



**Community  
Partnership**

**Community Partnership  
Charter School**

**2019-20 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By

Beginning with Children Foundation,  
Derrick Dunlap & Janna Tsimprea

Lower School: 241 Emerson Pl, Brooklyn, NY 11205  
Phone: (718) 399-3824

Middle School: 114 Kosciuszko St, Brooklyn, NY  
Phone: (718) 636-3904

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

The Beginning with Children Foundation (BwCF), Derrick Dunlap (Lower School Principal) and Janna Tsimprea (Middle School Principal) prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	Committees
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
Travis Baird	Vice Chair	Executive, Academic, Strategic Planning
Gunnar Millier	Treasurer	Nominating, Finance
Rebecca Baneman	Secretary	Executive, Legal, Finance, Academic
Amy Kolz	Exec Committee Member at Large	Finance, Academic
Sonia Gulardo-Ortiz	Trustee	Executive, Legal, Academic
Sharon Madison	Trustee	Finance, Nominating
Rebecca Spotts	Trustee	Academic, Finance, Strategic Planning
Tonomi Uetani	Trustee	Academic, Nominating, Strategic Planning
Mitch Protass	Trustee	Finance, Strategic Planning
Patricia Stallings	Trustee	Nominating, Finance

**Derrick Dunlap has served as the Lower School Principal since 2018.**

**Janna Tsimprea has served as Middle School Principal since July 2019.**

## SCHOOL OVERVIEW

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration and teamwork.

Key Design Elements include:

- An intensive, longer school day and school year that results in no less than 20% more time on task than NYC Department of Education schools
- An emphasis on the development of writing, literacy, and mathematical skills, devoting at least 50% of academic time to these subjects
- Social studies, science, music, art, technology and physical education as core subjects taught by specialists
- Assessment to drive curriculum and staff development which is responsive to individual students' needs
- Leadership team members assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline
- An after-school program which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day
- Saturday Enrichment Academy for at-risk students in order to ensure their classroom success
- Development of fully inclusionary intervention model provided primarily in the context of a regular classroom
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens
- Parent/Guardian involvement at all levels of the student community

In an effort to accelerate the academic turnaround of CPCS, the Board of Trustees hired Derrick Dunlap in June 2018 to be principal of the Lower School. Mr. Dunlap has 20 years of experience in education and achieved a remarkable turnaround as principal of Rochdale Early Advantage, a pre-K-5<sup>th</sup> grade charter school in Queens. In his first year at CPCS Lower School, Mr. Dunlap and his team achieved significant progress in the ELA and Math proficiency rates of our Lower School students, with all students in grades 3 – 5 demonstrating an average proficiency of 60% in ELA and 63% in Math on the 2018-19 NYS Exam.

In July 2019, the Board appointed Janna Tsimprea, a six-year veteran of Community Partnership, as principal of the Middle School. Our turnaround work at CPCS continued during the 2019-20 academic year, with a particular focus on the academic growth and social-emotional health of our Lower and Middle School students.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2015-16	40	52	51	48	55	51	62	50	47	456
2016-17	34	33	45	43	43	38	54	52	38	380
2017-18	30	37	44	39	39	53	46	46	49	383
2018-19	44	39	42	45	43	47	54	45	44	406
2019-20	39	46	43	45	41	40	32	42	41	369

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

CPCS students will become proficient readers and writers of the English language.

#### BACKGROUND

##### Lower School

At Community Partnership Charter School (CPCS) we believe that learning is a process, and that all children deserve rigorous instruction that is differentiated to meet their individual needs. We also believe in holding children to high expectations because children will reach the expectations that we set for them. Our literacy curriculum reflects this ideology through Common Core-based instruction that is embedded into every lesson and unit for our classes in English Language Arts, and Writing.

The Lower School continued to utilize Journeys by Houghton Mifflin for English Language Arts, Lucy Calkins’ Units of Study in Opinion, Information, and Narrative Writing for Writing, and Success for All KinderPhonics and Fast-Track Phonics programs for Phonics. All teachers continued to receive training and coaching for these programs during our two-week Summer Institute in August, and throughout the school year to deepen their understanding of the core curricula. Our core curricula continues to be supplemented with authentic texts in a variety of instructional formats, including read-alouds, shared reading, guided reading, and novel studies. These supplemental texts connect to the curriculum, support instructional objectives, and develop a love for reading.

The schedules developed at the Lower School continue to devote between 150-200 minutes of literacy instruction per day. This includes two 50-minute blocks to English Language Arts (ELA), one 50-minute block to Writing, and one 50-minute block of Phonics for scholars in kindergarten and first grade. Teachers use a workshop approach in literacy that gradually releases the responsibility of learning to scholars. Teachers scaffold instruction by first modeling for scholars, then guiding scholars' practice, and finally moving to independent practice.

The first 50 minute block of ELA instruction is whole group instruction that focuses on developing a main idea using thinking frames for each new text read, and comprehension skills and strategies outlined by Journeys. Through Journeys, teachers engage scholars in reading texts from a variety of genres while utilizing thinking frames. Thinking frames are a series of questions that scholars should be asking themselves as they read to support reading comprehension of specific genres. During the first read of each new text, teachers ask scholars text-dependent questions to lead scholars to establish a main idea, or deeper understanding of the text using thinking frames.

The second block of ELA instruction is focused on guided reading. Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. The goal of guided reading is to provide scholars with instruction to develop the skills and strategies necessary, so they gain the ability to apply them independently. Through guided reading, our scholars receive differentiated instruction, strengthen their independent reading skills/strategies, develop habits for discussing texts, engage in in-depth text discussions, and become more independent through routines.

During the 50-minute writing block, teachers utilize Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing, and the writing workshop model in grades K-5. Through this curriculum, scholars explore the writing process by writing in different genres. For the 2019-20 school year scholars in grades K-2 engaged in genre writing 5 times a week, whereas scholars in grades 3-5 engaged in genre writing 3 times a week and response to literature 2 times a week. In response to literature, teachers in grades 3-5 engaged scholars in reading a text and responding to the text through teacher-created text-dependent questions. Scholars will continue to use the RAC2E strategy to tackle both short and extended response questions. This response to literature period will continue to support scholar preparation for the type of writing required on the New York State English Language Arts test.

