2025	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2025	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2026	Parent SIP Meeting
April 2026	Spring Parent/Teacher Conferences
June 2026	Kick Off to Summer BBQ
December 2025	Winter Showcase (K-5 music performance)
February 2026	Black History Month Celebration (k-5 music performance)

20.0 Wellness Policy and Goal Evaluation

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

Has progress been made on the Wellness Goals?

Yes, with the switch of our kitchen to SLA 2 years ago, there has been great progress made to the nutritional portion of the Wellness Goals. The menus and nutritional information are posted online through our website as well as displayed on bulletin boards in the school building. During the 25-26 school year, we also participated in CookShop, which allowed our K-2 students and families to get direct instruction, recipes, and learning materials regarding healthy foods aligned to all food groups. The students got to make and sample the recipes as well!

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

Yes, students have PE weekly, healthy options are available at breakfast and lunch, kitchen staff are trained and monitored by supervisors, and menus and nutritional information are accessible to all families.

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

The wellness policy does not need to be changed.

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

A school goal regarding wellness is increased recess time for kids to be physically active each day, as well as continuing physical activity during PE throughout the winter months/rainy days by utilizing the multipurpose room, extra classroom, and purchasing additional equipment for indoor sports as needed.

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

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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) 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.

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

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

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

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

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources, as well as federal sources—including Titles I and IIA—to support the goals identified in the Schoolwide Plan. While funding will not be consolidated, the school's entire educational program is supported by the school's Schoolwide Plan; this includes the school's general educational program (State and local funds) as well as supplemental programs (supported through federal Title I funds). The school's professional development program, supplemented with funding available through Titles IIA, is also supported by the academy's Schoolwide Plan. Although the school is not required to delineate the funds that it is consolidating or the specific amounts contributed by each source—

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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 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

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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 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

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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.