



**Brooklyn Dreams Charter School**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2021

By: Brooklyn Dreams Charter School

Board of Trustees

259 Parkville

Brooklyn, NY 11230

718-859-8400

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name        | Board Position                            |                                      |
|-----------------------|---|--------------------------------------|
|                       | Office (e.g. chair, treasurer, secretary) | committees (e.g. finance, executive) |
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**Omar Thomas has served as the principal since May 2016.**

### SCHOOL OVERVIEW

Since Brooklyn Dreams Charter School (Brooklyn Dreams) opened in fall 2010, we have not wavered from our original mission:

*“To offer the families of Brooklyn a school with a culture that values integrity, academic excellence, and accountability, where all students are given the opportunity for success in high school, college, and beyond by offering an academically rigorous and challenging K-8 educational program.”*

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In the 2020-21 school year, we served 649 students in grades K-8, of whom 88 percent qualified for free or reduced-price lunch.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- **Character Development.** We continue to believe that great schools develop both a student’s heart and mind. Our character program is designed to support parents' efforts to teach strong character at home by reinforcing and modeling traditional human virtues, such as compassion and respect. A different virtue is featured each month of the school year and is supported by the classroom curriculum. Daily assemblies are held to discuss the virtues and recognize students and staff who demonstrate these qualities in the school. Additionally, teachers model behavior that exemplifies each virtue and recognize and praise students when they do the same. The ultimate goal of focusing on character is to create a school environment that is both physically and emotionally safe. We know that if students are comfortable in their school, the potential for learning is far greater.
- **Academic Excellence.** We work intentionally to create a culture of academic excellence by providing students with a rigorous and challenging learning environment. We strive to provide each student with a program of study characterized by excellent instruction, as well as a strong, balanced curriculum aligned with New York State’s learning standards. It continues to be our desire to create a school where each student is challenged to achieve—regardless of the student’s skill level. By providing an academically rigorous program, including a robust summer learning program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond.
- **Accountability.** At Brooklyn Dreams, staff, students, and parents are accountable for both their actions and results.
  - *Staff* – Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, classroom level, and student level. Using data to drive instruction, we are able to hold teachers accountable for student learning results.
  - *Students* – We encourage our students to take an active role in their education and hold themselves to a higher standard. Students are taught to act responsibly and take accountability for both their positive and negative actions. Importantly, students know and understand their learning goals and are invested in the learning process.
  - *Parents* – We encourage parents and families to be involved in their child’s education because we recognize that parental involvement is a key indicator of student success. We work

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purposely to involve parents in the school and in their child's education because it is crucial to maintaining the school culture we desire.

- **Staff responsibility: Systems for monitoring instruction.** Our school uses a school-wide and classroom framework to monitor instruction, create teachers' individual growth plans, and provide focus for the weekly observation and feedback meetings.

The COVID-19 pandemic required immediate transition to an entirely new model of teaching and learning. We began the 2020-21 school year with in-person learning and transitioned to virtual learning in October 2020. Our commitment to broad school improvement remained apparent throughout our response. Key facets of our pandemic response included:

- We initially focused on standards and skills crucial to success and suitable for remote learning in structured, guided, and accessible learning opportunities for all students.
- In the spring of 2020, we surveyed families for information on home technology access. We gave families Chromebooks and provided several families internet "hotspots."
- Students received printed materials which supplemented teachers' remote instruction. Teachers also received many digital tools to use as needed and appropriate. Brooklyn Dreams already used Google Classroom prior to the pandemic. The use of Google Classroom was amplified as we integrated it into our virtual learning.
- We monitored and checked for growth for all students using i-Ready & IXL assessments.
- Special education students and at-risk students received the same learning opportunities as all other students received; they also received learning activities and services in accordance with IEPs.
- Teachers contacted Scholars two times per day to check-in and ensure work was turned in on a weekly basis. Google Classroom login and participation data also helped track engagement. Attendance was tracked using completed tasks, family reports, and activity on Google Classroom.
- New training materials and PD helped teachers adapt to the new approach to instruction.
- Teachers began sharing weekly instructional at-a-glance plans with families. Communications with families were intensified and streamlined.
- Food service continued providing food to families that need it.

To sustain students' and families' social, mental, and emotional health, teachers would keep a pulse on their students and families. If there was a need for further assistance, the guidance counselor, social worker, or achievement behavior support specialist would reach out and provide additional support. In addition, we began doing weekly google meets where staff and students could interact with their peers as they would during a typical school day.