Scholars in kindergarten and first grade engage in an additional 50-minute block of phonics instruction everyday. During this block teachers utilize Success for All's KinderPhonics and Fast-Track Phonics programs to develop phonological and phonemic awareness in scholars. This program was also used as an intervention component for struggling scholars in second grade. Teachers (kindergarten, first grade, second grade, and SETSS providers) continue to receive professional development and coaching throughout the year to maintain the fidelity of the program's implementation.

In a typical school year, all students are assessed 3 times a year using the Fountas & Pinnell Benchmark Assessment System. Scholars not meeting end-of-year benchmarks for their grade level are assessed two additional times to measure growth more frequently between the 3 larger cycles. This assessment provides students, teachers, parents, and administrators with data on student

mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It also provides teachers with direction on a scholar's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots, and use background information to interpret texts. However, due to the transition to remote instruction scholars were not assessed using the Fountas & Pinnell Benchmark Assessment System for the last cycle typically administered in late spring.

During the 2019-20 school year, CPCS Lower School continued morning, after school, and Saturday programs to support the literacy needs of scholars. The Morning ELA intervention program is designed to enhance the reading and writing skills of scholars through strategy and skill-based small group instruction. This program runs from 7:45am-8:20am allowing for scholars in grades 3-5 to receive individualized coaching in focus areas of development two days per week. The ELA academic after school program also supports scholars in grades 3-5 with the development of their literacy skills using a standards-based approach. This program runs from 4:00pm-5:30pm one day per week. Saturday Academy for ELA is an additional literacy support provided to scholars in grades 3-5. This program runs January-March and provides each grade level with 120 minutes of instruction per session. With these programs, scholars are assessed every 6-8 weeks to determine mastery. After the school transitioned to remote learning, these programs concluded for the school year.

As a result of the March transition to remote learning, our ELA plans shifted to a modified version of the above curricular plan. Spring ELA instruction consisted of a combination of synchronous and asynchronous learning to ease the school community into remote instruction. Synchronous ELA instruction occurred 3 days per week for 60 minutes in grades K-5 utilizing Zoom as a video-conferencing platform. Teachers continued instruction utilizing the Journeys curriculum during synchronous lessons for grades K-5. For grades K and 1, the 60 minutes were broken up into 25 minutes of phonics instruction, 20 minutes of skill or strategy based whole-group instruction, and 15 minutes of independent practice with teacher feedback and small group instruction. For grades 2-5, the 60 minutes were broken up into 30 minutes of skill or strategy based whole-group instruction, and 30 minutes of independent practice with teacher feedback, small group instruction, and revision work from the previous day's learning. Teachers utilized Zoom breakout rooms to make groups smaller to allow for more individualized feedback. Asynchronous instruction for ELA occurred 2 days per week utilizing teacher assigned extended independent practice from the previous lesson and online learning platforms including I-Ready, Raz-Kids, Epic!, Readworks, and NewsELA. Teachers also provided scholars with feedback on their completed assignments to further extend learning.

We also held an expanded Summer Program in July and August 2020, which ran for two 2-week sessions. During this program we increased synchronous ELA instructional time for scholars to between 60-120 minutes daily. All scholars received 60 minutes of whole-group ELA instruction each day and select scholars received an additional 60 minutes of instruction in office hours for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K and 1 scholars engaged in rich, authentic texts for 60 minutes of instruction, which was broken up into 25 minutes of phonics instruction, 20 minutes of skill or strategy based whole-group instruction, and 15 minutes of independent practice with teacher feedback and small

group instruction. For grades 2-5, scholars engaged in novel studies utilizing a challenging text selected for their grade level. In grades 2-5, the 60 minutes was broken up into 10 minutes of skill or strategy based whole-group instruction, 30 minutes of whole-group close reading of the text, and 20 minutes of independent practice with teacher feedback on constructed response and multiple choice questions, small group instruction, and revision work from the previous day's learning. Teachers in grades K-5 utilized Zoom breakout rooms to make groups smaller to allow for more individualized feedback.

### Middle School

In the Middle School, for the 2019-2020 school year, literacy teachers in grade 6 used Journeys Common Core and in grades 7-8 continued to implement the Collections curriculum, while transitioning to using Match Fishtank Curriculum. Our implementation of Collections and Journeys emphasizes using close-reading to maneuver through complex texts. Each Collections/Journeys unit is composed of text sets of various genres that are compiled to support an anchor that is chosen to target a specific skill. Each unit is centered around a guiding question that will be used at the end of each unit to construct a performance task. The transition to Match Fishtank emphasized the use of diverse texts, such as literature focused on race, immigration, and social justice, while maintaining the foundations of close reading.

In addition to Journeys and Collections curricula, teachers in grades 6-8 taught literacy through novel units, which we continued to mirror online by having texts available for students virtually. Under the guidance of Dr. Isoke Nia, from the Readers and Writers Project out of Columbia University, our Middle School students engaged in authentic novel studies and writing instruction, beyond test-preparation. The humanities department was provided live coaching and debrief coaching sessions on their craft under Dr. Nia's charge. Each week, teachers administered SAFEs (Short and Frequent Exams) to assess the standards taught throughout the week. The questions were formatted using question stems that were aligned to state standards. This assessment practice provided teachers with data that would inform their instruction and allowed them the clarity needed to work with scholars on an individual basis.

Our Response to Intervention for the 2019-2020 school year was very targeted. Teachers regularly assessed and grouped scholars accordingly, creating virtual small groups to target instruction of specific students similarly to the classroom environment. They created plans to address student weaknesses and to build on students' areas of strength. As a team, we collectively shared that data and strategized on how to address trends across grade levels. Student data was also used to create focused action plans based on individual student learning paths, that allowed for individual interventions throughout the week based on individual deficits or strengths. For our

students with disabilities, in addition to in-class supports they also received small group pull-out supports informed by their individualized education plans. For at-risk students, early morning interventions using iReady texts, iReady online platforms, and data were put in place to support growth.

