

National Heritage Academies

# School Improvement Process Workbook

Student Intervention Services  
July 2023

## 1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2020 - 2021 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	2023-24	2024-25	2025-26	2026-27
Comprehensive Needs Assessment & Goal Identification completed			TBD	TBD
Schoolwide Plan reviewed and updated			TBD	TBD
Effectiveness of school improvement process in school evaluated			TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts			TBD	TBD
Title I Parent Meetings			TBD	TBD

## 2.0 Evidence of Collaboration - NY

Please complete the following chart with your SIP team members (add rows as necessary):

Stakeholder Collaboration

Brooklyn Excelsior Charter School

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 2022-23

Paraprofessionals	\$132,553	39.3%
Social Work	\$93,215	27.6%
Teachers	\$69,983	20.7%
Supplies	\$36,642	10.9%
Parental Involvement	\$5,000	1.5%
All	\$337,393	100.0%

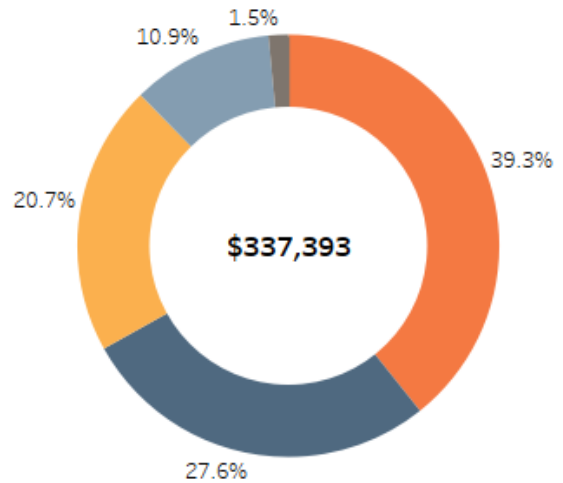


Figure: Grant Allocation Summary

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

03/27/2023

## 4.0 Collaboration with Parents

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

09/08/2022

## 5.0 Collaboration with the School Board

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

04/05/2023

## 6.0 Comprehensive Needs Assessment - Overview

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

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

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

## **7.0 Staff Data**

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

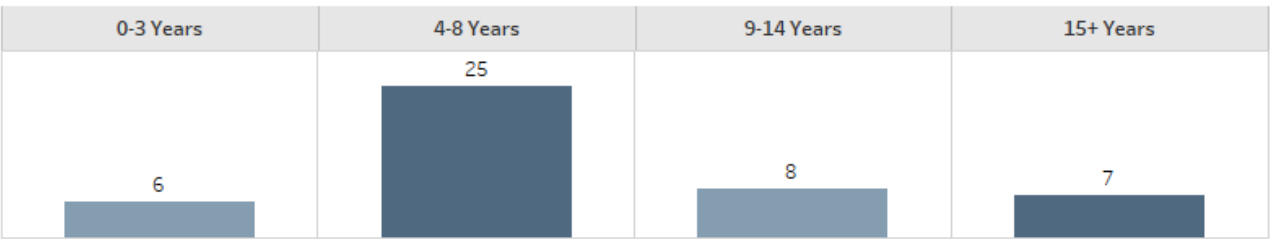
# Brooklyn Excelsior Charter School

## Teacher Turnover



## Percent Highly Qualified

## Total Years Teaching Experience

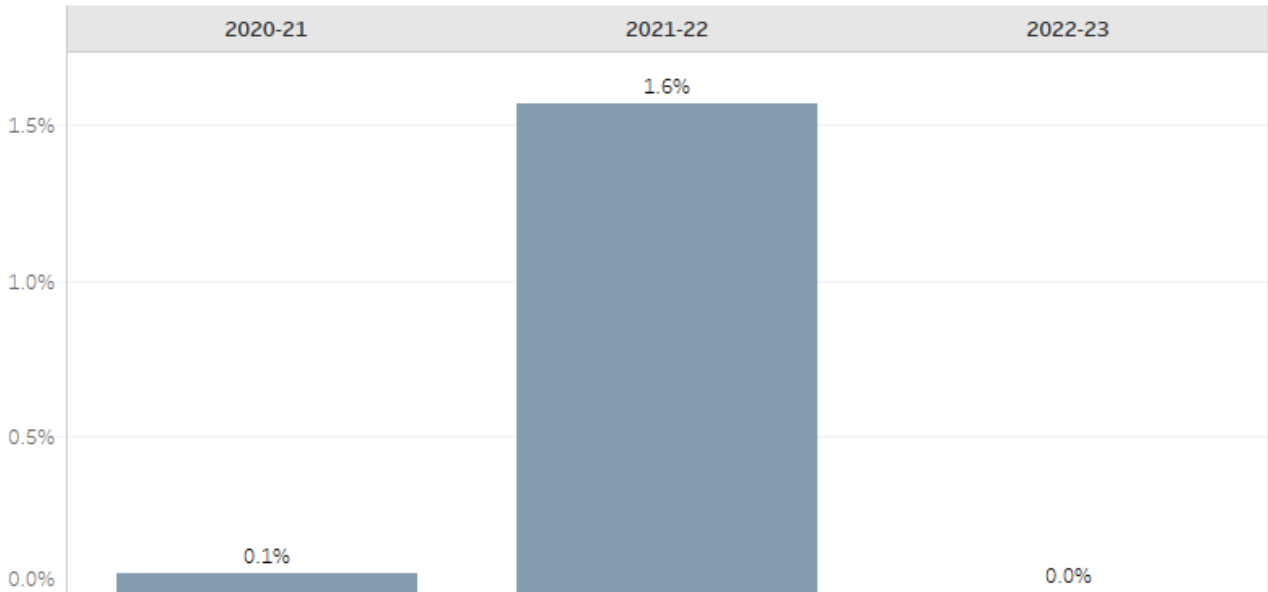


\* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover, % Highly Qualified, and Years Teaching Experience

# Brooklyn Excelsior Charter School

% Instructional Time Lost



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

Figure: Teacher Absences and % Instructional Time Lost

# Brooklyn Excelsior Charter School

		Spring 2020-2021	Fall 2021-2022	Spring 2021-2022	Fall 2022-2023	Spring 2022-2023	Difference
<b>Overall Engagement Index</b>		75	64 ↓	55 ↓	66 ↑	72 ↑	-15      15
Loyalty	I would recommend [my location] as a g..	75					
	I would recommend my location as a gr..		64	55 ↓	66 ↑	72 ↑	
	I would recommend my location to othe..	75	65 ↓	60 ↓	68 ↑	68 ↓	
Manager/Principal	I feel supported by my manager.	82					
	I have confidence in my leadership team.	78	66 ↓	57 ↓	72 ↑	71 ↓	
	I would recommend My Manager to oth..		69	69	77 ↑	82 ↑	
	My manager provides me with feedbac..		71	70 ↓	75 ↑	84 ↑	
Personal Perception	I clearly understand what is expected o..		80	80 ↓	79 ↓	86 ↑	
	I feel empowered to make decisions reg..		67	69 ↑	70 ↑	77 ↑	
	I have good opportunities to learn and ..		63	64 ↑	67 ↑	71 ↑	
	My opinions seem to count.		59	53 ↓	59 ↑	69 ↑	
	The work that I do at my Location is me..		88	83 ↓	91 ↑	89 ↓	
School Environment	I feel physically safe at [my location].	82					
	I feel physically safe at my location.		72	52 ↓	69 ↑	71 ↑	
	I trust the people I work with.		68	58 ↓	66 ↑	68 ↑	
	My [Location] has a great culture.	74					
	My location has a great culture		69	55 ↓	69 ↑	71 ↑	
	My location is successful in responding ..		51	40 ↓	58 ↑	57 ↓	

Figure: Staff Perceptions

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

There was an increase in student turn over between 20-21 and 21-22 however there was a significant decrease in turn over in the following year from 21-22 to 22-23. Our satisfaction scores have increased across the board. A high percentage (1.6%) of instructional time was lost last year due to the high number of vacancies at the beginning of the year. Significant decrease in instructional time lost due to significant reduction in teacher turnover from 2021-2022 to the 2022-2023 school year. - What Works: Strong admin, admin relationships with teachers, admin knows the students and interacts with them often, Positive student growth, minimizing school behaviors, teachers relationships with each other and with their class communities, overall school culture being welcoming to new staff, good co-teacher pairings (personality and academic specialties, salaries/bonuses are making turn over less common. The goal is to keep turn over low as we continue into the 23-24 school year.

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



## Brooklyn Excelsior Charter School

- Improvement opportunities: Cross floor mingling opportunities for staff (Team building PD sessions), listening to staff members concerns more consistently and with follow through, learning extension activities should be distributed evenly across the building rather than dependent on wing/admin team member. Incomplete onboarding- Giving new staff members more chances to be developed by experienced staff. Offer more mentorship from veteran teachers (building specific trainings rather than only NHA trainings.) Paraprofessional trainings should be more in depth, addition of "choose your own adventure PD" for specialized trainings where teachers want more development, more peer to peer PD opportunities, strategic grade-team/School-team building opportunities, Monthly grade-team/wing-team time to be on the same page with the same expectations. Uniform expectations for student behavior that are made and agreed upon. Sessions to help teachers understand how we scaffold curriculum from Kinder to 8th grade and what teachers should prioritize to help build from year to year. Include group of core teachers in hiring process of new hires. - Enrichment Opportunities for Scholars: Student council, afterschool clubs, Mentoring program, assemblies with student leaders, book buddies program. - Reasons Teachers Choose Other Schools: Pension, Salary Scale, Missing from Career Fairs, Missing Student Teachers, Workload/Longer hours (deter teachers with families) Our satisfaction scores have increased across the board: - Areas of Weakness: less people feel they are familiar with the expectations set for them by supervisors, People feel their opinions don't always count, People feel there is not enough modifications for students. - Options for Growth: More opportunities to adjust score and sequence to meet student needs are important and need to be implemented with clarity on how to proceed when grading. More meeting time for paras with teachers they work with. Plateaus with staff development- offer more learning opportunities for staff and fewer repeat sessions. - Positives: Consistent leadership (longer the dean has been here the better the support feels). Other teacher recruitment and retention efforts: BECS is participating in the "People Project" focusing on 6 areas to improve staff satisfaction and increase retention (reduce turnover) and augment recruitment of highly qualified teachers. Those 5 categories include: Compensation, Work-Life Balance, Teacher Development, Appreciation, Recruitment, and Appreciation / Belonging. Compensation: Enhance teacher pay strategies and monitor effectiveness • Continue reviewing para pay strategies to ensure competitiveness with current hourly job market • Conduct market analysis to determine competitiveness of principal and dean pay • Refine Total Rewards communications so employees see full compensation package, including salary and applicable bonuses and stipends • Assess critical staff positions pay and partner with recruiting to develop a shortage pipeline for critical staff. Work Life Balance: • Explore opportunities to increase protected planning time for teachers and paras • Share wellness resources, tools. and trainings to support well-being • Introduce Perk Spot to support employee financial wellness • Promote Life Assistance Support programs • Review school calendaring process to maximize allowed flexibility Oracle Support: • Gather and analyze feedback from staff and leaders to inform a plan for Oracle optimization • Develop and promote a service recovery strategy to address problem resolution • Analyze current configuration design to expedite approvals and improve efficiency • Explore leader engagement with Oracle and ways to simplify Recruiting: • Develop workforce planning strategy to increase college partnerships, student teachers, alternatively certified pathways • Develop a para to teacher pipeline strategy to identify, train, and certify paras to become teachers • Create marketing materials to inform educators of the options available to earn credentials for roles held or where they aspire to be • Build greater substitute bench to support absences Teacher Development • Develop Academic Team on the

instructional coaching cycle process • Provide Math content development for deans • Develop school leaders and teachers on the process of responding to data • Incorporate the high school lens into principal and dean programming • Re-launch the Behave with Care emphasis on our systems for behavior and development • Share leadership best practices across the organization • Leverage 360 feedback at SC to drive leadership development and individual growth Appreciation / Belonging • Deliver monthly engagement kits to leaders to support local engagement efforts • Enhance service anniversary celebrations for milestone achievements • Refine engagement strategy through timing and pulses • Expand engagement tools and resources to meet needs of individual leaders in the moment BECS has also partnered with Columbia Teacher's college and is hosting student teachers in the building. We are also attending teacher recruitment fairs in NYC. National Heritage Academies (NHA) and BECS also recognize that the skills and knowledge of its employees are critical to the success of the organization. NHA encourages employees to continue their education in subjects and fields related to their current and future NHA job responsibilities. NHA offers tuition reimbursement to encourage employees to improve job-related skills and meet professional development requirements to achieve certification. NHA will reimburse employees for courses taken at an accredited college or university that go toward a teaching certification, a higher teaching degree, or a degree in education leadership. NHA will also reimburse employees who are gaining expertise in other subject areas related to teaching (e.g., science, math, language arts, etc.) for which they are taking courses. NHA Service Center employees will be reimbursed for degrees that are job related. NHA will reimburse employees for courses taken for any valid alternative certification program.

## 8.0 Parent Perception Data

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

# Brooklyn Excelsior Charter School

		2020-21	2021-22	YOY Change
<b>Loyalty</b>	Likelihood to Recommend School	51% (160)	58% (149) ↑	-15% 15%
	Overall Satisfaction	31% (157)	44% (151) ↑	
<b>Communication</b>	I am satisfied with the updates I receive about my child's academic progress.	60% (161)	72% (151) ↑	
	School Communication is Effective and Timely	62% (162)		
<b>Moral Guidance</b>	School Delivers Moral Guidance	59% (160)	65% (150) ↑	

Figure: Parent Survey Results

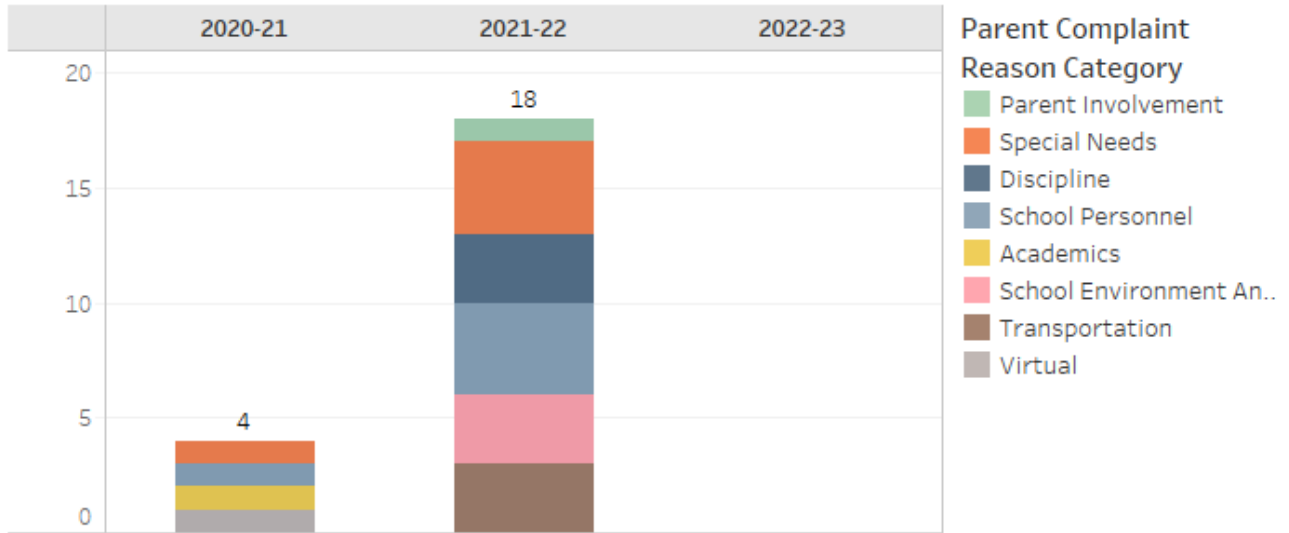


Figure: Parent Complaint Counts

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

This year we fielded more parent complaints than the previous two school years. The major areas of complaint were school personal complaints and students with special needs complaints. Additionally, parents are concerned with school discipline procedures, school environment procedures, and transportation than they have been in years prior. Transportation

was most likely not a big concern in 2020 through 2021 due to the fact that many students were learning from home, but in 2021-22 all students returned to the school building full time. The positives of the parent feedback is that none of our parents were concerned about academic wellness or felt their child's education is at risk. Parental perception of loyalty, communication, and moral guidance are increasing in comparison to the prior school year.