## ENROLLMENT SUMMARY

| School Enrollment by Grade Level and School Year |    |    |    |    |    |    |    |    |    |   |    |    |    |       |
|--|----|----|----|----|----|----|----|----|----|---|----|----|----|-------|
| School Year                                      | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9 | 10 | 11 | 12 | Total |
| 2016-17  | 65 | 68 | 74 | 73 | 74 | 74 | 69 | 78 | 47 | - | -  | -  | -  | 622   |
| 2017-18  | 78 | 65 | 72 | 76 | 80 | 77 | 74 | 63 | 70 | - | -  | -  | -  | 655   |
| 2018-19  | 47 | 73 | 77 | 80 | 75 | 69 | 68 | 68 | 64 | - | -  | -  | -  | 621   |
| 2019-20  | 57 | 57 | 70 | 80 | 77 | 82 | 81 | 62 | 62 | - | -  | -  | -  | 628   |
| 2020-21  | 60 | 59 | 64 | 72 | 80 | 85 | 92 | 71 | 66 | - | -  | -  | -  | 649   |

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

#### BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

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### METHOD

Brooklyn Dreams utilized IXL with students in third through eighth grade during 2020-21 to measure student growth and achievement throughout the school year. IXL is an individualized online instructional tool for blended learning in reading and math. This assessment provides real-time data that allows teachers to target individual student needs. Brooklyn Dreams utilized IXL on a weekly basis to practice of skills taught in the classroom. Throughout the 2020-21 school, the school experienced challenges related to student participation when virtual learning was in place. Multiple efforts were made to increase participation, including school leaders analyzing data weekly and providing feedback to teachers through emails and one-on-one meetings about the need for action to be taken by specific students. Teachers assigned activities to Scholars and held competitions between grade levels for IXL points. Teachers also followed up with parents to provide progress reports to encourage student participation. Technology challenges were discovered through repeated follow-up by teachers and the school provided immediate responses to support families. This included password help, trouble-shooting tech issues, and providing hot spots to families that didn't have internet connectivity. Scholars were provided encouragement through celebrations for growth and participation. In some grades this was very effective, with over 100,000 hours of activity. We refined our efforts throughout the year, despite the challenges related to virtual learning and our first year using IXL.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

### RESULTS AND EVALUATION

**Measure 1 (Growth measure): Each year, students grow at the normed rate according to the beginning of year baseline score.**

In 2020-21, from fall to spring, the median level increase of all students at Brooklyn Dreams was 20 in math. A level increase of 100 is equivalent to one grade level. Therefore, this goal was not met. Students in third, fourth, and fifth grade showed the most progress towards meeting the goal.

End of Year Growth on 2020-21 IXL ELA Assessment  
By All Students

| Grade<br>s | Median Level<br>Change | Number<br>Tested |
|------------|------------------------|------------------|
| 3          | 60                     | 47               |
| 4          | 30                     | 45               |
| 5          | 40                     | 62               |
| 6          | 10                     | 73               |
| 7          | 0                      | 39               |
| 8          | 0                      | 38               |
| All        | 20                     | 304              |

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**Measure 2 (Gap closing measure 1): Each year, the median growth of students with low initial absolute achievement is greater than the target.**

In 2020-21, from fall to spring, the median level change of students at Brooklyn Dreams who were two or more grade levels below in the fall was 30 in Language Arts. This is far below the target of 100, and therefore the **goal was not met**. At the grade level, this goal was met in third grade.

*Note:* A student 'Two or More Grade Levels Below' was defined as a student scoring two levels below their enrolled grade level on IXL in the fall.

End of Year Growth on 2020-21 IXL ELA Assessment  
By Students who were Two or More Grade Levels below in the Fall

| Grade<br>s | Median Level<br>Change | Number<br>Tested |
|------------|------------------------|------------------|
| 3          | 100                    | 13               |
| 4          | 40                     | 30               |
| 5          | 50                     | 39               |
| 6          | 40                     | 47               |
| 7          | 0                      | 26               |
| 8          | 0                      | 19               |
| All        | 30                     | 174              |

**Measure 3 (Gap Closing measure 2): Each year, the median growth of students with disabilities is greater than the median growth of the school's general education students.**

In 2020-21, from fall to spring, the median level change of students with disabilities at Brooklyn Dreams was 15 in Language Arts. Therefore, **this goal was not met**.