During the 2019-2020 school year, both the Lower School and the Middle School also administered standards aligned Interim Assessments. The teacher-created, network-vetted assessments consisted of short and extended constructed responses. The data from both the F&P and Interim Assessments was stored in our Learning Management System, Illuminate and used by teachers and administration to plan for mastery of standards. The data is analyzed frequently and used to customize instruction to meet the needs of our students. For example, Fountas and Pinnell data is used to create reading groups and set learning and instructional goals within the groups. Another tool that was used specifically online during the transition period was the Northwest evaluation association MAP assessment which allowed us to identify student proficiency based on grade level standards and determine which standards students mastered or needed further guidance to understand.

With regards to data and report cards, staff continued to use Collection and Common core Standards as the basis of the report cards sent home to families. Through the support of the Beginning with Children Foundation, CPCS has continued to refine its standards-based reports. The report cards and progress reports were assessment based and provided our students' families with a clear understanding of their child's progress towards meeting Common Core standards.

### GOAL 1: EFFECTIVE ASSESSMENT OF STUDENT ACHIEVEMENT IN ELA AT THE END OF THE 2019-20 SCHOOL YEAR

RESULTS FROM THE NATIONAL NORM-REFERENCED EXAM HAVE INFORMED OUR GRADE-LEVEL PRIORITIES AND GROUPINGS OF STUDENTS IN THE 2020-21 SCHOOL YEAR

#### METHOD

In the absence of the New York State tests, the school administered the NWEA English Language Assessment for students in 3<sup>rd</sup> through 8th grade in June 2020. Each student's raw score has been converted to a New York State Assessment scaled proficiency score.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2019-20 NWEA English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>		Total Enrolled
		IEP	Absent	
3	38		7	45
4	34		7	41
5	39		1	40
6	30		2	32
7	34	5	3	42
8	34		7	41
All	209	5	27	241

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP) or absence for at least some part of the exam.

Over the past two school years, our schools have emphasized instruction on and assessment of constructed written responses. In the elementary grades, student performance showed declines from Spring 2019 NYSTP (63% were proficient) to Spring 2020 NWEA (42% were projected proficient). Declines may be attributed to our school year emphasis on constructed and extended written responses, while the NWEA assessment is composed of only objective response questions. In the middle school grades our students' absolute performance on the Spring 2020 NWEA (44% of students projected to be proficient) exceeded their absolute performance on the Spring 2019 NYSTP (29% were proficient).

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2019-20 NWEA English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	NWEA ELA EXAM Projected NYSTP Percent Proficient	Number Tested	NWEA ELA EXAM Projected NYSTP Percent Proficient	Number Tested
3	50%	38	50%	38
4	47%	34	48%	31
5	28%	39	32%	34
6	43%	30	50%	22
7	44%	34	42%	33
8	41%	34	41%	34
All	42%	209	44%	192

#### ADDITIONAL EVIDENCE

This spring's administration of the NWEA was the school's first. As such year-over-year data is not available.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### ELA Performance on NWEA and NYSTP by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	New York State Test				NWEA - Projected NYSTP Proficient	
	2017-18		2018-19		2019-20	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	49%	37	71%	31	50%	38
4	36%	33	81%	31	48%	31
5	23%	35	24%	21	32%	34
6	34%	29	24%	37	50%	22
7	41%	39	15%	39	42%	33
8	43%	46	49%	35	41%	34
All	<u>38%</u>	219	<u>43%</u>	194	<u>44%</u>	192

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

#### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the cancellation of the 2019-20 New York State tests, a 2019-20 analysis is not available. This report contains 2018-19 results, the most recent Comparative Performance Analysis available.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The school's effect size of 0.82 surpassed the target of 0.3, indicating the school performed higher than expected to a large degree in comparison to schools statewide enrolling similar concentrations of economically disadvantaged students.

*2018-19 English Language Arts Comparative Performance by Grade Level*

GRADE	PERCENT ECONOMICALLY DISADVANTAGED	NUMBER TESTED	PERCENT OF STUDENTS AT LEVELS 3&4		DIFFERENCE BETWEEN ACTUAL AND PREDICTED	EFFECT SIZE
			ACTUAL	PREDICTED		
3	91.1	41	607.0	594.4	12.6	1.45
4	76.7	38	611.0	595.5	15.5	1.96
5	91.5	40	604.0	593.1	10.9	1.33
6	87.0	47	590.0	591.6	-1.6	-0.18
7	91.1	43	591.0	593.5	-2.5	-0.29
8	93.2	38	603.0	594.1	8.9	0.98
ALL	88.5	247	600.5	593.6	6.9	<b>0.82</b>
<b>SCHOOL'S OVERALL COMPARATIVE PERFORMANCE:</b>						
<i>HIGHER THAN EXPECTED TO A LARGE DEGREE</i>						

### ADDITIONAL EVIDENCE

After performing slightly higher than expected in 2017-18, CPCS meaningfully increased its effect size in 2018-19.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	85	289	28.2	25.4	0.17
2016-17	3-8	90.3	260	32.3	25.0	0.44
2017-18	3-8	81.4	39	46.2	41.8	0.24
2018-19	3-8	88.5	247	600.5	593.6	0.82

#### Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 will be above the target of 50.

#### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2018-19 and also have a state exam score from 2017-18 including students who were retained in the same grade. Students with the same 2017-18 score are ranked by their 2018-19 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the cancellation of the 2019-20 New York State tests, a 2019-20 analysis is not available. This report contains 2018-19 results, the most recent Growth Model data available.

#### RESULTS AND EVALUATION

In 2018-19, CPCS did achieve this measure with an overall mean growth percentile of 50.8. Grade 4 demonstrated the most growth with a MGP of 70.4.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	70.4	50.0
5	57.0	50.0
6	42.8	50.0
7	46.7	50.0
8	48.9	50.0
All	<b><u>50.8</u></b>	50.0

#### ADDITIONAL EVIDENCE

CPCS has been consistently achieving this growth measure.