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

We have taken significant steps to increase our enrollment and retention efforts for all students, and specifically for students who are eligible for the FRL program, students with disabilities, and English Language Learners (ELL Students). We believe several core elements of our school culture function as linchpins of our recruitment and retention strategy for special population students. These elements include the high-quality educational and intervention program that we provide, the caring culture that we have established, and our many parent-involvement initiatives.

**Culture and climate:** We have a school climate and culture that focus purposefully on caring for each student as a family cares for its children. We believe our school-wide Moral Focus Curriculum, coupled with our behavior and classroom management practices – which we refer to as Behave with Care – help attract and retain special populations. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.

**Parent involvement:** To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:

**Newsletters:** We distribute regular newsletters from the principal and teachers to parents. Newsletters include important information regarding school-wide performance, initiatives, and programs. Newsletters also include links to resources, activities, and events available and accessible in the local community.

**Classroom communication:** Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share bi-weekly progress reports by letter, online communication via the school's gradebook system, phone calls, texts, and/or in-person meetings. These communications focus on each student's academic progress and performance.

**Conferences:** Parent-teacher conferences are conducted twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.

**Admissions Representative:** During the 2021-2022 school year, the school had a full time Admissions Representative (Sharon Chatman) who was tasked with building relationships with local daycares and other support organizations to gain familiarity with the services they provide. The on-site admissions representative was directly responsible for overseeing and executing marketing and outreach efforts, and for keeping a log in NHA's CRM system of all activities with community groups seen as likely assets in this process. The Admissions Representative collaborated with, and received support from, a team of admissions and marketing professionals at NHA's Service Center. Together they provided a multi-departmental approach to recruitment and on-boarding new students that included traditional and digital advertising, social media, lead management, recruitment events, and comprehensive communications outreach to new families.

**Tours:** Parents can visit our website to view a virtual tour of the school or schedule an in-person tour with our Admissions

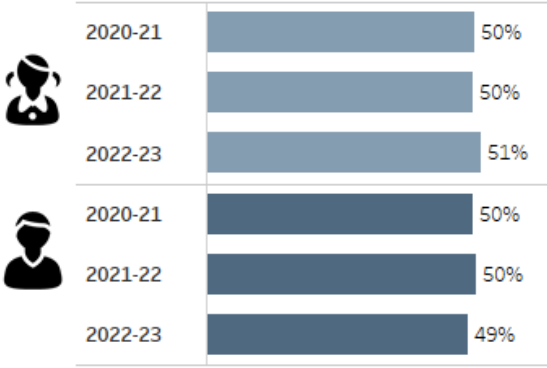
representative. Tours are offered every Wednesday. The school also provided regular opportunities for parents to meet with school leadership and teachers to see the school including open houses, tours, meetings, and activities. The school held regular open house days weekly to provide all interested families an opportunity to visit the school and learn of the programs available. These were promoted throughout the community and a link to schedule tours is posted on the school's website. Homelessness Aid: The school can also aid with resources to reduce barriers for attendance (i.e., uniforms). Uniforms and backpacks are provided to students experiencing homelessness. Funds are set aside to incentivize parent involvement. Social media: We have an excellent website, which gives parents quick and easy access to general information on the school. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet access available at the school. The school has created videos that showcase our Title 1 Program, Intervention Program, and ELL program. Digital marketing included Facebook, Great Schools, and Google AdWords. We sustained efforts that enabled virtual outreach to parents with events such as Facebook Live presentations, virtual principal coffees, activities, and demonstrations shared with parents electronically. In the hopes of reducing complaints related to student discipline, we plan to have our staff review the student code of conduct during back to school night at the start of the school year. Additionally, our ABSS and guidance counselor can set up a student behavior table where parents can sign their child up for at-risk counseling, gain more information on our school's ABSS role and the support they can offer students struggling to meet behavioral expectations.

## 9.0 Demographic Data

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

# Brooklyn Excelsior Charter School

## Gender



## Ethnicity

Ethnicity	Year	Percentage
American Indian or Alaskan Native	2020-21	0.7%
	2021-22	0.9%
	2022-23	2.3%
Asian	2020-21	0.9%
	2021-22	1.5%
	2022-23	1.3%
Black or African American	2020-21	76.8%
	2021-22	74.2%
	2022-23	70.0%
Hispanic	2020-21	19.3%
	2021-22	21.1%
	2022-23	23.6%
Native Hawaiian or Pacific Islander	2020-21	0.4%
	2021-22	0.3%
	2022-23	1.1%
White	2020-21	1.8%
	2021-22	1.8%
	2022-23	1.3%
Other	2021-22	0.2%
	2022-23	0.3%

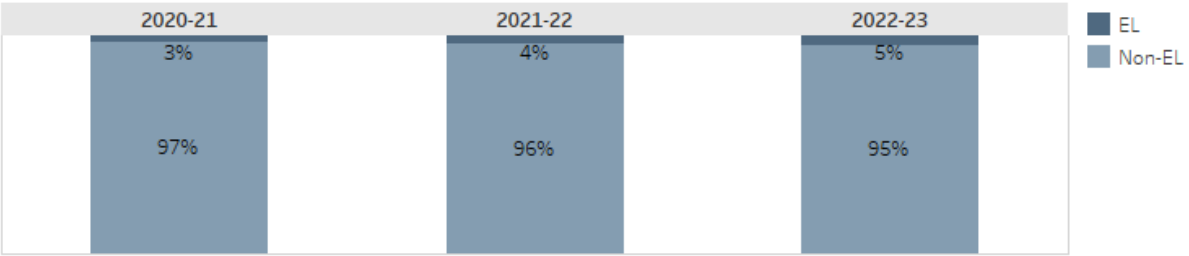
## Enrollment

Grade	2020-21	2021-22	2022-23
K	72	70 ↓	56 ↓
1	83	73 ↓	73
2	69	79 ↑	69 ↓
3	71	53 ↓	67 ↑
4	89	67 ↓	46 ↓
5	74	83 ↑	68 ↓
6	86	73 ↓	83 ↑
7	86	79 ↓	67 ↓
8	73	78 ↑	80 ↑

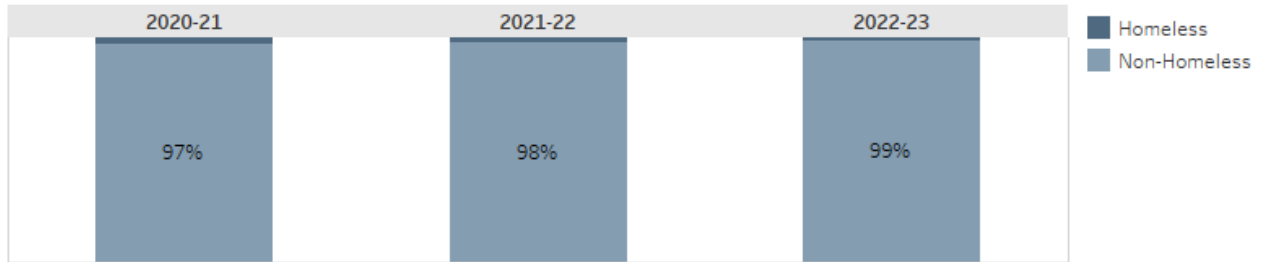
Figure: Gender, Ethnicity, and Enrollment

# Brooklyn Excelsior Charter School

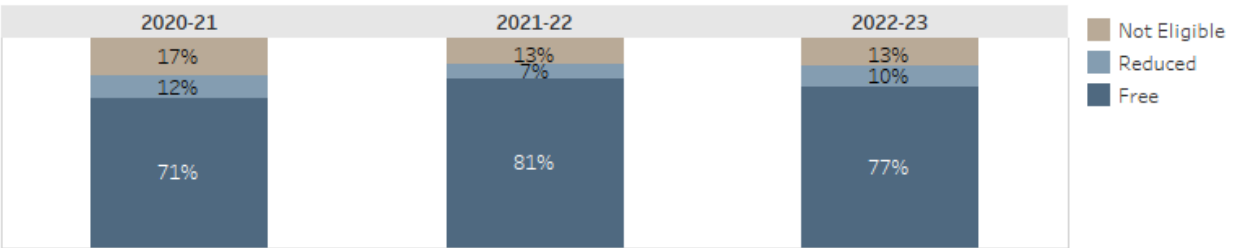
% EL



% Homeless



% FRL



% IEP

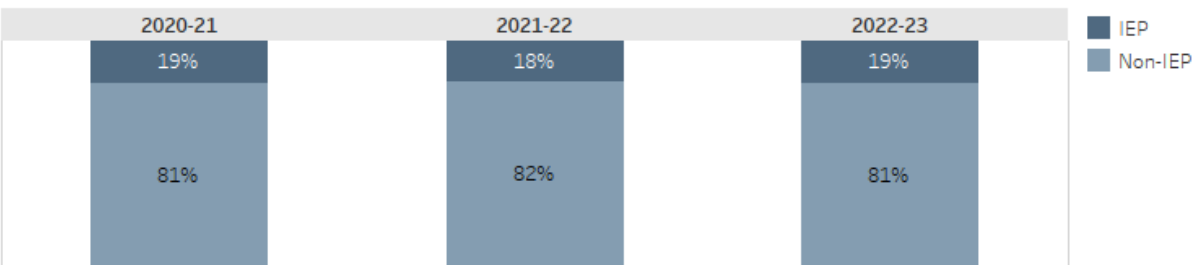


Figure: % EL, % Homeless, %FRL, % IEP

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

Demographics over the past year remain mostly unchanged with subtle adjustments. This year we have a 2.5% increase in Hispanic students and a 4% decrease in Black or African American students. All other ethnicities have remain within 1 percentage point of last year. As a building the percentage of IEP students in comparison to the entire student body has remained consistent over the last 3 years. Our number of ELL students has gone up by 1% and our number of students experiencing homelessness has gone down 1% since the previous school

year. The number of students who are served free lunch has gone down since last year but the overall number of students who receive free or reduced lunch has remained at 87%.

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

EL recruitment efforts: To make progress toward our ELL enrollment targets, BECS has implemented the following strategies, which we plan to continue in the years ahead:

- We distribute fliers in Spanish, Bengali, Fulani, and Haitian Creole to families throughout the community. Distribution sites include daycare centers, grocery stores, community centers, and churches. These fliers invite families to attend an enrollment information meeting at the school.
- We host multiple in-person and virtual enrollment information meetings for parents interested in the school. During these meetings, we provide information on the ELL program and its ability to meet the needs of ELL students.
- We provide families with student applications in several languages, including Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu.
- We have developed effective relationships with civic organizations including Head Starts and Community Action Organization (CAOs) to provide resources for the families it serves.
- We have developed partnerships with various community organizations and faith-based groups that focus on assisting immigrant and refugees. Examples include the Arab American Family Support Center, CAMBA, Core Services, Family Services Network of New York, and Broadway Islamic and Masjid Center.
- We facilitated virtual conferences and meetings with school leaders and staff.
- We use existing resources such as community boards, libraries, and the internet to research opportunities to increase outreach to families that are new to the country.
- We hired a full-time ESL teacher who provides support to our ELL scholars.

SWD recruitment efforts: We have made efforts to specifically attract and recruit students with disabilities. We expect to continue the following efforts in the coming year.

- We have distributed brochures that describe our special education programming throughout the community. In these distributions, we targeted daycare centers, grocery stores, community centers, and churches with invitations to families to attend enrollment information meetings.
- We have distributed enrollment applications at local events.
- To reach the families of special needs students, we utilize many networks that already exist in the community. Examples include the Bedford Stuyvesant Early Childhood Development Center, Adaptive Solutions Multi Service School, Amerihealth Group, and Resources for Children with Special Needs.
- We have advertised on Facebook to inform families of the services BECS provides to students with special needs.
- We have provided potential families with school enrollment information and admissions materials that describe our special education programs. These materials are available in various languages.
- We enlist the help of current families to reach out to new families with students that have disabilities.
- Our special education team holds meetings that provide families with information on school programs offered to our special education population.
- We participate in community events designed to reach students with disabilities, such as the YMCA's Healthy Kids Day and the New York Charter School Fair.
- We partner with local organizations that serve special needs families, such as Adaptive Solutions Multi Service Schools, Amerihealth Group, and Resource for Children with Special Needs.
- We use the internet, libraries, and community board opportunities to reach a broader population.