End of Year Growth on 2020-21 IXL ELA Assessment  
By Students with Disabilities

| Grade<br>s | Median Level<br>Change | Number<br>Tested |
|------------|------------------------|------------------|
| 3          | *                      | *                |
| 4          | 10                     | 12               |
| 5          | 25                     | 10               |
| 6          | 40                     | 17               |
| 7          | 0                      | 11               |
| 8          | *                      | *                |
| All        | 15                     | 66               |

Note: A "\*" indicates that data was not reported for grades with fewer than 10 students tested.

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**Measure 4 (Absolute measure):** Each year, 75 percent of 3<sup>rd</sup> through 8<sup>th</sup> grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

In the spring of 2020-21, 40% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at Brooklyn Dreams scored a level score at grade level. This was below the target of 75%, therefore **the goal was not met**. Students in third grade showed the most positive results.

### End of Year Performance on 2020-21 IXL ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grade<br>s | All Students                          |                  | Enrolled in at least their<br>Second Year |                  |
|------------|---------------------------------------|------------------|---|------------------|
|            | Percent On<br>or Above<br>Grade Level | Number<br>Tested | Percent On<br>or Above<br>Grade Level     | Number<br>Tested |
| 3          | 65%                                   | 48               | 62%                                       | 39               |
| 4          | 33%                                   | 45               | 35%                                       | 37               |
| 5          | 40%                                   | 62               | 38%                                       | 50               |
| 6          | 33%                                   | 73               | 37%                                       | 53               |
| 7          | 28%                                   | 39               | 26%                                       | 34               |
| 8          | 39%                                   | 38               | 38%                                       | 34               |
| All        | 40%                                   | 305              | 40%                                       | 247              |

## ADDITIONAL CONTEXT AND EVIDENCE

When Brooklyn Dreams was operating under a virtual learning model, students had trouble accessing the IXL program from home. This resulted in a low number of students tested. Interpretations about growth and achievement cannot be made from data with low participation. The school provided hotspots to families and teachers helped troubleshoot the issues with technology.

## SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Brooklyn Dreams did not meet the four measures of the ELA goal.

### 2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

| Measure   | Subgroup              | Target | Tested | Results | Met? |
|---|-----------------------|--------|--------|---------|------|
| Measure 1: Each year, students grow at the normed rate according to the beginning of year baseline score.             | All students          | 100    | 304    | 20      | No   |
| Measure 2: Each year, the median growth of students with low initial absolute achievement is greater than the target. | Low initial achievers | 100    | 174    | 30      | No   |



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|   |   |     |     |     |    |
|---|---|-----|-----|-----|----|
| Measure 3 (Gap Closing measure 2): Each year, the median growth of students with disabilities is greater than the median growth of the school's general education students.                                 | Students with disabilities <sup>1</sup> | 20  | 66  | 15  | No |
| Measure 4: Each year, 75 percent of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards. | 2+ students                             | 75% | 247 | 40% | No |

### ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings.
- We plan to work with outside consultants to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswEBPlus* to monitor students' progress. Reports from *aimswEBPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.
- In 2021-22, Lexia Core5 and Powerup will be utilized as intervention tools in all grades. These programs are adaptive blended learning programs that accelerate the development of literacy skills for students of all abilities. Lexia's approach to learning adapts to students' needs in real time, providing teachers with the data and resources needed to support student growth. Lexia helps students make the critical shift from learning to read to reading to learn in Core5 and help students progress on the college- and career-ready path in PowerUp.
- We plan to implement an eighth grade ELA Regents class.

<sup>1</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Mathematics

Students will be proficient in mathematics.

#### BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

#### METHOD

Brooklyn Dreams utilized IXL with students in third through eighth grade during 2020-21 to measure student growth and achievement throughout the school year. IXL is an individualized online instructional tool for blended learning in reading and math. This assessment provides real-time data that allows teachers to target individual student needs. Brooklyn Dreams utilized IXL on a weekly basis to practice of skills taught in the classroom. Throughout the 2020-21 school, the school experienced challenges related to student participation when virtual learning was in place. Multiple efforts were made to increase participation, including school leaders analyzing data weekly and providing feedback to teachers through emails and one-on-one meetings about the need for action to be taken by specific students. Teachers assigned activities to Scholars and held competitions between grade levels for IXL points. Teachers also followed up with parents to provide progress reports to encourage student participation. Technology challenges were discovered through repeated follow-up by teachers and the school provided immediate responses to support families. This included password help, trouble-shooting tech issues, and providing hot spots to families that didn't have internet connectivity. Scholars were provided encouragement through celebrations for growth and participation. In some grades this was very effective, with over 100,000 hours of