### ENGLISH LANGUAGE ARTS MEAN GROWTH PERCENTILE BY GRADE LEVEL AND SCHOOL YEAR

GRADE	MEAN GROWTH PERCENTILE				
	2015-16	2016-17	2017-18	2018-19	TARGET
4	46.8	48.6	42.7	70.4	50.0
5	45.4	59.8	54.7	57.0	50.0
6	56.1	56.7	53.1	42.8	50.0
7	59.4	45.8	59.9	46.7	50.0
8	56.7	48.3	43.8	48.9	50.0
ALL	<b><u>53.7</u></b>	<b><u>51.6</u></b>	<b><u>50.8</u></b>	<b><u>50.8</u></b>	50.0

#### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The closure of our physical school buildings this past spring and the cancellation of the New York State tests meant that we lacked the opportunity to demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the NYS ELA exam. We administered the NWEA English Language Assessment for students in 3<sup>rd</sup> through 8th grade in June 2020 to have a norm-referenced, end-of-year benchmark for our students, knowing that technology

and administration hurdles in a remote testing environment would yield imperfect data and results. Though we were heartened to see the significant progress of our Middle School students and also an overall ELA proficiency projected by NWEA to be in line with our 2018-19 NYS exam results for grades 3-8, the data from our NWEA assessment has, more importantly, informed our instructional priorities for our summer bridge academic program in July and August 2020 and the 2020-21 school year.

Finally, for the fourth testing year, CPCS students achieved an adjusted mean growth percentile greater than 50, and in 2018-19, CPCS students perform higher than expected to a large degree on the ELA exam as measured by the comparative performance effect size analysis conducted by SUNY.

Type	Measure	Outcome
Absolute	Effective assessment of student achievement in ELA at the end of the 2019-20 school year	Achieved 2019/20 School Year
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2018-19 results.)	N/A 2019/20 School Year Achieved 2018/19 School Year
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2018-19 results.)	N/A 2019/20 School Year Achieved 2018/19 School Year

## ACTION PLAN

## Lower School

- Continue implementation of *Journeys* across all grade levels in a structured block format following the curriculum map
- Continue execution of Success for All's KinderPhonics and Fast-Track Phonics programs for grades K and 1
- Continue utilizing the close reading strategy of thinking frames and main (big) idea to establish a deeper understanding of texts in a variety of genres across all grade levels K-5
- Formalize usage of transferable takeaways across literacy, so scholars have an understanding of what they are learning today and how it applies to their reading and writing in the future
- Responding to the 2019 NYS English Language Arts Assessment by bringing greater focus to the following standards and the standards linked to that standard in all grade levels K-5:
  - Determine Central Message or Theme (RL.K.2, RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2)
  - Determine Main Idea and Key Details of an Informational Text (RI.K.2, RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2)
  - Utilizing and Interpreting Text Features and Text Structures (RI.K.5, RI.K.7, RI.1.5, RI.1.6, RI.1.7, RI.2.5, RI.2.7, RI.3.5, RI.3.7, RI.4.5, RI.4.7, RI.5.5, RI.5.7)
  - Describing and explaining relationships and connections between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (RI.K.3, RI.1.3, RI.2.3, RI.4.3, RI.5.3)
- Restructure remote literacy block to include a more balanced literacy model that includes synchronous instruction in both ELA and writing for each scholar:
  - 60 minutes synchronous ELA whole-group instruction daily
    - Kindergarten-1st Grade:
      - 25 minutes Phonics
      - 20 minutes Skill/Strategy Whole-Group Lesson
      - 15 minutes Independent Practice with Teacher Feedback and Small Group Instruction
    - 2nd-5th Grade:
      - 30 minutes Skill/Strategy Whole-Group Lesson
      - 30 minutes Independent Practice with Teacher Feedback, Small Group Instruction, and Revision of Previous Day's Work
  - 60 minutes synchronous ELA small group instruction weekly



- Each scholar will receive one office hour block per week for additional ELA small group instruction. Groups will be split up by level using data collected into an enrichment group (above-level), on-level group (on-level), and reteach group (below-level).
  - 90 minutes asynchronous Writing instruction weekly
    - Scholars will be assigned two writing assignments to complete per week utilizing Lucy Calkins' Virtual Units of Study in Opinion, Information, and Narrative Writing
  - 60 minutes synchronous Writing small group instruction weekly
    - Teachers will utilize two office hours blocks for ELA to provide scholars with small group synchronous writing instruction. Teachers will use scholar work from the two asynchronous lessons to plan a writing small group lesson for scholars or engage scholars in a writing conference
- Once back to typical in-person learning, continue implementation of guided reading (K-5), novel studies (3-5), Morning ELA Intervention (3-5), ELA Academic After school (3-5), and Saturday Academy (3-5)
- Incorporate daily on-the-spot assessments and data tracking throughout the literacy blocks to inform small group instruction for scholars
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Adopt NY Ready ELA assessments (3-5), I-ready diagnostic assessments (K-5), Fountas & Pinnell reading benchmark assessment (if back in-person), weekly adapted *Journeys* assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures to promote vertical alignment of literacy skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to promote literacy goals during Professional Learning Communities (PLCs), individualized teacher coaching and feedback conversations, and professional development days

### Middle School

- Continued implementation of small class sizes of 12-15 students. This drastically increases the opportunity for small group guided reading instruction. In ICT and 12:1+1 classes, there will be a 1:6 ratio of teachers to students.