Recruitment of students eligible for free or reduced-price lunch: Our efforts to recruit students who are eligible for free or reduced-price lunch (FRL) include:

- We provide assistance with resources to reduce barriers for attendance (i.e., uniforms and backpacks).
- We also use



## Brooklyn Excelsior Charter School

digital marketing including Facebook, Great Schools, and Google AdWords. • We sent frequent mailers to families with meeting invitations and school information. • We canvass the neighborhood with information on the school by reaching out to, for example, food pantries, local businesses, community parks, and laundromats. • We provide regular opportunities (weekly open houses, weekly tours, meetings, activities) for parents to meet school leadership and teachers and see the school. • We meet with parents in the community to provide information on our services. • We have worked on outreach with a variety of partners, including Head Starts. • We have increased virtual outreach to parents with events such as Facebook Live presentations, virtual principal coffees, and similar activities. • We have provided an online tour scheduling program to provide greater convenience to visit the school. Recruitment efforts for all special populations: Recruitment efforts that targeted all special populations include: • The principal and deans hosted an information meeting for potential families. During the meeting, the principal and dean provided tours and held a Q &A. • We sent direct mailings to promote openings in kindergarten to resident in BECS' surrounding neighborhoods. • We have created videos that showcase our Title I program, intervention program, and ELL program. • We enlisted the help of current families to reach new families through planning meetings and providing materials for distribution. • The admissions representative and deans held information meetings and Q&A sessions for families that had recently submitted applications. • We held a "Zoom into Kindergarten" enrollment meeting throughout the year for potential kindergarten families. • We did seasonal mailings, such as "Grow with Us" postcards, "Seasons Greetings" postcards, and "Apply Now" postcards. • We participated in New York City Charter School Recruitment Fairs. • We hosted information tables at area businesses such as daycares and laundromats. • We visited various community partners, such as pre-schools, daycare centers, other schools, and local businesses. • We held a variety of community events, including a barbecue, popsicles in the community, bake sales, and a Juneteenth event. • We held on-site events, including: ? KinderCamp. ? Grow with Us. ? Coffee with the Principal. ? Ice cream socials. ? Paperwork parties As we return to pre-pandemic norms, we plan to expand our community outreach and our efforts to meet with parents in the community. We also will continue to have opportunities for parents to meet school leaders and teachers in person. However, because online meetings implemented during the pandemic improved families' access to information about BECS, we plan to continue to offer informational sessions online and add to our library of informational videos available on our YouTube channel. BECS informs all special-population students (FRL, ELL, and SWD) about our school's programs through open meetings held during the year. The school's parent meetings clearly indicate that we offer a free and appropriate education (FAPE) to all our students in the least restrictive environment. Furthermore, the school has an established relationship with the Committee for Special Education (CSE) for children under its purview and has made materials and applications to the school available for distribution to interested parents. We invite parents to meet with the school's special education team and the CSE to develop an individual education plan (IEP) for the child or to work within the parameters of the plan already in place from the child's previous school. Tracking student recruitment efforts: The BECS onsite admission representative, Larnelle Joseph, is responsible for overseeing our marketing and outreach efforts. He also logs his outreach in NHA's CRM management system. Mr. Joseph works with the admissions and marketing team at NHA's Service Center to recruit potential BECS families using digital advertising, social media, lead management, recruitment events, and comprehensive

communications outreach to new families. Our marketing efforts target families with children ages 4-13 who live in the area. We will continue to monitor the efficacy of these recruitment and enrollment efforts using the detailed data that NHA collects on trends for at-risk student populations and stores it in its robust data warehouse. Retention of all special populations: We have a school climate and culture that focuses purposefully on caring for each student as a family care for its children. We believe our school-wide behavior and classroom management practices – which we refer to as Behave with Care – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships. To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:

- Newsletters: Regular newsletters from the principal and teachers are distributed to parents. Important information on school-wide performance, initiatives, and programs are included in the newsletter. Newsletters also include links to resources, activities, and events available and accessible in the local community.
- Online resources: We have an excellent website, which gives parents quick and easy access to general information on the school as well as specific information about their children. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet available at the school.
- Classroom communication: Teachers frequently send home communications to parents to keep them abreast of everything from weekly schedules to educational goals for students. Teachers also share bi-weekly progress reports – via letter, online communication via BECS' gradebook system, texts, phone calls, and/or in-person meetings. These communications focus on each student's academic progress and performance.
- Conferences: Parent-teacher conferences are conducted twice a year (minimally). These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.
- Parent room: To help parents feel at home in the school and to encourage their involvement in their child's education, the school building provides a dedicated parent room. This room gives parents a place to gather and build relationships with one another, discuss matters of mutual interest, grow more comfortable with the school, and take some ownership of the school. We conduct monthly meetings with our recruitment specialist to analyze enrollment, attrition, and erosion data. In 2021-22, we used a tool to identify families that were at risk for leaving BECS. Principal Girouard reached out to these families to conduct wellness checks with parents. During these calls, Principal Girouard asked parents if they planned to return to BECS in the coming year. If parents were undecided or indicated they would not be returning, she tried to work through any issues the family had with BECS to try to encourage them to stay at the school.

## 9.1 Student Attrition Data

Brooklyn Excelsior Charter School

Year End

	2020-21	2021-22	2022-23	YOY Difference
Attrition	20.5%	25.0% ↑	13.0% ↓	

Year-To-Date

*\*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?**

Since the 2019-2020 school year Brooklyn Excelsior's attrition rate has continued to rise significantly. This is mostly due to the number of students who attended BECS virtually during the pandemic from a location outside of city or state limits. We are seeing a reduction in non-controllable attrition this current school year.

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

Steps that BECS will be taking to address this attrition increase are creating more school specific resources for parents to access. This will include creating a school website that is more personalized to BECS. Our social media presence will be a top priority including adding more consistent Instagram/Facebook posts and stories that display the learning opportunities our scholars complete daily. Additionally, Classdojo communications will be more consistent on a school level. We plan to add more extended school day options such as afterschool programs and clubs. We will also look into more opportunities for parents to be more regularly involved in the school and its functions. A Parent Action Committee has been established! We continue to plan for parent engagement opportunities, community engagement opportunities, and parent learning events. We are forever Increasing engagement opportunities. We routinely host parent learning event "book give away" for parents with food! To-go meals were catered by SLA. According to previously gathered parent feedback (VOP, Not-attending surveys, Admissions Rep and Registrar notes), after-school care and extracurricular activities play a big role in why a parent may choose another school over BECS. (In some cases, this other school is a different NHA school.) Based on current observations, we have these general recommendations to implement for our school:

- Establish free after-school care by spring prior to the next academic year (or continue existing free after-school program) to be able to share with interested and incoming families
- Designate school staff to lead development and implementation of clubs,

sports, and activities · Develop strategies to share school experience with interested and incoming families through in-person activities and virtual experiences This information is spotty and incomplete, so we recommend holding focus groups for our school to talk to first-year families and recently NA'd families to determine reasons for their decisions on which school to attend and to determine what is important to provide in a school. Our goal with these focus groups is to:

- o Understand what parents value in the school they choose
- o Determine programs that are of interest of parents
- o Discover critical differences between our school and its competition
- o Uncover what attracted parents to our school to highlight with other parents

Additional Attrition Reduction Efforts:

- Create a library of short videos that share classroom experiences, provide next steps for incoming parents, specific school information,
- Establish parent and student ambassadors to assist in school tours and events, increase word-of-mouth, and encourage recommendations and referrals
- Summer program for incoming kindergarten students
- Supplement participation in community sports programs
- Create school-based basketball program using area facilities

Retention of all special populations: We have a school climate and culture that focuses purposefully on caring for each student as a family care for its children. We believe our school-wide behavior and classroom management practices – which we refer to as Behave with Care – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships. To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:

- Newsletters: Regular newsletters from the principal and teachers are distributed to parents. Important information on school-wide performance, initiatives, and programs are included in the newsletter. Newsletters also include links to resources, activities, and events available and accessible in the local community.
- Online resources: We have an excellent website, which gives parents quick and easy access to general information on the school as well as specific information about their children. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet available at the school.
- Classroom communication: Teachers frequently send home communications to parents to keep them abreast of everything from weekly schedules to educational goals for students. Teachers also share bi-weekly progress reports – via letter, online communication via BECS' gradebook system, texts, phone calls, and/or in-person meetings. These communications focus on each student's academic progress and performance.
- Conferences: Parent-teacher conferences are conducted twice a year (minimally). These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.
- Parent room: To help parents feel at home in the school and to encourage their involvement in their child's education, the school building provides a dedicated parent room. This room gives parents a place to gather and build relationships with one another, discuss matters of mutual interest, grow more comfortable with the school, and take some ownership of the school. We conduct monthly meetings with our recruitment specialist to analyze enrollment, attrition, and erosion data. In 2021-22, we used a tool to identify families that were at risk for leaving BECS. Principal Girouard reached out to these families to conduct

## Brooklyn Excelsior Charter School

wellness checks with parents. During these calls, Principal Girouard asked parents if they planned to return to BECS in the coming year. If parents were undecided or indicated they would not be returning, she tried to work through any issues the family had with BECS to try to encourage them to stay at the school. Retention of students eligible for free or reduced-price lunch: in the coming year, BECS will promote a free shuttle between Queens and BECS to provide expanded options for parents in the St. Albans surrounding community. We will continue to charter students from our sister school, as well as continue our efforts to retain families by way of wellness checks and attrition outreach calls to gauge parent satisfaction and conduct one on one conversations to discuss the benefits of remaining with BECS. Greater outreach to local daycares will take place, as well as increased face-to-face meetings with local daycares will be implemented to increase Kindergarten enrollment. BECS will also increase afterschool program availability for students. BECS has increased funding to support our homeless population and reserved additional funding to increase the number of Title 1 parent involvement events offered at BECS. Additional funds have been set aside to provide aid to our homeless population, including backpacks, uniforms, and school supplies. BECS has added an additional School Social Worker position, and an additional Counseling position, both positions play a large part in the support of our parent population. BECS will utilize social media and digital platforms to promote the additional and outside services and supports that are provided that support our FRL population, such as Smiles NY, a program that provides free dental care, Eyes on Education, a program that provides scholars with free eye exams and glasses, and doctor visits. SWD retention efforts: A major key to student retention is effective communication and relationship building with all stakeholders. There are multiple points throughout the year that Brooklyn Excelsior keeps families informed and solicits feedback in order to improve its educational program. The dean of special education schedules individual transfer review meetings to take place within 72 hours of enrollment with the parents of every student that enters the school with an IEP. In this meeting, the dean reviews the program mandates, needs, and implementation plan for services. Parents are encouraged to bring input (questions, concerns, etc.) to this meeting to ensure a strong initial connection is made with these families and that their needs are immediately addressed. This connection continues to be built up throughout the year through additional communication measures such as quarterly IEP progress reports. In addition, parents are also invited at least once a year for an IEP review with the full IEP team. They are invited initially with a letter about a month before the meeting and then again are called by the special education teacher between a week and a day before as a reminder. Along with the invitation letter, the special education dean also sends a parent input form to help parents prepare for the review meeting and gather information from home. In the coming year, we will continue the efforts described above. In addition, our Special Education Evaluation Rubric has been reviewed and BECS is committed to improving the processes that exist around Child Find, by way of our Intervention Assistance Team (IAT). We have calendarized IAT meetings to ensure that students demonstrating ongoing struggles to meet grade-level academic standards, as well as age-appropriate social and emotional skills are receiving support. We will also increase our parent partnership efforts by utilizing Parent Input Forms in digital formats so that parents can share their thoughts, celebrations, and concerns with the school prior to IEP meetings. We will also provide parents with Parent Post-IEP Survey Forms in digital format so that parents can provide feedback on special education processes and supports so that we are able to utilize that information to improve practices. The Dean of Special Education roles and responsibilities were divided up among the three other deans, however, BECS will be filling that role with someone certified in special education. An additional

Academic and Behavioral Support Specialist position has been opened, as well as additional paraprofessional positions, which will enable us to provide more frequent small-group instruction tailored to the needs of our special populations.

## 9.2 Student Attendance

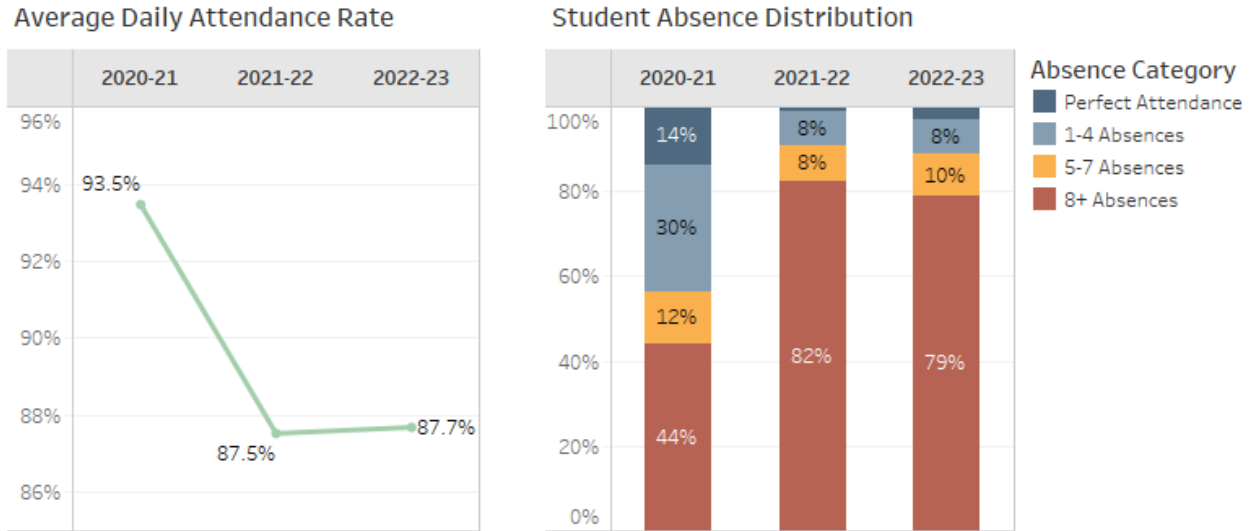


Figure: Student Attendance

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

Overall the school's overall attendance rate is 88% which is far below our goal of 95% or higher. A major contributor to this lack of consistent attendance is due to COVID quarantine periods and general sickness of students as their immune systems are being built up after not being around large groups for extended amounts of time. The buildings chronic absence rate has gone down by 22% since the prior school year. Our perfect attendance rate has gone up by 3% as well as our number of low level absences (1-4 absences) has grown by 10%. This reflects that more students are in school more consistently than they have been since we resumed full-time in-person instruction.

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

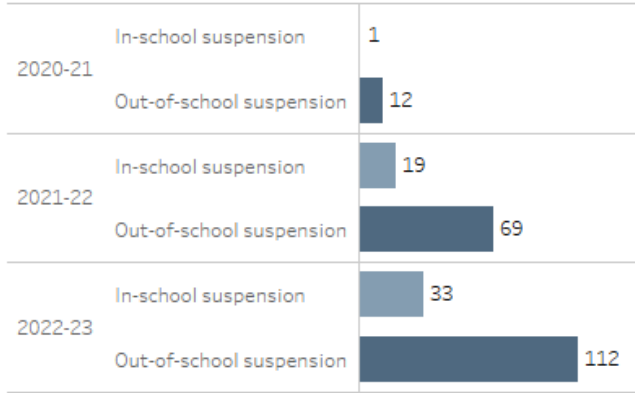
We plan to improve our attendance percentages by offering a number of incentives to students who have perfect or near perfect attendance (excused notes). Admin will plan quarterly field trips and pizza parties for students with perfect attendance to reward them for being present for instructional hours. In addition, the school will be more consistent in distributing truancy and chronic absence letters to families. Students who are flagged as truant or chronically absent whose attendance rate changes in a positive way will be recognized and rewarded by teachers. Teachers will be trained on specific ways they can assist with getting students to school everyday and on time. Our ABSS will continue to reach out to families and create ACAPS for

scholars who are absence. We also have our parent coordinator making 30 attrition calls monthly to ensure family satisfaction. Weekly Attendance Efforts: ABSS, Parent coordinator, office and deans work collaboratively to execute the proactive, positive attendance supports and outreach. These folks share with present students how happy you are that they are at school. The attendance team checks-in with students and talk with their families about any barriers. They discuss helpful morning and evening routines with parents of absent students. On a monthly basis, the team: Reviews and analyzes school and student attendance data to review attendance data, student progress, school events, new initiatives. The team reevaluates students who need consistent, proactive contacts. The principal posts pictures of school activities and events to encourage attendance and relationship building. ABSS and parent coordinator schedule and implement home visits with families to work on relationship building.