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activity. We refined our efforts throughout the year, despite the challenges related to virtual learning and our first year using IXL.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Other**

### RESULTS AND EVALUATION

**Measure 1 (Growth measure): Each year, students grow at the normed rate according to the beginning of year baseline score.**

In 2020-21, from fall to spring, the median level increase of all students at Brooklyn Dreams was 120 in math. A level increase of 100 is equivalent to one grade level. Therefore, **this goal was met**, exceeding the target by 20 level points. At the grade level, this goal was met in third through fifth grade.

End of Year Growth on 2020-21 IXL Math Assessment  
By All Students

| Grade<br>s | Median Level<br>Increase | Number<br>Tested |
|------------|--------------------------|------------------|
| 3          | 165                      | 52               |
| 4          | 130                      | 54               |
| 5          | 155                      | 72               |
| 6          | 30                       | 70               |
| 7          | 35                       | 40               |
| 8          | 30                       | 38               |
| All        | 120                      | 326              |

**Measure 2 (Gap closing measure 1): Each year, the median growth of students with low initial absolute achievement is greater than the target.**

In 2020-21, from fall to spring, the median level change of students at Brooklyn Dreams who were two or more grade levels below in the fall was 130 in math. Therefore, **this goal was met**, exceeding the target by 30 level points. At the grade level, this goal was met in third through fifth grade.

*Note:* A student 'Two or More Grade Levels Below' was defined as a student scoring two levels below their enrolled grade level on IXL.

End of Year Growth on 2020-21 IXL Math Assessment  
By Students who were Two or More Grade Levels below in the Fall

| Grade<br>s | Median Level<br>Change | Number<br>Tested |
|------------|------------------------|------------------|
| 3          | 200                    | 29               |

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|     |     |     |
|-----|-----|-----|
| 4   | 150 | 46  |
| 5   | 160 | 63  |
| 6   | 35  | 56  |
| 7   | 30  | 33  |
| 8   | 45  | 34  |
| All | 130 | 261 |

**Measure 3 (Gap Closing measure 2):** Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the school's general education students.

In 2020-21, from fall to spring, the median level change of students with disabilities at Brooklyn Dreams was 70 in Language Arts. Therefore, **this goal was met**.

### End of Year Growth on 2020-21 IXL Math Assessment By Students with Disabilities

| Grade<br>s | Median Level<br>Change | Number<br>Tested |
|------------|------------------------|------------------|
| 3          | *                      | *                |
| 4          | 50                     | 13               |
| 5          | 120                    | 13               |
| 6          | *                      | *                |
| 7          | 30                     | 11               |
| 8          | *                      | *                |
| All        | 70                     | 69               |

Note: Data not reported for grades with fewer than 10 students tested is indicated with “\*”.

**Measure 4 (Absolute measure):** Each year, 75 percent of 3<sup>rd</sup> through 8<sup>th</sup> grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

In the spring of 2020-21, 31% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at Brooklyn Dreams scored a level score at grade level. This was below the target of 75%, therefore **the goal was not met**. Students in third grade showed the most positive results.

### End of Year Performance on 2020-21 IXL Math Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grade<br>s | All Students                          |                  | Enrolled in at least their<br>Second Year |                  |
|------------|---------------------------------------|------------------|---|------------------|
|            | Percent On<br>or Above<br>Grade Level | Number<br>Tested | Percent On<br>or Above<br>Grade Level     | Number<br>Tested |
| 3          | 73%                                   | 52               | 74%                                       | 43               |
| 4          | 26%                                   | 54               | 20%                                       | 44               |
| 5          | 35%                                   | 72               | 34%                                       | 58               |

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|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 6   | 19% | 70  | 22% | 50  |
| 7   | 20% | 40  | 19% | 36  |
| 8   | 16% | 38  | 12% | 33  |
| All | 32% | 326 | 31% | 264 |

### ADDITIONAL CONTEXT AND EVIDENCE

When Brooklyn Dreams was operating under a virtual learning model, students had trouble accessing the IXL program from home. This resulted in a low number of students tested. Interpretations about growth and achievement cannot be made from data with low participation. The school provided hotspots to families and teachers helped troubleshoot the issues with technology.