- Continued bi-weekly School Leadership-created, Network-wide formative assessments that will serve as blind assessments. This will lead to more accurate student data throughout the year and serve as a cross-campus collaborative planning tool.
- Continued implementation of small groups interventions of 4 to 5 students for direct instruction based on specific ELA standards, twice a week in addition to 90 minute ELA blocks
- Continued authentic engagement with writing instruction.
- Formalized grade-wide novel studies connected to Social Studies content.
- Increasing access to novels for students with each child independently reading multiple novels not associated with class.
- Use of Author visits to increase student participation in novels, and provide an authentic reading experience.
- Implementing more authentic texts in various genres across all three grade levels.
- Continued 90-minute blocks of English Language Arts instruction.
- Mirrored virtual instruction using Google platform to simulate classroom environments, and provide direct instructions and feedback to students daily
- Adding an additional 45 minutes of foundational reading comprehension skills for our 6th grade students.
- Responding to the 2020 NWEA Assessment data by adjusting pacing and scope of the 6th, 7th and 8th grade curriculum and bringing greater focus to the following standards:
  - 6th Grade
    - RL 6.5 - Analyze how a sentence, chapter, scene, or section fits into the overall structure of a text
    - RL 6.6 - Explain how an author develops point of view
    - RL 6.2 - Determine a theme or central idea
    - RI 6.2 - Determine a central idea
  - 7th Grade
    - RI 7.3 - Analyze interactions between individuals, events, and ideas in a text
    - RI 7.8 - Trace and evaluate arguments
    - RL 7.3 - Analyze how elements of a story or drama interact
    - RL 7.6 - Analyze points of view
  - 8th Grade
    - RI 8.3 - Analyze text connections
    - RI 8.8 - Delineate and evaluate arguments
    - RL 8.3 - Analyze story parts
    - RL 8.6 - Analyze points of view

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

CPCS students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

#### BACKGROUND

##### Lower School

At Community Partnership Charter School, we believe that mathematics instruction should be focused on identifying skills and strategies in core mathematics domains. The 2019-2020 school year marked our 7th year using the *Math in Focus* curriculum. This curriculum helps scholars make sense of math through hands-on learning and visuals, which allow for each scholar's understanding to grow conceptually. All teachers continued to receive training and coaching for this program during our two-week Summer Institute in August, and throughout the school year to deepen their understanding of the core curriculum. Our core curriculum continues to be supplemented with resources such as *Eureka Math*, that connect to the curriculum, support instructional objectives, and develop a love for mathematics.

*Math in Focus* provides teachers with easy-to-use teaching and learning pathways proven to develop foundational understanding in scholars. This curriculum is built on a framework developed by the Singapore Ministry of Education, which highlights problem solving as the focus of mathematical learning and draws on best practices from around the world.

Instruction in the 2019-2020 school year deepened the shift from individual problems to multi-step word problems in real-life scenarios. Scholars often solve these word problems in partners or small groups to promote thinking through steps and discussion of the problem and solution. During this time, scholars are encouraged to write to explain the steps they used to solve the problem using precise vocabulary.

The schedules developed at the Lower School continue to devote 100-150 minutes of mathematics instruction per day. This includes two 50-minute blocks of mathematics to increase scholar success in math for all grades, and an additional 50-minute block once a week in grades 3-5 for math constructed response questions. Teachers use the gradual release of responsibility model of instruction, which gradually releases the responsibility of learning to scholars. Teachers scaffold instruction by first modeling for scholars, then guiding scholars' practice, and finally moving to independent practice.

The first 50-minute block of math instruction is whole group instruction that focuses on a particular strategy/skill within a domain. The second block of math instruction is focused on center activities including, reteach, enrichment, and differentiated instruction to support various learning styles. During the 50-minute math extended response block (grades 3-5), scholars explore math constructed response questions, and learn the attributes of effective responses. The teacher engages scholars in responses that are revealed in complete thoughts/sentences, make sense, can stand alone with question reference, and include the solve, diagram, and explain components. Teachers in grades K-2 spend one day a week during their second 50-minute math block utilizing number stories (story problems) to encourage the same components of effective constructed responses across the school.

During the 2019-20 school year, CPCS Lower School continued math lunch labs, after school, and Saturday programs to support the mathematical needs of scholars. The Math Lunch Labs program is designed to enhance the math knowledge of scholars (placed in homogeneous groups) through strategy and skill-based instruction. This program runs for a 50-minute block during lunch, allowing for scholars in grades 3-5 to receive individualized coaching in focus areas of development one or two days per week. Math Academic after school also supports scholars in grades 3-5 with the development of their math skills using a standards-based approach. This program runs from 4:00pm-5:30pm one day per week. Saturday Academy for Math is an additional mathematics support provided to scholars in grades 3-5. This program begins in January and provides each grade level with 120 minutes of instruction per session. With these programs, scholars are assessed every 6-8 weeks to determine mastery. After the school transitioned to remote learning, these programs concluded for the school year.

As a result of the March transition to remote learning, our math plans shifted to a modified version of the above curricular plan. Spring math instruction consisted of a combination of synchronous and asynchronous learning to ease the school community into remote instruction. Synchronous math instruction occurred 3 days per week for 60 minutes in grades K-5 utilizing Zoom as a video-conferencing platform. Teachers continued instruction utilizing the Math in Focus curriculum during synchronous lessons for grades K-5. For grades K-5, the 60 minutes were broken up into 10 minutes of pre-lesson math practice with a do now and mental math, 20 minutes of skill based whole-group instruction (explicit and guided practice), 10 minutes for independent practice with teacher feedback, and 20 minutes of small group instruction with differentiated math center activities. Teachers utilized Zoom breakout rooms to make groups smaller to allow for more individualized feedback. Asynchronous instruction for math occurred 2 days per week utilizing teacher assigned extended independent practice from the previous lesson and online learning platforms including I-Ready, and Khan Academy. Teachers also provided scholars with feedback on their completed assignments to further extend learning.

We also held an expanded Summer Program this year, which ran for two 2-week sessions. During this program we increased synchronous math instructional time for scholars to between 60-120 minutes daily. All scholars received 60 minutes of whole-group math instruction each day and select scholars received an additional 60 minutes of instruction in office hours for reteach or

enrichment based upon informal data collected through exit tickets and independent work. For grades K-5, the 60 minutes were broken up into 10 minutes of pre-lesson math practice with a do now and mental math, 20 minutes of skill based whole-group instruction (explicit and guided practice), 10 minutes for independent practice with teacher feedback, and 20 minutes of small group instruction with differentiated math center activities. Teachers in grades K-5 utilized Zoom breakout rooms to make groups smaller to allow for more individualized feedback.

### Middle School

In the Middle School for the 2019-20 school year, the math department taught using a revised pacing calendar. The math department's model emphasized both a gradual release model and small group instructional model. To effectively implement both models, grades 6-8 used both Engage NY and Ready NY curriculum resources to support scholars in mastering grade level standards. CPCMS also used the I-ready diagnostic assessment to measure scholars' grade level performance in the beginning of the school year and reassessed them during the middle and end of the school year to measure growth.