### **9.3 Student Discipline**

# Brooklyn Excelsior Charter School

Suspensions



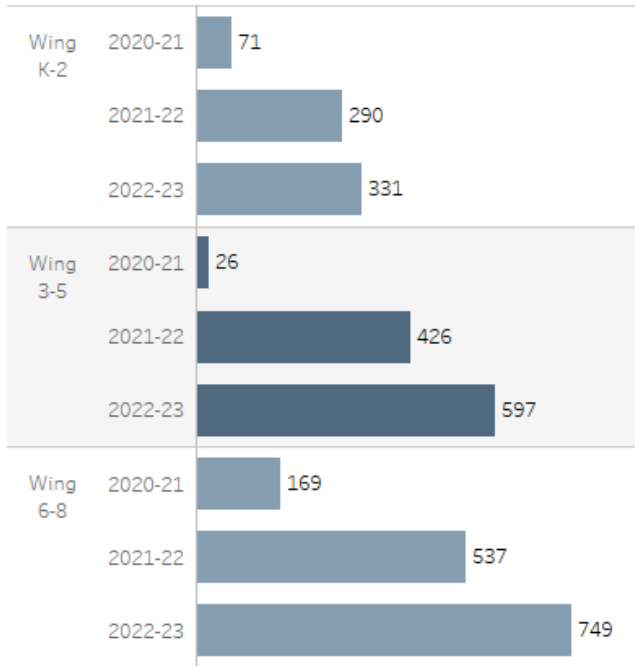
Behavior Plans



Behavior Events Per Student



Events by Wing



Events by Gender

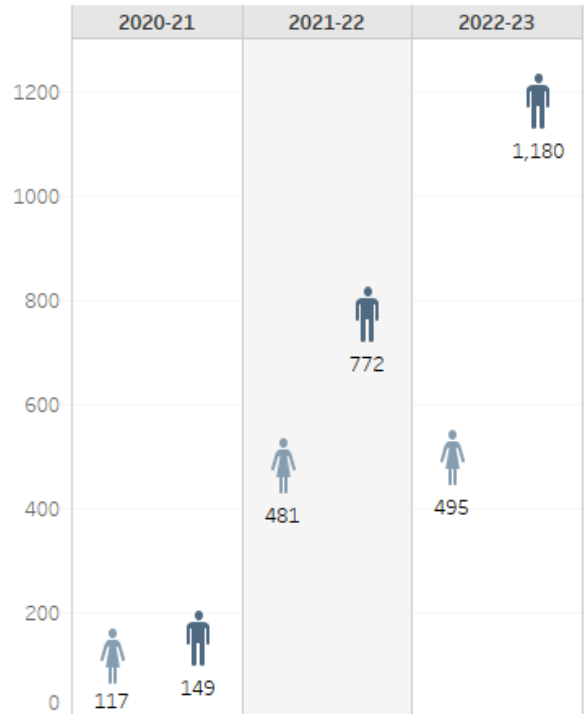


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

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

Since we returned to full-time in-person instruction, our student discipline data has been significantly higher. This raise is due not only to an increase in behavior events during in person learning as compared to remote or hybrid learning, but also because of the challenges that came with students transitioning back to school. It was also noted that because of increase student behaviors impacting the learning environment teachers were more likely to log behaviors into the system over the last 2 year as opposed to when scholars were hybrid or



virtual. Additionally, the number of behavior intervention plans in place is relatively low when compared to the overall number of behavioral events logged. During this school year we are on a track to end with both more in and out of school suspensions than in the prior 2 years. Infractions committed by boys is more than double that of our female population.

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

Yes, we will be taking the following action steps to help reduce student behavior across the school building to impact the trends we see in the current data: An additional School Social Worker and ABSS will be hired for the 2023-24 school year. We also plan to do an analysis of our Behave with Care practices to determine opportunities to be more proactive in redirecting level 2 behaviors before they escalate to higher levels. Next school year, the Capturing Kids Heart program will also be implemented. This program focuses on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. The program aligns closely with the school's Behave with Care model. Training will take place during opening week PD and be on-going for the duration of the school year. Due to the drastic difference between the number of behavior events and the number of behavior plans, we also intend to lead more training opportunities around the creation of behavior plans and the IAT process. Lastly, we plan to incentivize students to meet behavioral expectations through an increase in celebrations/rewards for those in strong behavioral standing. This may include field trips, assemblies, extended recess opportunities, and school dances. Since most behavior events are occurring in middle school, ensuring that the incentives are of interest to them is critical. Surveying the students at the start of the year may help us better understand what incentives can be used to motivate them. Sports clubs and teams are being created to incentivize positive behavior and to provide a social and emotional and physical outlet for our scholars. These clubs and after-school activities will continue through the next school year. BECS maintains and implements written rules and procedures for student discipline including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures are consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. We ensure that the school's discipline policy is consistent with the discipline policy set forth in the school's charter application.

## 10.0 School Community Summary

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

11221 zip code is located in southeast New York. 11221 zip code is part of Kings County. 11221 zip code has 1.38 square miles of land area and has no water area. As of 2010-2014, the total 11221 zip code population is 83,773, which has grown 9.70% since 2000. The population growth rate is much higher than the state average rate of 3.26% and is lower than the national average rate of 11.61%. 11221 zip code median household income is \$39,785 in 2010-2014 and

has grown by 78.37% since 2000. The income growth rate is much higher than the state average rate of 35.25% and is much higher than the national average rate of 27.36%. 11221 zip code median house value is \$541,100 in 2010-2014 and has grown by 192.01% since 2000. The house value growth rate is much higher than the state average rate of 90.79% and is much higher than the national average rate of 46.91%. As a reference, the national Consumer Price Index (CPI) inflation rate for the same period is 26.63%. On average, the public school district that covers 11221 zip code is much better than the state average in quality. The 11221 zip code area code is 718. Enrollment has been significantly impacted by changes in the community. There are more schools opening in the neighborhood, and fewer children living in the area. Our FRL status/percentage has been slightly impacted by changes in the community, as we have seen a decrease in our FLR population. We have also seen a slight increase in our ELLs population, due to the rising Spanish Speaking population in the area.

### 11.0 Student Interim Data

2021-22 Scaled Score Distribution (Grades 3-8)

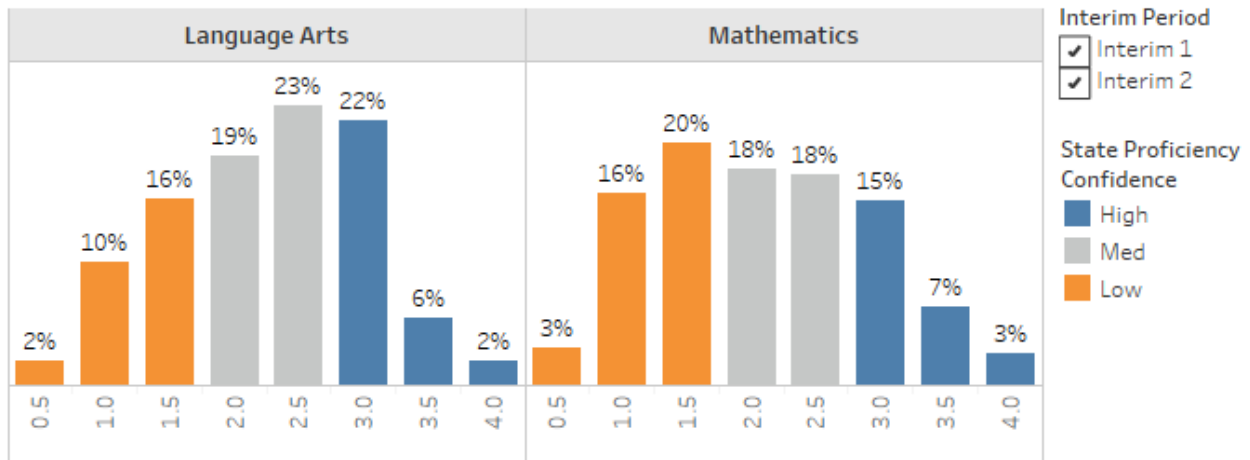


Figure: Interim Scaled Score Distribution

**2021-22 Percent At or Above 3.0**

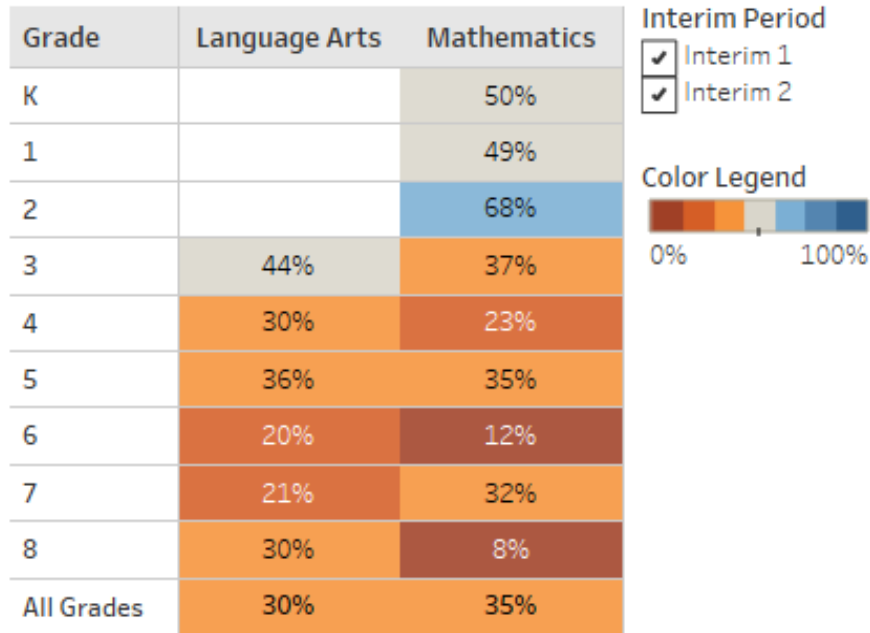


Figure: Interim Percent At or Above 3.0

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

Student interim 1 and 2 data combined shows that 33% of our students are under performing in math and 28% of our students are under performing in ELA. ELA and math have similar percentages of scholars who are categorized as pushers. 37% of scholars are approaching proficiency in ELA and 35% of scholars are approaching proficiency in math. From ELA Interim 1 to ELA Interim 2 the overall proficiency rate increased from 32% to 40%. From Math Interim 1 to Math Interim 2 the proficiency rate dropped from 35% to 30%. Scholars showed growth from ELA interim 1 to ELA Interim 2 with a 8% increase. There was a 5% decrease in proficiency from Math interim 1 to Math interim 2. Grades of concern are 4th and 6th grade who have the lowest proficiency rates according to the ELA and Math interim data. 8th grade is also a grade of concern according to the Math interim data. 4th grade's ELA interim proficiency was 29% and 6th grades ELA interim proficiency was 13%. 4th grades Math Interim proficiency was 16% and 6th grades Math interim proficiency rate was 9%. 8th grades Math interim proficiency rate was 20%.

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

In the 22-23 school year we are tracking the interim data. Teachers are using the data to drive intentional reteaching. The teachers have participated in data dives to analyze the data and plan their lessons for reteach. Based on the interim data we have implemented a structured intervention program for at-risk students who did not meet proficiency on the interims. These scholars receive instruction from both classroom teachers and interventionists. These

interventions take place in the classrooms and in pull-out sessions during their intervention block. Realignment of the scope and sequence is done following each interim, and teachers prioritize the major standards that are frequently tested coupled with intervention skills and strategies that are standard-specific to optimize and expedite growth. K-2: Continue revisiting common assessment data during GTMs and O3s to track student progress and discuss trending misconceptions/skills students struggle with. Include aimsweb data and revisit numeracy assessment skills during those discussions. While the focus is often on Tier 3 students, begin shifting the focus toward Tier 2 (triangles) to ensure the classroom teachers are moving them. 3-5: Next steps, assessment entry will continue to be a discussion point during O3's and GTM's. I will also enter ratings into the classroom framework. If teachers still fail to adhere to the expectations any free prep times that they will they will be required to sit with me until grading is up to date. 6-8: Continue to discuss data in O3s and grade team meetings. I will also enter ratings into the classroom framework. If teachers still fail to adhere to the expectations any free prep times that they will be required to sit with me until grading is up to date.

## 12.0 State Test Data

Brooklyn Excelsior Charter School

		2020-21	2021-22	
Math	3	40%	23%	↓
	4	18%	18%	↔
	5	22%	23%	↑
	6	33%	14%	↓
	7	31%	32%	↑
	8	32%	9%	↓
	Total	29%	20%	↓
Reading	3	57%	35%	↓
	4	39%	31%	↓
	5	53%	41%	↓
	6	59%	69%	↑
	7	33%	53%	↑
	8	72%	51%	↓
	Total	52%	47%	↓
Science	4	82%	94%	↑
	8	47%	50%	↑
	Total	66%	69%	↑

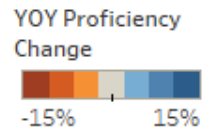


Figure: State % Proficient by Grade

## 12.1 Subgroup State Achievement Data

		2020-21	2021-22	
<b>All Students</b>		44%	39%	↓
<b>EL Status</b>	EL Student	14%	17%	↑
	Non-EL Student	46%	40%	↓
<b>Ethnicity</b>	American Indian or Alaska...			
	Asian			
	Black or African American	43%	38%	↓
	Hispanic	35%	39%	↑
	Native Hawaiian or Pacifi..			
<b>FRL Status</b>	Free	42%	36%	↓
	Reduced	48%	55%	↑
	Not Eligible	50%	46%	↓
<b>Gender</b>	Female	45%	42%	↓
	Male	43%	36%	↓
<b>Homeless Status</b>	Homeless		30%	
	Non-Homeless	44%	39%	↓
<b>IEP Status</b>	IEP Student	27%	23%	↓
	Non-IEP Student	48%	43%	↓
<b>Student Tenure</b>	< 3 Years	50%	41%	↓
	3+ Years	41%	38%	↓

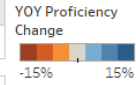


Figure: State % Proficient by Subgroup

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

Fourth & Sixth grade students in our building suffered from significant proficiency losses in both Math and ELA during the 21-22 school year as compared to the prior year however 8th grade students did show a 3% proficiency growth in science. Grades 4 and 5 both saw consistent math proficiency percentages with the prior year but saw significant loses in proficiency in ELA. Sixth grade saw a 19% loss in math proficiency however gained 10% in ELA proficiency. In 7th grade scholars scored consistently with the prior year for math and grew 20% in ELA.

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

In order to increase state test data, we plan to closely monitor common assessment data. Students take biweekly ELA and Math Assessments in addition to Interim Assessments which are administered twice during the school year. Following the completion of these common assessments, teachers and deans can run Gradebook reports to determine which standards/skills are strengths and growth areas for the grade level. Based on those results, small group and intervention scope and sequences are adjusted to facilitate reteach opportunities during those instructional blocks. Half Day data digs were also implemented during the 2022-23 school year to provide additional time for grade levels to analyze common assessment data together to inform next steps. During this time, teachers with support from their deans, work on small group and intervention plans to roll out with their scholars in the following weeks. Additionally, we will continue to make adjustments to para placements based on student need. Beginning of year assessments inform their initial schedules. Then, common assessment and interim data is analyzed to determine which grade levels are the least proficient and need additional intervention from the para team. For example, following an interim assessment where 4th grade math proficiency went down, paraprofessional schedules were adjusted to allow for small group pull-outs in 4th grade to target gaps in math understanding.