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Brooklyn Dreams met three of the four measures of the math goal.

| Measure   | Subgroup                                | Target | Tested | Results | Met? |
|---|---|--------|--------|---------|------|
| Measure 1 (Growth measure): Each year, students grow at the normed rate according to the beginning of year baseline score.  | All students                            | 100    | 326    | 120     | Yes  |
| Measure 2: Each year, the median growth of students with low initial absolute achievement is greater than the target.   | Low initial achievers                   | 100    | 261    | 130     | Yes  |
| (Gap Closing measure 2): Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the school's general education students. | Students with disabilities <sup>2</sup> | 120    | 35     | 70      | Yes  |
| Measure 4: Each year, 75 percent of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.                             | 2+ students                             | 75%    | 264    | 31%     | No   |

<sup>2</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

### ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings.
- We plan to work with outside consultants to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswEBPlus* to monitor students' progress. Reports from *aimswEBPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.
- We will continue providing Math Lab for students in grades 3-8. This is supplemental time where students can practice skills in groups of four or less. We plan to extend this practice to grades K-2 in the 2021-22 school year.
- In 2021-22, DreamBox will be utilized in grades K-8. It is a digital math program designed to complement math instruction in the classroom. DreamBox's pioneering technology enables seamless integration of instruction and assessment for a deeply personalized math learning experience that adapts to students' needs in real time. The DreamBox experience is student-driven and boosts inspiration and confidence for all learners by focusing on conceptual understanding as well as computational fluency and problem solving.
- We plan to implement an eighth grade Math Regents class.

### GOAL 3: SCIENCE

#### ELEMENTARY AND MIDDLE SCIENCE

##### Goal 3: Science

Students will be proficient in science.

#### BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

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After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

### METHOD

For the 2020-21 school year, the school administered a mock interim assessment for science to fourth and eighth grade students at Brooklyn Dreams. A student scoring a scale score of 3.0 is considered proficient.

### RESULTS AND EVALUATION

In 2020-21, 9 percent of fourth and eighth grade students at Brooklyn Dreams scored at or above a scale score of 3.0 on the science mock interim taken in the spring.

| Grades | Percent at or Above 3.0 | Number Tested |
|--------|-------------------------|---------------|
| 4      | 4%                      | 50            |
| 8      | 0%                      | 31            |
| All    | 9%                      | 81            |

### ADDITIONAL CONTEXT AND EVIDENCE

The percent of students enrolled in at least their second year achieving proficiency in science has increased from 2017-18 to 2018-19 by four percentage points.

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency |               |         |               |                    |               |
|-------|---|---------------|---------|---------------|--------------------|---------------|
|       | 2016-17   |               | 2017-18 |               | 2018-19            |               |
|       | Percent Proficient  | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4     | 84.6%   | 52            | 72%     | 57            | 82%                | 68            |
| 8     | 50.0%   | 42            | 33%     | 54            | 3%                 | 26            |
| All   | 69.1%   | 94            | 53%     | 111           | 57%                | 84            |

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In 2020-21, 9 percent of fourth and eighth grade students at Brooklyn Dreams scored at or above a scale score of 3.0 on the science mock interim taken in the spring. Based on these results, the school needs to make more progress to meet their science goal.

### ACTION PLAN

- We are working to develop and stabilize our science teachers building wide. Had a science teacher captain the developing science department.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to increase science proficiency.
- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8. Will extend this to grade 4 this year too.
- We will implement Picture-Perfect Science in second grade.
- We are providing additional opportunities for students such as a STEM fair and a recycling program. In addition, we are currently planning to provide a more hands-on learning environment for students by collaborating with Newkirk Community Garden.
- An eighth grade Science Regents class has been created.
- We plan to reestablish our partnerships with the School of Engineering Center for K12 STEM Education and the STEAM Initiatives program of NYC to enhance our science instruction.

### GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

#### Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

In 2020-21, Brooklyn Dreams was in Good Standing and therefore met their ESSA goal.



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### ADDITIONAL EVIDENCE

Brooklyn Dreams has been in Good Standing since 2018-19.

#### Accountability Status by Year

| Year    | Status        |
|---------|---------------|
| 2018-19 | Good Standing |
| 2019-20 | Good Standing |
| 2020-21 | Good Standing |