In Grade 6, instructional time focused on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using the concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

In Grade 7, instructional time focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8, instructional time focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **Gradual Release Model**

We utilized the Gradual Release Model of instruction, which requires the teacher to guide students toward using different skills, strategies and procedures independently. In this model of instruction, the students assume more responsibility with less support from the teacher throughout the course of the lesson. The gradual release model provided students the opportunity to grapple with a real-world problem while using investigation to learn the skills necessary to solve the example. Our 90-minute block consisted of 60 minutes using EngageNY materials and 30 minutes of Number Stories (Problem of the Day).

### **Small Group Instruction**

Small group instruction is used to differentiate instruction, reinforce new topics, and create a small community students with similar needs. Differentiating instruction by working in a small group allows the teacher to break down the lesson into smaller steps for students who need to learn in a different way. Working with students in a small group allows the instructor to hone in on the ways that individual students learn best and target areas that require additional work or instruction. The smaller group also encourages students to open up to the instructor about their needs.

### **GOAL 1: EFFECTIVE ASSESSMENT OF STUDENT ACHIEVEMENT IN MATH AT THE END OF THE 2019-20 SCHOOL YEAR**

RESULTS FROM THE NATIONAL NORM-REFERENCED EXAM HAVE INFORMED OUR GRADE-LEVEL PRIORITIES AND GROUPINGS OF STUDENTS IN THE 2020-21 SCHOOL YEAR

### **METHOD**

In the absence of the New York State tests, the school administered the NWEA Mathematics Assessment for students in 3<sup>rd</sup> through 8th grade in June 2020. Each student's raw score has been converted to a New York State Assessment scaled proficiency score.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2019-20 NWEA Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>		Total Enrolled
		IEP	Absent	
3	39		6	45
4	33		8	41
5	39		1	40
6	30		2	32
7	33	5	4	42
8	33		8	41
All	207	5	29	241

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP) or absence for at least some part of the exam.

### RESULTS AND EVALUATION

Over the past two school years, our schools have emphasized instruction on and assessment of constructed math responses. In the elementary grades, student performance showed declines from Spring 2019 NYSTP (64% were proficient) to Spring 2020 NWEA (38% were projected proficient). Declines may be attributed to our school year emphasis on constructed and extended math responses, while the NWEA assessment is composed of only objective response questions. At the middle school grades our students' absolute performance on the Spring 2020 NWEA (49% of students projected to be proficient) exceeded their absolute performance on the Spring 2019 NYSTP (33% were proficient).

### Performance on 2019-20 NWEA Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	NWEA Math EXAM Projected NYSTP Percent Proficient	Number Tested	NWEA Math EXAM Projected NYSTP Percent Proficient	Number Tested
3	38%	39	38%	39
4	45%	33	47%	30
5	30%	39	32%	34

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

6	50%	30	56%	23
7	66%	33	66%	32
8	27%	33	27%	33
All	43%	207	44%	191

### ADDITIONAL EVIDENCE

This spring's administration of the NWEA was the school's first. As such year-over-year data is not available.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	New York State Test				NWEA - Projected NYSTP Proficient	
	2017-18		2018-19		2019-20	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	44%	36	67%	33	38%	39
4	27%	33	61%	31	47%	30
5	29%	34	67%	21	32%	34
6	14%	28	36%	36	56%	23
7	49%	39	21%	39	66%	32
8	31%	42	44%	36	27%	33
All	<u>33%</u>	212	<u>47%</u>	196	<u>44%</u>	191

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state Mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the cancellation of the 2019-20 New York State tests, a 2019-20 analysis is not available. This report contains 2018-19 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

The school’s effect size of 0.70 surpassed the target of 0.3, indicating the school performed higher than expected to a large degree in comparison to schools statewide enrolling similar concentrations of economically disadvantaged students.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 Mathematics Comparative Performance by Grade Level

GRADE	PERCENT ECONOMICALLY DISADVANTAGED	NUMBER TESTED	PERCENT OF STUDENTS AT LEVELS 3&4		DIFFERENCE BETWEEN ACTUAL AND PREDICTED	EFFECT SIZE
			ACTUAL	PREDICTED		
3	91.1	44	606.0	594.3	11.7	1.23
4	76.7	38	604.0	596.5	7.5	0.76
5	91.5	42	605.0	593.3	11.7	1.18
6	87.0	46	595.0	593.9	1.1	0.11
7	91.1	43	593.0	593.4	-0.4	-0.04
8	93.2	38	608.0	594.1	13.9	1.09
ALL	88.6	251	601.6	594.2	7.4	<b>0.70</b>
<b>SCHOOL'S OVERALL COMPARATIVE PERFORMANCE:</b>						
<i>HIGHER THAN EXPECTED TO A MEANINGFUL DEGREE</i>						

### ADDITIONAL EVIDENCE

After performing slightly higher than expected on the 2017-28 exams, CPCS increased the effect size in mathematics to higher than expected to a meaningful degree in 2018-19.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	85.0	292	25.6	24.6	0.06
2016-17	3-8	90.6	248	23.0	22.6	0.04
2017-18	3-8	88.1	247	32.4	29.5	0.11
2018-19	3-8	88.6	251	601.6	594.2	0.70

### Goal 2: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in Mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2018-19 and also have a state exam score from 2017-18 including students who were retained in the same grade. Students with the same 2017-18 score are ranked by their 2018-19 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the cancellation of the 2019-20 New York State tests, a 2019-20 analysis is not available. This report contains 2018-19 results, the most recent Growth Model data available.

RESULTS AND EVALUATION

In 2018-19, CPCS did achieve this measure with an overall mean growth percentile of 58.7. Grade 5 demonstrated the most growth with a MGP of 68.1.