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

Both female and male proficiency rates went down from the prior year. Female rates dipped by 3% while male rates dropped by 7%. This is likely tied to in school behavior as well. Female students had 38% of behavioral incidents in the 21-22 school year while male students had 62% of behavioral incidents. These incidents match and are reflected in the dips of proficiency as behavior detracts from learning resulting in a farther dip in proficiency.

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

The action steps taken to impact this trend include expanding the SEL support team by hiring a second ABSS and a second Social Worker. This additional support will provide At Risk counseling in small groups and one on one support to scholars. In addition, additional paras were hired to strengthen the Intervention program. The Intervention team will provide support to scholars who are identified for Tier 3 intervention using Bridges Intervention, iReady diagnostic and Aimsweb.

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

None of our homeless students were tested in the 20-21 school year. During the 21-22 school year 30% of those identified as homeless were proficient on state exams. Insecurity in housing & student often leads to issues with consistent attendance and on-time arrival to school which could account for why students are struggling to be proficient with material.

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

Each year we have funds set aside to support families experiencing homelessness. These funds can be used to purchase uniforms, pay for trip expenses, school supplies, and any other school related expenses. This funding is dependent on parent request. A next would be for teacher to be made aware of scholars experiencing homelessness so that teachers can inform the parent liaison to reach out to parents if they deem that the scholar will need funding for a trip or school materials.

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

We did not have any migrant population that took the state test.

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

In the future if we do have migrant students we will prioritize getting them placed on the EL's caseload if they meet the requirements. Also, placing them with teachers who may have similar backgrounds.

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

Our percentage of EL students who are proficient has gone up by 3% since last year which is excellent. This is especially impressive as our number of EL students has also increased this year placing more students on our EL instructors caseload.

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

NYSESLAT and NYSISTEL test preparation programs were purchased and have been embedded into the instructional curriculum for our ELLs scholars. Additional personnel have been trained in administration and scoring of the NYSESLAT and NYSITELL. The school will continue to implement the aforementioned retention strategies throughout the upcoming school year. In addition, the school will continue utilizing a language line to better facilitate communication with our ELL families. This language line allows us to access an interpreter for any meeting or phone call with no prior notice. If a parent calls with a question, we can call the language line to have a clear and better conversation. We are working with our current families to help better understand what they need and how we can better support them. Guidance Counselors will initiate earlier outreach to our ELLs families to provide increased support during the high school application process. For each eligible student, we create an Individualized Language Plan (ILP) with program details, specific language goals, needed in-class supports, and appropriate accommodations for state and local assessments. We hold ELLs to the same expectations, standards, and challenges all students face as they strive for proficiency in



listening, speaking, reading, and writing. To complement the instructional foundation we give all students, we give ELLs specific goals to build social and academic proficiency in English. We build our approach to instruction on students' previously documented learning and cognitive abilities, and we scaffold instruction to support individuals' language proficiency. BECS typically integrates ELL services into the classroom; however, students may be pulled out to participate in small-group work based on their learning needs. The process starts with our staff working with students and families to identify ELL students using home-language surveys of all households, personal interviews, and the state-approved screening assessment. Students' scores on this assessment determines if they are eligible for ELL services. ELLs benefit from the same dialogue related content as we expand our teachers' use of peer-to-peer discussions of learning content that are part of the instructional process for all discourse with all students. These students also benefit from our commitment a variety of text types and writing opportunities in literature seminar units. We believe this commitment enhances ELL students' reading and writing skills and ultimately improves their proficiency on state ELA assessments. To assess student progress towards English proficiency and determine if they are eligible to discontinue ELL services, we use the annual NYSESLAT. Even after a student transitions out of ELL services, we continue tracking their progress and providing support, based on their individual needs, for four years. ELL students take all required state, school, and classroom assessments to monitor progress in core content areas and in English proficiency, and we implement any needed accommodations on assessments as we do in classroom activities. Our assessment administration gives due consideration to ELL students' stages of language acquisition and cultural backgrounds. BECS treats all teachers as teachers of ELL students. We therefore place ELL students, with appropriate supports, in all classes and school activities. Working with a certified ELL teacher, classroom teachers provide targeted support in core content. Finally, we note that ELL teachers and the curriculum team have collaborated to enhance support in both virtual learning and in-person learning using tools such as Classkick, Jamboard, and Google Classroom.

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

Based on the data it is clear that our Black and African American students saw a drop in proficiency by 5% while our Hispanic students saw a jump in proficiency by 4%. We can link our Hispanic student success partly to the success of our EL program as many of our Hispanic population are also identified as being an EL.

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

NHA has made an effort to include more non-fiction and fictional text that discuss important topics that impacted African American history. Next steps that can be taken as a school is to include more text that include diverse cultures while still incorporating common core ELA standards. This school year in 3-5 we began teaching the Bridges math curriculum with fidelity. This program teachers math with a more explorative hands-on approach making the content more accessible to scholars.

**13.0 Comprehensive Needs Summary**

## **Reading**

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

On the 2023 Winter iReady reading diagnostic, 34% of BECS students were proficient. 36% scored on a Tier 2 level and 30% were considered Tier 3. This was improvement from Fall testing where only 24% of our scholars were proficient. One challenge we are facing is that scholars practice constructed responses much more than multiple choice due to NHA's ELA curriculum. On iReady diagnostics, interims, and state tests, students are heavily assessed with multiple choice questions. Working with teachers to develop their own multiple choice questions or pull from our supplemental materials such as Coach, Ready, and Goalbook will provide opportunities for scholars to practice multiple choice questions prior to these high stake assessments. This year, NHA began implementing a Phonological Awareness curriculum, Heggerty, in all K-2 classrooms. We saw a slight increase in our phonological awareness proficiency from last year Winter iReady testing to this year's assessment. In regards to reading fluency, a challenge we faced this year is inconsistency with paraprofessional attendance and turn over. Paraprofessionals are tasked with facilitating Reading Mastery and Corrective Reading, our school-wide phonics programs. However, with some turnover in the position, some phonics small group instruction was paused or groups were combined. On the 2023 Winter Aimsweb benchmark, 61% of K-2 students scored Tier 1, 16% scored Tier 2, and 24% Tier 3. In 3-8, 68% of the students were Tier 1, 16% Tier 2 and 16% Tier 3.

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

Out of the six domains, BECS scholars had the strongest proficiency with Phonological Awareness followed by High Frequency Words and then Phonics. Comprehension of Literature and then Vocabulary came next, with our weakest domain being Comprehension of Informational Text at only 23% proficient across the school building. 3rd grade had the strongest proficiency on the iReady reading diagnostic in both Fall and Winter during the 2022-23 school year. Kindergarten showed the most growth from Fall to Winter in regards to iReady Reading proficiency (19% proficient to 49% proficient).

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

Implementing a school-wide workshop model during ELA instruction and/or intervention remains a growth goal. Once workshop is happening across all grade levels more consistently, there will be more opportunities for scholars to participate in daily iReady reading lessons. This will be a big push for next school year and will hopefully result in higher proficiency rates on the iReady diagnostic.

## **Writing**

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

NHA has included a grammar curriculum this school year. Each week scholars are introduced to grammar skills with hands-on practice. Weekly grammar assessment data trends shows that scholars in grades K-1 and 3-5 on average have 35% of scholars demonstrating proficiency with the grammar content. 2nd grade has shown consistent proficiency rates with an average of

approximately 75% proficiency each week that they administered the grammar assessments. In grades 3 - 8 scholars have shown improvement with short response answers. Scholars are continuing to restate answers and use supporting details. Scholars utilize the RACE format to structure their short responses. Scholars have struggled to show mastery with extended responses. These responses require scholars to create essays based on writing prompts. Many scholars in grades 3-8 continue to structure the extended responses as if they are short responses. Scholars have shown difficulty in making inferences and ending their writing with strong explanations. For grades K-2 NHA implemented a gradual releases for introducing the RACE format to scholars. This allowed scholars to become more familiar with constructing a RACE response.

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

Scholars are continuing to restate answers and use supporting details. Scholars utilize the RACE format to structure their short responses. Scholars have struggled to show mastery with extended responses. These responses require scholars to create essays based on writing prompts. Many scholars continue to structure the extended responses as if they are short responses. Scholars have shown difficulty in making inferences and ending their writing with strong explanations.

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

NHA has continued the use of their writing curriculum this school year. The curriculum spans 6-8 weeks and covers writing genres such as response to literature, informative/explanatory writing, and narrative writing. We will engage in more data driven team meetings around the effectiveness of our writing instruction through analysis of grammar exit tickets and assessments. Additionally, feedback on constructed responses during the shared reading block can include praise and corrections around the student's writing conventions. Finally, modeling inference and explaining answers as a way of wrapping up a writing piece.

**Math**

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

In grades K-8 22% tested on grade level (considered Tier 1 within iReady) on the Winter iReady Math diagnostic. The strongest domain across grade levels were numbers and operations and algebra and algebraic thinking. The weakest domain was geometry with 21% of scholars testing on grade level. Middle school has had challenges with the math curriculum, Illustrative Math. Illustrative does not provide enough hands-on practice for scholars. Middle has had to supplement this curriculum in order to meet scholars needs. K-5 utilizes Bridges curriculum which also has challenges. The biggest challenge is the having the time to get through Bridges lessons with fidelity.

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

Across K-8 on the Winter I-Ready Diagnostic the majority of scholars were Tier 2 (one grade level below) in the following domains; Numbers and operations, algebra and algebraic thinking, and measurement and data. The geometry domain had the most scholars in Tier 3 (two or more grade levels below) with 37%. 3rd grade had the strongest proficiency on the Winter I-Ready diagnostic. Kindergarten showed the most growth from fall to winter in regards to I-Ready math

proficiency (8% in the fall to 28% proficiency in the winter). From Math Interim 1 to Math Interim 2 the proficiency rate dropped from 35% to 30%. There was a 5% decrease in proficiency from Math interim 1 to Math interim 2. Grades of concern are 4th and 6th grade who demonstrated the lowest proficiency rates according to the Math interim data. 8th grade is also a grade of concern according to the Math interim data. 4th grades Math Interim proficiency was 16% and 6th grades Math interim proficiency rate was 9%. 8th grades Math interim proficiency rate was 20%.

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

BECS identifies students that require targeted intervention by administering universal screeners. Screening data is then used to determine students in need of targeted intervention. iReady is one such intervention program that is used to grow students in both ELA and Math. The program contains benchmark and progress monitoring tools. It has an automatic lesson delivery system that is based on a student's diagnostic results. Additionally, iReady has a 'toolbox' that contains intervention-based assignments, which teachers can utilize with or without the automatic lesson system. K-5 Progress Monitoring in Math - Each Bridges Intervention module includes a progress monitoring session. Interventionists should facilitate the progress monitoring session when indicated within the module of instruction. Administer every 5th session; 2 parts: interview and written. Utilize the scoring guide provided in the Bridges Intervention module teacher masters Scoring: 7 points: move on to the next module Most students 6 points: reteach the module A few students 6 points: Discuss best next steps for student(s) Total scores will be entered in NHA Bridges Intervention Progress Monitoring application Grade K-2 Tier 1 Progress monitor every two weeks, or at a minimum, monthly Tier 2 Progress monitor biweekly Tier 3 Progress monitor every week Grade 3-8 Tier 1 Progress monitoring is optional Tier 2 Progress monitor biweekly Tier 3 Progress monitor every week Data will be collected on a regular basis in between benchmark assessments to ensure that students are making growth towards their goals. All students receiving Tier 2 or Tier 3 interventions will have their progress monitored. Student progress will be monitored via Bridges Intervention, Gradebook, and Progress Monitoring graphs that are displayed in classroom and individual student progress monitoring folder. Data collected from progress monitoring will be used to evaluate individual student's growth and group trends. In grades K-2, students receiving Ready intervention will be progress monitored via Mastery Assessment scores. This score will be entered into Gradebook and the main Student Data profile document. In grades 3-5, students receiving Ready intervention will be progressed monitored via their Mastery Assessment scores. This score will be entered into Gradebook and the main Student Data profile document. In grades 6-8, students receiving reteach intervention will be progressed monitored via their Mastery Assessment scores. This score will be entered into Gradebook and the main Student Data profile document. K-5 Progress Monitoring in Math - Each Bridges Intervention module includes a progress monitoring session. Interventionists should facilitate the progress monitoring session when indicated within the module of instruction. Administer every 5th session; 2 parts: interview and written. Utilize the scoring guide provided in the Bridges Intervention module teacher masters Scoring: 7 points: move on to the next module Most students 6 points: reteach the module A few students 6 points: Discuss best next steps for student(s) Total scores will be entered in NHA Bridges Intervention Progress Monitoring application Grade K-2 Tier 1 Progress monitor every two weeks, or at a minimum, monthly Tier 2 Progress monitor biweekly Tier 3 Progress monitor

every week Grade 3-8 Tier 1 Progress monitoring is optional Tier 2 Progress monitor biweekly  
Tier 3 Progress monitor every week

## **Science**

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

Science gives scholars the opportunity to engage with one another. Scholars actively discuss what they know about science topics and where they see science in the real world. They are most successful during the hands-on experiments. When the scholars were given the opportunity to explore with their classmates with the teacher being the facilitator, they were able to articulate their thoughts and findings. The challenges we have faced with science are scholars being given opportunities to write about their findings over a period of time. Also, scholars are given the opportunity to use what they have learned beyond the specific science unit inside and outside of the classroom. Science has been a really good way for students to explore different topics with one another. This gives them the opportunity to connect topics to what is happening in the world around us. Scholars feel most successful when they are able to apply what they have learned in class to everyday life. The challenges we have faced with science is consistently giving students the opportunities to work with experiments.

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

Scholars have shown proficiency with science assessments when they have been given the opportunity to do hands-on experiments in comparison to when they obtain the information from readings or textbooks. Scholars have also shown more interest in science topics that they know that they interact with in the everyday world. These topics include electricity and magnetism. Scholars asked and answered questions about these topics compared to the ecosystem. Scholars will benefit from more time with topics like these so that they understand that it is happening around them as well. Scholars have shown proficiency through science assessments and when they are given in class projects to work on that allows them to explain what they have learned with a particular topic. One of the topics that is very popular in middle school is the solar system and the project that is done at the end of the unit.

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

In 3-8 NHA has continued to utilize the STEMScopes curriculum. In K-2 NHA has implemented the science curriculum, Picture Perfect. This is to a hands-on exploratory science program similar to STEMScopes. Both curriculums allow scholars to form their own ideas about science using the 5E process. This process encourages scholars to continue making hypotheses and testing these hypotheses while they engage in hands-on experimentation. STEMScopes and Picture Perfect come with all materials needed for experiments and exploration. STEMScopes includes built in scaffolding for ELL scholars and scholars who need additional support. Teachers have the opportunity to connect science to math with STEMScopes' math in action component. Teachers also use a science workbook titled, "Interactive" to accompany the resources of STEMScopes.

## **Social Studies**

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

Middle School scholars have been working very hard in social studies. Scholars have found most success with analyzing data using graphs, charts, keys and maps. Most scholars have a hard time answering document based questions which requires them to find two pieces of evidence to support their answer. The social studies curriculum is engaging using the McGraw Hill resources provided by NHA. K-5 utilized InquireEd which is a social studies program that requires scholars to think critically using the 5E process. Scholars have been successful with collaboration and making real-life connections as they work through the projects in the InquireEd program.

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

One trend that has been identified in Social Studies is scholars are not able to read and analyze graphs, charts, keys, and maps. Scholars also struggle with social studies content that they lack background knowledge about. Overall scholars enjoy the collaboration they are able to do. Most scholars in 3 - 5 have received passing grades on their end of the unit social studies projects. Scholars also generate meaningful questions when engaging in the Social Studies lessons. They take ownership for their own learning if they are unsure of an answer or what they are working on. One trend that has been identified in Social Studies is scholars are not being able to answer DBQ questions and provide extended responses using evidence from the take. A lot of scholars are learning this information for the first time and we're trying to bridge the gap in any deficiencies.

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

NHA has implemented the InquireED curriculum. This curriculum allows scholars to form their own ideas about Social Studies using the 5E process. This process encourages scholars to continue making hypotheses and testing these hypotheses while they engage in hands-on experimentation. InquireED includes built in scaffolding for scholars who need additional support. When creating lesson plans teachers have begun to determine misconceptions that scholars may have prior to teaching the lessons. They have begun using their own scaffolding that was not included in the InquireEd curriculum. In 5th grade as they explored the Thirteen Colonies it was determined that scholars needed to know their current 5 boroughs and the borough and state that they live in. Once they were aware of their current geographics they were able to understand the location of the Thirteen Colonies. NHA has implemented the McGraw Hill Discovering Our Past. This curriculum allows scholars to explore History at a very high level and it challenges scholars to think about our history. When lesson planning our teachers plan with the students at the focus but also finding ways to make the material engaging for scholars. Teachers have been focusing on addressing misconceptions and reviewing topics that students do not show proficiency in.

### **Student Interventions**

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

During the 2022-23 school year, Brooklyn Excelsior implements several initiatives to respond to challenges from interrupted instruction. The charter uses a variety of nationally normed and internally developed assessments to gather valid and reliable data to monitor academic progress. Teachers disaggregate and analyze data from these assessments during weekly content and grade level meetings to plan and execute reteaching strategies and to revise

intervention strategies. Brooklyn Excelsior also hired more staff members to boost its intervention program, which provides intense support for students who struggle the most. The charter's achievement and behavior support specialist ("ABSS") provides hands-on support to interventionists using Reading Mastery resources in Kindergarten – 2nd grade and Corrective Reading for students in 3rd – 8th grade who perform at least three years below grade level. Brooklyn Excelsior also provides students additional and targeted support in mathematics using Bridges, a curricular tool that allows teachers to quickly and easily teach lessons; administer brief, automatically generated assessments; identify where students have specific gaps in learning; and, implement small group activities tailored to student needs. The general education teachers and those providing academic intervention will coordinate their efforts to dive deeper into the data. Leaders, interventionists, and teachers form a support team for students and meet regularly to review data and adjust plans. The teachers and interventionists in each grade level and section have been notified of the time that the students will be in the session. The interventionist will enter their student's name in the BECS Intervention Data Profile document. The interventionist will notify the parents of all the students receiving intervention by copying, individualizing, and emailing home the Intervention Parent Letter. In addition, the interventionist will set up their Student Documentation files and share them with the students, parents, and General Education teachers. Prior to each session, the teachers and interventionists will have a lesson prepared for their set of students. In preparation for delivery, the teachers and interventionists will collaborate and review the lesson. At the end of each lesson, the teacher and interventionists will collect any scores or assessment information from each of the students that are not automatically generated. At the end of the week, the interventionist will retrieve the most recent data for all students in their grade and input the information into their Student Documentation files and the Student Data into BECS Intervention Data Profile. Each week, the teacher and interventionist will collaborate by analyzing the data. They will compare the student's progress to their goal and previous data. This will allow the teachers to determine whether the student needs to move groups, stay in the current group, or be released from intervention. Finally, during the benchmark windows for each assessment, the interventionists will update the student documentation files with the student's benchmark score. They facilitate the flow of accurate and timely progress monitoring, collaborating teams are established with calendarize meetings and set agendas in place for each meeting. Required: Dean of Intervention - facilitator Interventionist Classroom teacher Grade band dean Recommended as appropriate: C&I content specialist Academic coach Special education provider Admin over special education Principal School psychologist Social worker Parent (as available and appropriate) Calendarize Meetings and Set Agenda Intervention groups should begin during or before: Math: Week 6 of school for 1st - 5th graders Week 10 of school for Kindergarteners ELA: Week 4-5 of school Intervention Support Team meetings should occur approximately every 6 weeks once intervention groups begin Prior to the meeting, DOI and or interventionist should review the progress monitoring data, identify any student who are not making adequate progress, share the data with the support team members and classroom teachers should compile core assessment data for those students and bring to the meeting to address any concerns or progress.

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

BECS identifies students that require targeted intervention by administering universal screeners. Screening data is then used to determine students in need of targeted intervention. iReady is one such intervention program that is used to grow students in both ELA and Math. The

program contains benchmark and progress monitoring tools. It has an automatic lesson delivery system that is based on a student's diagnostic results. Additionally, iReady has a 'toolbox' that contains intervention-based assignments, which teachers can utilize with or without the automatic lesson system. Aimsweb is an assessment tool that is used on a weekly to monthly basis. The program has a diagnostic tool that is used to determine a student's fluency and, in the lower grades their letter sounds recognition. The Intervention support team identifies students for Tier 3 intervention using the tools and assessments above. These students typically score in the lower quartiles of their grades. These students are grouped by their present level of performance, which is the result of i-Ready, and or Aimsweb benchmark exams. Administering the Universal Assessments to screen the students following a calendarized schedule.

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

In ELA, all students in grade K-2 will be benchmark during the first 4 weeks of school, using one of the following tools/measures aimswebPlus and or Reading Mastery. K: Letter Word Sound Fluency Grade 1-2: Oral Reading Fluency Additionally, Grades 3-8 will be administered Aimsweb / Reading Mastery We administer ORF Benchmark to bottom 25% quartile of students. After the data screeners have been completed, the support team will determine the student's placement based on benchmark percentile and set appropriate goals. 26-100% - Tier 1 Set Monitoring Goals (K-2) Tier 1 intervention provided by the classroom teacher 11-25% - Tier 2 Set Monitoring Goal (K-8) 0-10% - Tier 3 Set Monitoring Goal (K-8) In math, Kindergarten will complete the Fall Numeracy Assessment the 5th week of school and 1st and 2nd grade will complete the Fall Numeracy Assessment and Bridges Intervention, the 3rd week of school. In addition, 3rd - 5th grade will complete the Fall iReady math diagnostic and Bridges Intervention, the 2nd - 3rd full week of school. 1st and 2nd Grade Criteria for Identification 0-24% = Intensive Tier 3 intervention with interventionist 25-49% = Strategic Tier 2 - Monitor these students and follow up after review of Unit 1 Post Assessment data 50-74% - Approaching Tier 1 Intervention from the classroom teacher 75-100% = Meeting Grades 3rd - 5th Grade Criteria for Identification 0-24% = Intensive Tier 3 intervention with interventionist 25-49% = Strategic Tier 2- Monitor these students and follow up after review of Unit 1 Post Assessment data 50-74% - Approaching Tier 1 Intervention from the classroom teacher 75-100% = Meeting

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

Data will be collected on a regular basis in between benchmark assessments to ensure that students are making growth towards their goals. All students receiving Tier 2 or Tier 3 interventions will have their progress monitored. Student progress will be monitored via Aimsweb progress monitoring, Bridges Intervention, Gradebook, and Progress Monitoring graphs that are displayed in classroom and individual student progress monitoring folder. Data collected from progress monitoring will be used to evaluate individual student's growth and group trends. In grades K-2, students receiving Reading Mastery intervention will be progress monitored via their weekly Aimsweb score. This score will be entered into the main Student Data profile document. In grades K-2, students receiving Ready intervention will be progress monitored via Mastery Assessment scores. This score will be entered into Gradebook and the main Student Data profile document. In grades 3-5, students receiving Ready intervention will be progressed monitored via their Mastery Assessment scores. This score will be entered into



Gradebook and the main Student Data profile document. In grades 6-8, students receiving reteach intervention will be progressed monitored via their Mastery Assessment scores. This score will be entered into Gradebook and the main Student Data profile document. K-5 Progress Monitoring in Math - Each Bridges Intervention module includes a progress monitoring session. Interventionists should facilitate the progress monitoring session when indicated within the module of instruction. Administer every 5th session; 2 parts: interview and written. Utilize the scoring guide provided in the Bridges Intervention module teacher masters Scoring: 7 points: move on to the next module Most students 6 points: reteach the module A few students 6 points: Discuss best next steps for student(s) Total scores will be entered in NHA Bridges Intervention Progress Monitoring application Grade K-2 Tier 1 Progress monitor every two weeks, or at a minimum, monthly Tier 2 Progress monitor biweekly Tier 3 Progress monitor every week Grade 3-8 Tier 1 Progress monitoring is optional Tier 2 Progress monitor biweekly Tier 3 Progress monitor every week

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

The general education teachers and those providing academic intervention will coordinate their efforts to dive deeper into the data. Leaders, interventionists, and teachers form a support team for students and meet regularly to review data and adjust plans. The teachers and interventionists in each grade level and section have been notified of the time that the students will be in the session. The interventionist will enter their students' name in the BECS Intervention Data Profile document. The interventionist will notify the parents of all the students receiving intervention by copying, individualizing and emailing home the Intervention Parent Letter. In addition, interventionist will set up their Student Documentation files and share them with the students, parents and General Education teachers. Prior to each session, the teachers and interventionists will have a lesson prepared for their set of students. In preparation for delivery, the teachers and interventionists will collaborate and review the lesson. At the end of each lesson, the teacher and interventionists will collect any scores or assessment information from each of the students that is not automatically generated. At the end of the week, the interventionist will retrieve the most recent data for all students in their grade and input the information into their Student Documentation files and the Student Data into BECS Intervention Data Profile. Each week, the teacher and interventionist will collaborate by analyzing the data. They will compare the student progress to their goal and previous data. This will allow the teachers to determine whether the student needs move groups, stay in the current group or be released from intervention. Finally, during the benchmark windows for each assessment, the interventionists will update the student documentation files with the student's benchmark score. The facilitate the flow of accurate and timely progress monitoring, collaborating teams are established with calendarize meeting and set agenda in place for each meeting. Required: Dean of Intervention - facilitator Interventionist Classroom teacher Grade band dean Recommended as appropriate: C&I content specialist Academic coach Special education provider Admin over special education Principal School psychologist Social worker Parent (as available and appropriate)

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

In 2020-21, BECS moved away from traditional response-to-intervention (RTI) to a multi-tier system of supports (MTSS). MTSS is essentially an extension of RTI concepts that is more

proactive, places more emphasis on early intervention, addresses behavioral as well as academic concerns, and focuses on overcoming systemic barriers to learning for both students and teachers. Under MTSS, all students are screened. We value MTSS because we believe it can and will improve remediation and intervention in traditional in-school learning environments. BECS used this approach to support students who needed help before the transition to remote learning as well as students who developed a need during remote learning. BECS brought on additional staff members to support behavior intervention and remediation. An academic and behavioral specialist was hired and works to support students on both academic and behavioral goals. An additional school social worker was hired to provide additional counseling sessions for behavioral at-risk scholars.

### **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)?**

BECS is participating in the "People Project" focusing on 6 areas to improve staff satisfaction and increase retention (reduce turnover) and augment recruitment of highly qualified teachers. Those 5 categories include: Compensation, Work-Life Balance, Teacher Development, Appreciation, Recruitment, and Appreciation / Belonging. Compensation: Enhance teacher pay strategies and monitor effectiveness • Continue reviewing para pay strategies to ensure competitiveness with current hourly job market • Conduct market analysis to determine competitiveness of principal and dean pay • Refine Total Rewards communications so employees see full compensation package, including salary and applicable bonuses and stipends • Assess critical staff positions pay and partner with recruiting to develop a shortage pipeline for critical staff. Work Life Balance: • Explore opportunities to increase protected planning time for teachers and paras • Share wellness resources, tools, and trainings to support well-being • Introduce Perk Spot to support employee financial wellness • Promote Life Assistance Support programs • Review school calendaring process to maximize allowed flexibility Oracle Support: • Gather and analyze feedback from staff and leaders to inform a plan for Oracle optimization • Develop and promote a service recovery strategy to address problem resolution • Analyze current configuration design to expedite approvals and improve efficiency • Explore leader engagement with Oracle and ways to simplify Recruiting: • Develop workforce planning strategy to increase college partnerships, student teachers, alternatively certified pathways • Develop a para to teacher pipeline strategy to identify, train, and certify paras to become teachers • Create marketing materials to inform educators of the options available to earn credentials for roles held or where they aspire to be • Build greater substitute bench to support absences Teacher Development • Develop Academic Team on the instructional coaching cycle process • Provide Math content development for deans • Develop school leaders and teachers on the process of responding to data • Incorporate the high school lens into principal and dean programming • Re-launch the Behave with Care emphasis on our systems for behavior and development • Share leadership best practices across the organization • Leverage 360 feedback at SC to drive leadership development and individual growth Appreciation / Belonging • Deliver monthly engagement kits to leaders to support local engagement efforts • Enhance service anniversary celebrations for milestone achievements • Refine engagement strategy through timing and pulses • Expand engagement tools and resources to meet needs of individual leaders in the moment BECS has also partnered with

Columbia Teacher's college and is hosting student teachers in the building. We are also attending teacher recruitment fairs in NYC. National Heritage Academies (NHA) and BECS also recognize that the skills and knowledge of its employees are critical to the success of the organization. NHA encourages employees to continue their education in subjects and fields related to their current and future NHA job responsibilities. NHA offers tuition reimbursement to encourage employees to improve job-related skills and meet professional development requirements to achieve certification. NHA will reimburse employees for courses taken at an accredited college or university that go toward a teaching certification, a higher teaching degree, or a degree in education leadership. NHA will also reimburse employees who are gaining expertise in other subject areas related to teaching (e.g., science, math, language arts, etc.) for which they are taking courses. NHA Service Center employees will be reimbursed for degrees that are job related. NHA will reimburse employees for courses taken for any valid alternative certification program.

### **Staff Professional Development**

#### **What staff development offerings were the most effective last year?**

Professional development was best received when the topics covered classroom management practices, student engagement practices, and basic classroom expectations. All meetings dedicated to common planning time under the guidance of deans were also sessions that were received positively.

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

We know that PD was effective when we evaluate the implementation of systems, procedures, and practices that were covered in PD. Walk-throughs, observations, data analyses, and Interactive Classroom Framework ratings and indicators are used to track the effective implementation of PD topics covered. We also hold grade team meetings and full-staff PDs that are differentiated and give teachers choice over the training topics offered. Our assessment of how effective our PD was is based on the evaluation of implementation. If staff members have not mastered topics covered in PD, we revisit in future meetings.

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

At the beginning of the school year, the whole staff receives professional development regarding the Response to Intervention (RtI) and referral process for the Intervention Assistance Team (IAT) so that all staff understand how to address student concerns. All staff have a bi-weekly or weekly one-on-one meeting with their direct supervisor during which they discuss and review student data, recent observations, and are coached by their dean or principal in order to improve their practices. The individualized nature of these supports allows for targeted and meaningful feedback that occurs frequently. Special education teachers receive professional development regionally before the school year begins, in the fall, and in the spring. Topics of regional professional development sessions include high leverage practices such as systematically designing instruction and scaffolding learning as well as workshop sessions focusing on the practicalities and documentation needs of the position. Regional sessions are led by the content leader or the special education supervisor. All staff members attend weekly professional development sessions at Brooklyn Excelsior which are led or coordinated by the administrative leadership team. The topics of these sessions can widely vary but are always determined by the needs of the staff and school as a whole. Among these sessions includes

training for all special education teachers on Goalbook Pathways directly from the Goalbook staff. This program provides special education teachers support with developing individualized goals for their students along with aligned strategies, scaffolded resources, and monitoring and assessment tools. All Brooklyn Excelsior teachers also participate in “data digs” following benchmark and interim assessments. These data digs are designed to provide teachers opportunities to analyze assessment data and plan necessary reteach opportunities for whole group, small group and individualized learning.

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

The professional development staff member receives related to targeted academic intervention include but not limited to, staff wide meeting, intervention/grade meetings, weekly O3s, instructional coaching, targeted program training (Goalbook, Aimsweb), NHA professional development 3 times per year, and targeted SPED/Intervention training (IEPS, data collection). During these meetings student data is reviewed, existing data is analyzed, clarifying questions are asked and addressed, teachers develop a hypothesis as to why insufficient progress is being made by certain students. In order to address the skills deficits, teachers and interventionists create a strategic action plan for implementation. These plans include but are not limited to – Small group size More time in intervention (duration or frequency) Re-evaluate placement in curricular resources Strategies to promote attention and engagement Strategies to support multisensory learning Working with a more experienced interventionist Supports for consistent attendance Revised plans and next steps as needed Discuss and monitor students who were recently exited from the intervention services Discuss any new students the classroom teacher is concerned about

**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.**

Part 1 Teacher needs continue to impact our scholars academic achievement, one such need is more opportunities for teacher to collaborate with each other. Teacher collaboration among teachers has positively influenced our learning community. Currently, teachers are able to collaborate during professional development, data days, grade team and wing meetings. However, teachers need common planning time to collaborate more effectively with each other, especially the general education education and special education teachers. There are opportunities during PDs where teachers are able to plan across subjects, on data days, teachers analyze the data from common assessments, and unpack the standards to plan for next step to reteach or challenge the scholars. Another need that impact student achievement is fully understanding the content and utilizing the materials and resources for the scholars success. The lack of content knowledge definitely affects the student outcome, especially for newer teachers and teachers who onboard later in the school year. Through collaboration with the Curriculum and Instruction team, there have been efforts to provide workshops, training sessions, classroom visits and actionable feedback to improve the teachers' craft and content knowledge in the various subject areas. Strengthening our ICT classrooms is another need expressed by the teachers. Using a proactive approach, we partnered with the Collaborative Group to provide training sessions to improve our ICT classroom models and equip the teacher with strategies to operate successful high functioning ICT coteaching models. This partnership has been a huge success with student achievement. Part 2 Increasing student achievement consistent with NYS academic standards Improving the quality and effectiveness of teachers

Increasing the effectiveness in improving student academic achievement through Dean coaching cycle

#### 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.

## Brooklyn Excelsior Charter School

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

### Instruction by Highly Qualified Teachers

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

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

### Strategies to Attract High Quality Teachers

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

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

## 14.0 Wellness Policy and Goal Evaluation

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

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

Yes, we have continued to build our school wellness opportunities by remaining consistent in having 6 specials teachers to educate all areas of the student. These specials include a gym teacher to work with students on physical activity wellness goals and a health teacher who instructs the students on how to take care of themselves mentally, emotionally, and physically. Scholars are offered frequent movement breaks throughout the day and kinesthetics are involved during learning. This year BECS began working with a new food provider SLA which has provided more choice in meal items and a wider selection of lunches to our scholars.

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

Yes, scholars are more conscious and concerned about being healthy in our building. Scholars wear masks voluntarily when they feel sick to help keep peers safe because they understand how the spreading of germs impacts everyone. They are more conscious about eating food that have low sugar and low caffeine content. Since the implementation of our new SLA food team we have seen a decrease in the number of unhealthy snacks being brought to school by students and an increase in the number of students who eat a healthy and balanced school lunch.

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

In our buildings opinion, the wellness policy is well thought out and addresses the main areas of importance for a healthy future. These areas include nutrition education, healthy meals, and physical activity parameters. Coming to the tail end of a pandemic our scholars are more aware of how important their health is and are more inclined to listen to the information granted to them. We have no recommendations at this time.

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

Our Wellness goals meet expectations. No changes would be necessary, as they meet standards of what would be required for children to maintain a healthy mind and body.

## 15.0 School Improvement Goals

### Action Plan for Continuous Improvement

Goal	School-Wide Implementation of Workshop and Intervention
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Brooklyn Excelsior Charter School

Baseline Data	Classroom observations, Gradebook, Student Level Data Files, Interim Reports
Area of Need	Provide differentiation and personalize instruction
Root Cause	Lack of uniform expectations for workshop rotations, matched with instructional resources
Strategies	Ongoing observations, weekly planning in grade team meetings, monthly IAT meetings

Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.

Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Calendarize IAT meetings	Aug. 2023	Aug 2023	Admin Team, Collette Bent						
Deans create workshop rotation expectations	Aug. 2023	Oct. 2023	Deans						
Calendarize Admin walk-through of intervention	Aug 2023	Jan. 2024	Admin						
Create Grade Team Meeting Agenda Template with section dedicated to workshop observations and planning	Aug. 2023	Jan 2023	Admin						
Calendarize walk-throughs of effective/exemp	Aug 2023	Jan 2024	Admin						

Brooklyn Excelsior Charter School

lary workshop rotations for staff members who struggle			
Plan ongoing PD meetings dedicated to common planning for differentiation and personalized instruction	Aug 2023	Ongoing	Admin
Training on intervention resources (iReady, Bridges Intervention, Reading Mastery, Corrective Reading, Lexia)	Aug 2023	Ongoing	Admin

Goal	Increase Staff Engagement and Satisfaction, Decrease behavior infractions								
Baseline Data	Staff surveys, wellness checks, 03 notes								
Area of Need	Increase staff perception on leadership team, culture, & discipline								
Root Cause	Unclear understanding on part of teachers for how to address low level behavior infractions. Establish school-wide behavior intervention systems and procedures.								
Strategies	Provide Behave with Care Training sessions early, ensure they are ongoing, analyze behavior events to determine areas of trending behavioral								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes

Brooklyn Excelsior Charter School

Establish Committee Leads. Garner support of staff members in the creation of appropriate incentive systems, community events and activities, parent and staff engagement events, and focus more on positive behavior system.	Aug. 2023	June 2024	Admin -
Bring CSE trainers in to provide PD on de-escalation strategies	Sept. 2023	June 2024	Admin - Collette Bent
Map out differentiated PD plan to ensure topics are relevant to all participants	Aug. 2023	Ongoing	Admin

Goal	Reduce Attrition, Increase Enrollment
Baseline Data	Enrollment Data
Area of Need	Increase enrollment

Brooklyn Excelsior Charter School

Root Cause	According to previously gathered parent feedback (VOP, Not-attending surveys, Admissions Rep and Registrar notes), after-school care and extracurricular activities play a big role in why a parent may choose another school over Dreams or BECS. (In some cases, this other school is a different NHA school.)								
Strategies	Marketing, Responding to parent surveys, utilizing Title and ESSER funds								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Develop strategies to share school experience with interested and incoming families through in-person activities and virtual experiences	Aug 2023	Ongoing	AR, Admissions Team, Principal						
Increase local community advertising and joint activities throughout the year to build name recognition and awareness	Sept. 2023	Ongoing	AR, Principal, Parent Coordinator						
Establish free after-school care by spring prior to the	June, 2023	Ongoing	BP, Principal						

Brooklyn Excelsior Charter School

next academic year (or continue existing free after-school program) to be able to share with interested and incoming families			
Designate school staff to lead development and implementation of clubs, sports, and activities	Aug, 2023	Ongoing	Admin

Goal	Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100% in math and reading.								
Baseline Data	iReady data, interim data								
Area of Need	Meet academic charter accountability goals								
Root Cause	Not meeting AQM Charter goals								
Strategies	Prioritization of intervention team scheduling and planning								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes

iReady training during opening week PD	Sept. 2023	June 2024	Deans
Celebrate student growth and proficiency by displaying data on hallway bulletin boards	Sept. 2023	Ongoing - After each diagnostic and interim	Deans
iReady worked into workshop model to ensure weekly usage is met for all scholars	Sept 2023	Ongoing	Admin
All teachers and students track and respond to iReady data	Sept 2023	Ongoing	Admin

## 16.0 Evaluation of School Improvement Efforts

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

School-wide data digs, monthly enrollment meetings, evaluation of staff and parent perception data, daily classroom observations, weekly reviews of mastery assessments, academic quality measure review meetings, admin walk-throughs, and family and staff surveys.

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

## 17.0 Professional Learning Plan

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

The school plans to carefully integrate its professional learning for the staff—for both teachers and paraprofessionals—into its collaborative team-focused culture and its 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
8/29	2	Physical Environment Expectations & Bulletin Board Calendar	Provide physical environment expectations that are aligned with creating a clean and organized learning environment that celebrates student success.	Gives student a space to learn where they feel safe and are able to prioritize learning.	General	68

Brooklyn Excelsior Charter School

8/31	2	Transitions, Procedures, & Routines	Provide best practices when transitioning kids between activities and or classrooms.	Minimize loss of instructional time due to lengthy transitions.	General	65
9/1	1	Paraprofessional- Reading Mastery and Corrective Reading Training	Model and Instruct interventionalists on the correct way to execute literacy curriculum.	Maximize interventionalist potential to implement their curriculums to increase reading and literacy fluency.	General	19
9/1	3	BECS Big 3- HOT Questions, Progress Monitoring, I Can Statements & Aligned Exit Tickets	Assist teachers in strengthening the rigor of their lesson through high quality questioning and instructional materials.	Increase rigor in lessons to push students to do the heavy lifting in their learning.	General	67
9/2	2	School Systems- Arrival, Dismissal, and Lunch	Introduce school systems to new and returning staff to ensure all members know their roles during high movement parts of the school day.	Implement safe procedures around less structured parts of the day to create appropriate outlets for student energy to increase in classroom focus.	General	70
9/2	1	School Safety Training	Introduce school safety protocols to all staff to ensure students remain safe in any and all emergency	Keep students feeling safe and secure when in school so they are able to focus on their learning	General	70



Brooklyn Excelsior Charter School

			situations that may arrive.			
9/12	1.5	Lesson Plan Annotations and Expectations	Create expectations for keeping up with scope and sequence and making adjustments for personalized instruction	Ensure lessons being taught align to appropriate state standards and keep rigor high.	General	67
9/16	2	Goalbook Training on Toolkit	Provide site specific trainings to increase the number or resources teachers utilize to teach.	Assist in differentiating lessons to specific student needs to keep rigor in the classroom high and meet students where they are.	General	69
9/19	2	Digging into Data-Understanding iReady Diagnostics	Look at the first set of diagnostic data collected for the school year and determine pathways forwards to move students to proficiency.	Assess data to create small group instruction to increase student differentiation and meet students where the need is highest.	General	52
9/26	2	SEL and Behavior Intervention in Goalbook	Provide teachers with resources to assist in managing behavior and academic intervention.	Give teachers resources to minimize student behavior distractions and increase lesson engagement.	General	67
10/3	2	BECS Goals, Mission and Vision	Remind teachers that the work they do is important and keep the building	Bring to focus of the year back to the students and their growth while they are in our care.	General	66

Brooklyn Excelsior Charter School

			aligned on common goals			
10/17	2	Sub Planning-Expectations and Sub Binder Submission	Have all teachers prepared to continue high rigor instruction even during an emergency absence	Keep all instructional days protected regardless of extraneous circumstance.	General	59
10/18	6	Digging Into Data for Intervention Planning	Look at class data and identify students who are high risk, pushers, and proficient. Create intervention plans to meet students where the needs are greatest.	Design groupings that allow for high value, differentiated instruction that is recent and accurate.	General	70
10/24	2	Building Parent Partnerships and Celebrating Students Success	Provide strategies to teachers to build relationships with scholars families. This will keep them equally involved in their scholars growth.	Incorporate families in the success of their scholar to ensure maximum growth over the course of the year.	General	62
10/31	1	Goalbook Refresh	Provide teachers with differentiated materials for targeted student intervention.	Teachers can utilize this platform for differentiated high rigor materials.	General	62

Brooklyn Excelsior Charter School

11/7	2	Parent-Teacher Conference Prep and Report Card Finalization	Teachers will prepare individualized reports on student growth and complete gradebook entries to create a clear image of how the student is progressing with their learning.	Keeping parents and teachers engaged in their students success and create goals for next steps in their education.	General	69
11/14	2	Effective Instructional Strategies- HOT Question refresh	Increase the rigor within classrooms by utilizing high quality teaching strategies and best practices	Create questions that put the thinking work on students rather than teachers and create a high rigor environment.	General	49
11/14	2	SPED File Maintenance and Progress Monitoring Expectations	Review compliance standards for special education monitoring standards and document completion.	Keep students with IEPs in compliance with academic state standards	General	18
11/21	2	Safety Refresh- Threat Assessment & Reunification	Introduce school safety protocols to all staff to ensure students remain safe in any and all emergency situations that may arrive.	Keep students feeling safe and secure when in school so they are able to focus on their learning	General	68
11/28	2	Behave with Care- Behavior	Educate staff of best practices when	Create safe and control learning environments where	General	70

Brooklyn Excelsior Charter School

		De-escalation Strategies	intervening with students in crisis. Provide staff with additional channels for support when dealing with students in crisis.	students are able to calm themselves and return to learning minimizing instructional distractions.		
12/5	4	Math Interim Data Dig-Assemble Instructional Intervention Materials & Teams	Look at class data and identify students who are high risk, pushers, and proficient. Create intervention plans to meet students where the needs are greatest.	Design groupings that allow for high value, differentiated instruction that is recent and accurate.	General	64
12/12	2	ELA Interim Data Dig-Assemble Instructional Intervention Materials & Teams	Look at class data and identify students who are high risk, pushers, and proficient. Create intervention plans to meet students where the needs are greatest.	Design groupings that allow for high value, differentiated instruction that is recent and accurate.	General	66
12/21	2	Report Card Finalization & Winter Break Packet Creation	Teachers will prepare individualized reports on student growth and complete gradebook entries to create a clear	Keeping parents and teachers engaged in their students success and create goals for next steps in their education.	General	67

Brooklyn Excelsior Charter School

			image of how the student is progressing with their learning.			
1/9	2	Promotion In Doubt- Analysis of Intervention and Next Steps	Identify students who are performing at a rate 2 years behind their current grade level and assess their growth from the start of the year till now. Determine students who may benefit from repeating a grade level to better understand content before moving forwards.	Identify students who will benefit from getting significant intervention and individualized attention to make required growth to progress to the next grade with their peers.	General	59
1/23	2	Data Analysis and Group Resorting	Look at class data and identify students who are high risk, pushers, and proficient. Create intervention plans to meet students where the needs are greatest.	Design groupings that allow for high value, differentiated instruction that is recent and accurate.	General	62
1/24	3	Interim Testing Protocols and Procedures	Inform staff of their essential functions during interim and state testing.	Keep testing environment consistent with state expectations for testing data collections	General	70

Brooklyn Excelsior Charter School

1/31	2	Promotion in Doubt Committees & Team Building	Staff will compile official list of PID students and begin hosting meetings with families to address gaps in learning.	Discuss with families of identified students intervention and individualized attention to make required growth to progress to the next grade with their peers.	General	68
2/7	2	Goalbook Refresh	Provide teachers with differentiated materials for targeted student intervention.	Teachers can utilize this platform for differentiated high rigor materials.	General	59
2/27	2	SPED Team-Blue Folder Day	Allocated time for SPED teachers to work with grade teams to catch up on IEP students specific interventions	To be in compliance with state standards in relation to special education populations	General	14
3/6	2	Providing Instruction to ELL Populations	Give teachers additional strategies and guidance on working with special populations whose first language is not English.	Ensure the education of all students is held to a highly rigorous standard despite language needs.	General	65
3/13	2	PID Meeting Prep	Staff will reassess official list of PID students and begin hosting 2nd round meetings with	Discuss with families of remaining identified students the intervention and individualized attention to make required growth to	General	67

Brooklyn Excelsior Charter School

			families to address remaining gaps in learning.	progress to the next grade with their peers.		
3/20	2	State Testing Protocols	Inform staff of their essential functions during interim and state testing.	Keep testing environment consistent with state expectations for testing data collections	General	70
3/27	2	State Testing Protocols Continued	Inform staff of their essential functions during interim and state testing continued.	Keep testing environment consistent with state expectations for testing data collections	General	70
4/3	2	Parent Teacher Conference & PID Portfolio Prep	Teachers will prepare individualized reports on student growth and complete gradebook entries to create a clear image of how the student is progressing with their learning.	Keeping parents and teachers engaged in their students success and create goals for next steps in their education.	General	
4/17	2	State Testing Protocols and Procedures	Inform staff of their essential functions during interim and state testing.	Keep testing environment consistent with state expectations for testing data collections	General	
4/24	2	Behave with Care Refresh	Educate staff of best practices when intervening with students in crisis. Provide staff	Create safe and control learning environments where students are able to calm themselves and return to learning minimizing	General	

Brooklyn Excelsior Charter School

			with additional channels for support when dealing with students in crisis.	instructional distractions.		
5/1	2	SPED Meeting	Allocated time for SPED teachers to work with grade teams to catch up on IEP students specific interventions	To be in compliance with state standards in relation to special education populations	General	
5/8	2	Science Testing Training (4th & 8th grade only)	Inform staff of their essential functions during interim and state testing.	Keep testing environment consistent with state expectations for testing data collections	General	
5/8	2	Report Card Comments & Gradebook Check	Teachers will prepare individualized reports on student growth and complete gradebook entries to create a clear image of how the student is progressing with their learning.	Keeping parents and teachers engaged in their students success and create goals for next steps in their education.	General	
5/15	2	Promotion in Doubt Finalized lists	Meet with Deans to determine the number of students who will not be progressing to the next grade level. Teachers	Identify students who need to remain within the same grade level in order to become proficient before graduation from 8th grade.	General	



Brooklyn Excelsior Charter School

			prep for 3rd and final conversation with parents.			
5/22	2	Team Building Exercise	Engage with staff members they don't see often and build relationships that will benefit student learning as they move from one grade level to the next.	Creating a unified staff that is able to work together in order to better benefit student learning.	General	
5/29	2	ELLs & NYSESLAT Training	Provide information to staff about end of year ELLs testing and procedures.	To be in compliance with state standards in relation to ELLs populations EOY exit testing	General	
6/12	2	EOY Tasks (cumulative files, weekly attendance grids)	Teachers will prepare appropriate materials to ensure student records are completed and correct for the following years teachers.	Students will have accurate records to follow them through to the next year.	General	
6/20	2	C & I Rollout for 2023-2024 School Year	Staff will be informed on what the scope and sequence will be for the following school year in all subjects.	Teachers will have time to access next years teaching materials and the score and sequence to ensure lessons are high in rigor.	General	
6/27	2	EOY Checklist	Teachers will prepare appropriate	Students will have accurate records to	General	

Brooklyn Excelsior Charter School

			materials to ensure student records are completed and correct for the following years teachers.	follow them through to the next year.		
9/2/23	8	Capturing Kids Hearts	Through experiential training, expert coaching, a character-based curriculum for students, and personalized support, Capturing Kids' Hearts® equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness .	Capturing Kids' Hearts® National Showcase Schools are recognized for their excellence in creating safe and welcoming environments where students are relationally connected and eager to learn.	ESSER	65

**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

Brooklyn Excelsior Charter School

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.**

<b>Partner Name</b>	<b>Benefits of Partnership</b>
DREAM SHSI	Outside enrichment program that we recommend scholars to which helps them study for the Specialized High School Admissions test
Smiles, NY	Smiles, NY provides free dental exams to all scholars
Eyes on Education	Eyes on Ed Provides scholars with access to free eye glass exams and 1 set of free eyeglasses for students who need them.
Coffee with the Principal	Gives new and returning families opportunities to meet with school leaders to learn more about our building.
Brooklyn Harvest Food Drive	Scholars partner with Brooklyn Harvest to collect non-perishable foods to support the surrounding community experiencing food insecurity.
BECS Clothing Drive	Scholars partner with _____ to collect outgrown or lightly used clothing to support the surrounding community experiencing clothing insecurity.
Author Visits	Children's book Authors visit the school to read and explain their work to scholars. This year's authors include Vernon Gibbs,
Robot Foundry Field Trip	Kindergarten students travel to a neighboring community to learn about circuits and how they work. Students leave with handcrafted robots that light up using a circuit function.
Boxing Afterschool Program	Scholar parent Mr. Eaddy has partnered with 2nd grade students to create an afterschool boxing program which teaches scholars to be dedicated and show self control while being physically active.
Kids Rise Program	BECS partners with the 'Save for College' program to create scholarship and saving opportunities to its youngest scholars in grades K and 1.
Community Resource Fair	BECS hosts local community vendors into its building to give parents and students an opportunity to learn

Brooklyn Excelsior Charter School

	more about what programs and activities are offered near their school.
Player Sports Academy	BECS teams with the Player Sports Academy to provide students in grades K-8 with afterschool sports club opportunities with highly qualified coaches.
1st Grade Trip to Applebee's	Students travel to local Applebee's to learn about how a large kitchen functions to keep food safe from germs and cooked in a healthy way.
Xavier High School	ABSS recommends scholars to the Xavier High School Excellence Summer program. BECS Middle school students tour Xavier HS.
Brooklyn Botanic Gardens	Students at BECS take field trips to the BK Gardens each year.
Project Green Reach	A BKG program, BECS participates in the Project Green Reach program each year, where they take trips and engage in hands-on science-based learning experiences
Harlem Magic Masters	The Harlem Magic Masters visit BECS each year to perform student assemblies on self-esteem, self-control, and bullying.
81st Police Precinct	Youth officers visit our school and conduct presentations on bullying, school safety, safety in the community, internet safety, and cyber bullying.
Zetta Elliot	Zetta Elliot is an author who visits BECS each year to conduct writing and reading workshops for students
Green Meadows Farm	Students visit Green Meadows farms annually for hands-on learning opportunities
Brooklyn Bridge Conservancy	Students go on an annual field trip to the Brooklyn Bridge Conservancy Park
Head Start Program	Enrollment team visits Head Start Programs to recruit K students
City Harvest	BECS participates in a food drive for City Harvest each year
Operation Gratitude	BECS contributes donations to Operation Gratitude each year for military families during the holidays
Oliver Scholars	Students apply and have been accepted into the Oliver Scholars each year

DNA Lab	Middle School students take a trip to DNA lab annually
National Charter Schools Conference	Board members and/or admin team members attend this conference

## 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 2023	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 2023	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2023	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2024	Parent SIP Meeting
April 2024	Spring Parent/Teacher Conferences

Brooklyn Excelsior Charter School

April 2024	DNA Lab Trip
October 2023	BECS goes Pink (Breast Cancer Awareness)
October 2023	Lifetouch Picture Day
October 2023	Operation Gratitude- Candy for the Troops
October 2023	Character Day
October 2023	Eyes on Education
October 2023	Begin High School Application Submission
July 2023	Prospective Parent Tours
July 2023	Parent Orientation Meeting
August 2023	Prospective Parent Tours
August 2023	Open House
August 2023	Coffee with the Principal
August 2023	Enrollment Meetings
August 2023	KinderCamp
August 2023	Summer School
August 2023	Parent Portal Training
August 2023	Parent Paperwork Event
November 2023	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence)
November 2023	Food/Can Drive
November 2023	PAC Committee Meeting
November 2023	Begin Oliver Scholars Application Process
October 2023	Parent Teacher Night

Brooklyn Excelsior Charter School

September 2023	Parent Workshop "How can we help you?"
September 2023	Transportation Parent Meeting (Beginning of September)
December 2023	Toy and Coat Drive
December 2023	Fall Parent/Teacher Conferences (includes review of Committee to Excellence Contracts)
December 2023	PAC Committee Meeting
December 2023	Holiday Spirit Month
December 2023	Penguin Patch Holiday Store
January 2024	Newly Enrolled Parent/Family Tours
January 2024	PAC Committee Meeting
January 2024	Martin Luther King Jr. Anti-bullying Assembly by NYPD
January 2024	8th Grade Graduation Pictures (Lifetouch)
February 2024	Black History Spirit Week
February 2024	100th Day of School Activities
February 2024	Respect for all week (13th-17th)
February 2024	NYC School Survey
March 2024	Parent SIP Meeting
March 2024	Parent Workshop "Preparing your child for State Testing"
March 2024	Parent Teacher Conferences- Retention Meetings
March 2024	Dr. Seuss Day (on the 2nd)
March 2024	Dream-SHSI applications and information session for parents

Brooklyn Excelsior Charter School

April 2024	Spring Parent/Teacher Conferences
April 2024	DNA Lab Trip
April 2024	BECS goes Blue for Autism awareness (1st and 2nd)
May 2024	NY Smiles Dental Visit
May 2024	Career Day
May 2024	K-2 Lower Elementary Field Trips Series
May 2024	Muffins for Mom (Mother's Day Weekend)
June 2024	Middle School Graduation
June 2024	Kindergarten Moving up ceremony
June 2024	Dean's List Honor Ceremony
June 2024	Donuts for Dad (Father's Day Weekend)
October 2023	Breast Cancer Awareness Parade
October 2023	SHSAT Parent Informational
October 2023	Family Movie Night
November 2023	BECS Family Dinner
November 2023	8th Grade Parent Meeting
December 2023	In School Holiday Celebration
February 2024	Black History Celebration Assembly
February 2024	8th Grade Parent Meeting
February 2024	PAC Committee Meeting
February 2024	Family Movie Night
February 2024	Zoom into Kindergarten
March 2024	Girl Power Assembly



Brooklyn Excelsior Charter School

March 2024	PAC Committee Meeting
March 2024	Author's Visit
March 2024	Book Themed Door Decoration Competition Hosted by Parents
April 2024	PAC Committee Meeting
April 2024	Parent Workshop Preparing for State Exam
May 2024	Art Auction
May 2024	PAC Committee Meeting
May 2024	Family Movie Night
May 2024	Scholastic Book Fair
June 2024	Field Day
June 2024	End of the Year Block Party Celebration

Through these activities and parental/family engagement components, the school assures that it appropriately: 1) provides assistance to parents/families; 2) provides materials and training to help parents/families work with children to improve their achievement; 3) trains teachers and other required staff in the importance of and how to partner with parents/families; 4) coordinates and integrates to the appropriate degree its parent and family engagement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language; and 6) provides full opportunities for parents/families with limited English proficiency, disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports. As such, it complies with ESSA.

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

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

**Preschool Transition Strategies**

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

Specifically, the school has a dedicated Admissions Representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. The school's Admissions Representative and Administrators meet with community members and

preschools to discuss Preschool Transition. Meetings consist of informing parents about the school, inviting parents and students to visit the school and kindergarten classrooms, inviting preschool/daycare staff to visit the school and the kindergarten classrooms, and a training/delineation of information regarding the skills and knowledge students will need to know when they enter the kindergarten classroom. Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten.

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

#### Teacher Participation in Making Assessment Decisions

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

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

#### Assistance to Students Having Difficulty Mastering Standards

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

As noted above, teachers utilize formative assessment to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. The school believes that "only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place" (Tomlinson, 2003).[1] As

such, it employs differentiated instruction in order to address the needs of all children in the school and particularly those at risk of not meeting challenging State standards. As part of this differentiation, teachers use the formative assessment process to ask and answer these questions: 1) What do we want each student to learn? 2) How will we know what each student has learned? and 3) How will we respond when students have difficulty learning? By answering these questions collaboratively, teachers ensure that appropriate intervention is delivered to students who are having difficulties mastering challenging state standards.

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

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

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

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

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

## Brooklyn Excelsior Charter School

consolidating or the specific amounts contributed by each source—because it is not actually consolidating funds—please see the table below for a summary of the resources available to the school and the degree to which they support the components within this Schoolwide Plan.

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

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

### Curriculum Alignment

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

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

While the school utilizes the NHA Curriculum to guide instruction, it also understands how that curriculum aligns with State content standards. When the State's content standards require students to demonstrate knowledge or skills beyond or different from the NHA Curriculum, the school utilizes supplemental curricular tools and resources to ensure that students are fully equipped to demonstrate mastery according to the State's expectations.

### Methods of Effective Use of Technology

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

### On-the-Job Learning

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

### Building Level Decision Making

#### Decision Making Process:

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

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

The school has a School Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school’s comprehensive needs assessment, analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in the annual gap analysis and adequate yearly progress reviews. The School Improvement Team also reviews and assists in the development, implementation, and evaluation of the following school improvement components: - Annual review of the Building Mission Statement - Building goals, strategies, and assessments based on academic standards for all students - Curriculum alignment with State Standards and Benchmarks, NHA Curriculum, and Core Knowledge objectives - Monitor and evaluate the process for the building school improvement plan - Building professional development plans consistent with student academic performance needs - The utilization of community resources and volunteers - Participatory decision-making process - Identifying community resources that enhance instructor and student learning

The School Improvement Planning Team meets regularly to assess progress on and accomplishment of goals and implementation of the various components of the Schoolwide Plan.