2018-19 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	58.0	50.0
5	68.1	50.0
6	60.8	50.0
7	58.8	50.0
8	46.8	50.0
All	<u>58.7</u>	50.0

ADDITIONAL EVIDENCE

CPCS has been consistently achieving this growth measure.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				
	2015-16	2016-17	2017-18	2018-19	Target
<u>4</u>	<u>41.6</u>	<u>45.8</u>	<u>44.4</u>	<u>58.0</u>	<u>50.0</u>
<u>5</u>	<u>24.3</u>	<u>61.1</u>	<u>59.6</u>	<u>68.1</u>	<u>50.0</u>
<u>6</u>	<u>55.0</u>	<u>49.1</u>	<u>56.8</u>	<u>60.8</u>	<u>50.0</u>
<u>7</u>	<u>48.2</u>	<u>43.4</u>	<u>75.8</u>	<u>58.8</u>	<u>50.0</u>
<u>8</u>	<u>44.3</u>	<u>54.5</u>	<u>49.7</u>	<u>46.8</u>	<u>50.0</u>
<u>All</u>	<u>43.3</u>	<u>49.9</u>	<u>57.4</u>	<u>58.7</u>	<u>50.0</u>

### SUMMARY OF THE MATHEMATICS GOAL

The closure of our physical school buildings this past spring and the cancellation of the New York State tests meant that we lacked the opportunity to demonstrate progress towards our goal of having 75 percent of students in grades 3-8 achieve grade-level proficiency on the NYS Math exam. We administered the NWEA Mathematics Assessment for students in 3<sup>rd</sup> through 8th grade in June 2020 to have a norm-referenced, end-of-year benchmark for our students, knowing that technology and administration hurdles in a remote testing environment would yield imperfect data and results. Though the performance of our elementary students on the NWEA assessment reflected these testing hurdles, in addition to the challenges of transitioning to remote instruction last spring, we were heartened to see significant growth of our 6th and 7th grade students. Most importantly, data from our June 2020 NWEA assessment has informed our instructional priorities for our summer bridge academic program in July and August 2020 and for the 2020-21 school year.

Finally, CPCS students performed higher than expected to a meaningful degree as measured by the comparative performance effect size analysis conducted by SUNY, and for the second year, CPCS students demonstrated an unadjusted mean growth percentile greater than 50.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Effective assessment of student achievement in ELA at the end of the 2019-20 school year	Achieved 2019/20 School Year
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2018-19 results.)	N/A 2019/20 School Year Achieved 2018/19 School Year
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2018-19 results.)	N/A 2019/20 School Year Achieved 2018/19 School Year

### ACTION PLAN

#### Lower School

- Continue implementation of *Math in Focus* across all grade levels in a structured block format following the curriculum map
- Formalize the use of operations chants, mental math, and math in movement into each mathematics lesson school-wide
- Continue the implementation of math constructed response instruction for every scholar across each grade level (Math Extended Response for Grades 3-5, and Number Stories for Grades K-2)
- Once back to typical in-person learning, continue implementation of Math Lunch Labs (3-5), Math Academic After school (3-5), and Saturday Academy (3-5)

- Continue utilizing C.U.B.E.S. and solve, diagram, explain as a school-wide problem-solving norms and implement new school-wide constructed response rubrics
- Incorporate daily on-the-spot assessments and data tracking throughout the math block to inform small group instruction for scholars
- Formalize usage of concrete, pictorial, and abstract mathematical thinking across all grade levels, so scholars have a deeper understanding of each concept taught
- Responding to the 2019 NYS Mathematics Assessment by bringing greater focus to the following standards:
  - 3rd Grade:
    - Understanding Fractions as Numbers (3.NF.A.1, 3.NF.A.2)
    - Geometric measurement: recognize perimeter. (3.MD.D.8)
  - 4th Grade:
    - Understand decimal notation for fractions and compare decimal fractions. (4.NF.C.7)
    - Draw and identify lines and angles, and classify shapes by properties of their lines and angles.(4.G.A.1, 4.G.A.2)
    - Solve problems involving measurement and conversion of measurements.(4.MD.A.1)
    - Geometric measurement: understand concepts of angle and measure angles.(4.MD.C.6, 4.MD.C.7)
  - 5th Grade:
    - Convert like measurement units within a given measurement system.(5.MD.A.1)
    - Represent and interpret data on a line plot. (.5.MD.B.2)
    - Geometric measurement: understand concepts of volume.(.5.MD.C.4, .5.MD.C.5)
    - Write and interpret numerical expressions using parentheses, brackets and braces. (5.OA.A.1)
- Restructure remote mathematics block to include more synchronous instruction in math for each scholar:
  - 60 minutes synchronous Math whole-group instruction daily
    - Kindergarten-5th Grade:
      - 5 minutes Do Now
      - 5 minutes Mental Math
      - 15 minutes Skill/Strategy Whole-Group Lesson Model
      - 5 minutes Guided Practice
      - 10 minutes Independent Practice with Teacher Feedback

- 20 minutes Small Group Instruction with Differentiated Center Activities
  - 60-120 minutes synchronous Math small group instruction weekly
    - Each scholar will receive at least one office hour block per week for additional math small group instruction. Groups will be split up by level using data collected into an enrichment group (above-level), on-level group (on-level), and reteach group (below-level).
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Adopt NY Ready Math assessments (3-5), I-ready diagnostic assessments (K-5), beginning of year, mid- year, and end-of year benchmark assessments, chapter assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures to promote vertical alignment of mathematics skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to promote literacy goals during Professional Learning Communities (PLCs), individualized teacher coaching and feedback conversations, and professional development days

### **Middle School**

- Continued implementation of small class sizes of 12-15 students, increasing the opportunity for individualized small group instruction. In ICT and 12:1:1 classes, there will be a 1:6 ratio of teachers to students.
- Continuation of the 90 minute math block for all students.
- Continued offering an Algebra I Regents course through an additional 30 minutes of high-quality mathematics instruction for interested/qualified 8th grade students.
- Continuation of the use of ReadyNY math tools as formative/summative assessments.
- Mirrored virtual instruction using Google platform to simulate classroom environments, and provide direct instructions and feedback to students daily
- Responding to the 2019-20 NWEA data by adjusting pacing and scope of the 6th, 7th and 8th grade curriculum and bringing greater focus to the following standards:
  - 6th Grade
    - Expressions and Equations
      - 6.EE.A - Write expressions, evaluate expressions
    - Ratios and Proportional Relationships
      - 6.RP.A - Rate and Ratio, solve unit rate problems

- Number System
  - 6.NS.A - Quotient of Fractions
  - 6.NS.B - Greatest Common Factor, Least Common Factor
  
- 7th Grade
  - Expressions and Equations
    - 7.EE.B - Rational number problems
  - Ratios and Proportional Relationships
    - 7.RP.A - Multistep ratio and percent problems
    - 7.RP.A - Proportional relationships
  
- 8th Grade
  - Expressions and Equations
    - 8.EE.A - Scientific Notation
    - 8.EE.B - Equation of a line
    - 8.EE.C - Linear equation example
  - Functions
    - 8.F.A - Definition of a function
    - 8.F.B - Use functions to model relationships



## GOAL 3: SCIENCE

### Goal 3: Science

CPCS students will become proficient in Science.

#### BACKGROUND

##### **Lower School**

CPCS Lower School continues to incorporate science as a specialty class with a full-time science teacher, which strengthens science instruction schoolwide. All scholars in grades K-5 have science class twice a week. We continue to implement the Science Dimensions curriculum across all grade levels (K-5), which addresses the Next Generation Science Standards through exploration, analysis, application, and explanation of each topic covered. Science Dimensions incorporates the learning environment, scientific reasoning, developing and applying scientific concepts, formative and summative assessments, and technology to instruct science.

In addition to specialist science classes, scholars in fourth grade typically receive additional support and instruction in preparation for the New York State Science Test. CPCS Lower School 4th grade scholars receive Science one additional period per week, than scholars in other grade levels. In a typical year, 4th grade scholars attend Science Saturday Academy in May, which consists of four 90-minute sessions. Additional science class sessions and teachers are typically added to the fourth grade schedule throughout the week, beginning in May, to further support scholars taking the science test.

As a result of the March transition to remote learning, our science plans shifted to a modified version of the above curricular plan. Spring science instruction consisted mostly of asynchronous learning to ease the school community into remote instruction. Asynchronous instruction for science consisted of one assignment per week utilizing teacher assigned independent practice. The teacher also provided scholars with feedback on their completed assignments to further extend learning. In an effort to incorporate more science instruction into remote learning, each grade level received two weeks of synchronous multi-disciplinary science instruction devoted to preparing scholars to complete a science fair project.

##### **Middle School**

CPCS continues to implement the Full Option Science System (FOSS) curriculum across all three grade levels during science periods. The FOSS program seeks to enforce the philosophy of teaching and learning that guides the development of successful active-learning science through a student's

hands. This program bridges research and practices the tools and strategies to engage students and teachers in experiences that lead to a deeper understanding of the natural and spatial world.

For students to appreciate the scientific enterprise, learn important scientific and engineering concepts and to develop the ability to think well, FOSS implements actively participating in scientific practices through their own investigations, observations and analysis. FOSS has set out to achieve three goals: scientific literacy, instructional efficiency, and systemic reform. In addition, this program is designed to build on the learning progressions that provide students with opportunities to investigate core ideas in science and increase complexity throughout the years after.

FOSS is designed to make active learning and science engaging for teachers and students. It pushes for the following key elements within their curriculum:

- Ability to reason scientifically through the use of complete equipment kits with durable, well-designed materials for all students.
- Multiple strategies for formative assessment at all grade levels.
- Detailed guides with science background for the teacher and focus questions to guide students thinking and instructional practice.
- Strategies for use of science notebooks for all students.
- Understanding the disciplinary core ideas and the crosscutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter—flows, cycles, and conservation; structure and function; and stability and change.
- Using scientific knowledge and scientific and engineering practices for personal and social purposes.
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.

The target goal for FOSS students is to know and use scientific explanations of the natural world and the designed world; to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices.

During our remote learning time, teachers have continued the use of the FOSS curriculum.

### METHOD

In the absence of the New York State science tests, the school used students' cumulative science report card grades as a measure for assessing student mastery of science content. With regards to

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

assessing mastery, we've taken an approach similar to NYSED's granting of Regents credit for students with passing grades in their coursework.

### RESULTS AND EVALUATION

As a school we did not meet this measure. In the past, the Grade 4 science students have consistently met this measure, with at least 80% proficiency rates. Our Grade 8 science students did not meet this measure.

Grade	Percent of Students at Proficiency in Science			
	All Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Assessed	Percent Proficient	Number Assessed
4	78%	41	72%	36
8	44%	41	44%	41
All	60%	82	57%	77

### ADDITIONAL EVIDENCE

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	85%	20	85%	33	100%	31
8	73%	37	74%	42	27%	22
All	79%	57	79%	75	70%	53

### ACTION PLAN

#### Lower School

- Continue science instruction in all grade levels utilizing a full-time science teacher
- Provide on-going professional development opportunities with Science Dimensions
- Formalize hands-on learning opportunities for scholars in a remote learning environment
- Once back to typical in-person learning, continue implementation of Saturday Science Academy and additional science class sessions and teacher-support in May for fourth grade scholars
- Restructure remote science instruction to include a combination of synchronous and asynchronous instruction for each scholar:
  - 60 minutes synchronous Science whole-group instruction weekly
  - 30-60 minutes asynchronous Science instruction through independent assignments

#### Middle School

- Continue synchronous lessons from our 6-8 science teachers
- Mirroring virtual instruction using Google platform to simulate classroom environments, and provide direct instructions and feedback to students daily
- Continue implementation of FOSS materials across all grade levels
- Science teachers develop project based learning curriculum in conjunction with FOSS
- Utilize the FOSS website to provide students with interactive multimedia activities for use in school or at home
- Supplementing the FOSS curriculum with Regents-based materials
- Offering an Earth Science Regents course through an additional 30 minutes of high-quality Science instruction for interested/qualified 8th grade students
- Continuation of the application of lab activities across all grades

## GOAL 4: ESSA

### Goal 4: 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

CPCS continues to be in Good Standing and achieved this measure.

### ADDITIONAL EVIDENCE

CPCS has been in Good Standing since opening.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing