Community Partnership

Community Partnership Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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By

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The Beginning with Children Foundation (BwC), 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
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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 that 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-5th 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.

During the 2020-21 school year, CPCS Lower School adjusted instructional and social-emotional supports for students and families to maintain as consistent an educational experience as possible.

Instruction at CPCS Lower

- In-person instruction (full day 7:45am-4:00pm) was offered in a blended learning model, in accordance with the schedule below.
    - Kindergarten and first grade students received in-person instruction 4 days a week and synchronous remote instruction (60-120 minutes of ELA instruction and 60-120 minutes of math instruction) 1 day a week
    - 2nd through 5th grade students received in-person instruction 3 days a week and synchronous (45 minute morning meeting check-in) and asynchronous (60-120 minutes of ELA and 60-120 minutes of math) remote instruction 2 days a week

Blended Instruction K-5					
	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	In-Person	In-Person	In-Person	In-Person	Remote Synchronous Instruction
1st Grade	In-Person	In-Person	In-Person	In-Person	Remote Synchronous Instruction
2nd Grade	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person
3rd Grade	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person
4th Grade	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	In-Person
5th Grade	Remote Synchronous & Asynchronous instruction	In-Person	Remote Synchronous & Asynchronous instruction	In-Person	In-Person

- A 100% virtual/remote instruction option was offered five days a week.
    - Kindergarten through 5th grade students received 60 minutes of ELA instruction daily, 60-120 minutes of synchronous small group ELA instruction per week, 60 minutes of synchronous small group writing instruction per week, 90 minutes of asynchronous writing instruction per week, and 30-60 minutes of asynchronous ELA instruction per week.
    - Kindergarten through 5th grade students received 60 minutes of math instruction daily, 60-190 minutes of synchronous small group math instruction per week, and 30-60 minutes of asynchronous math instruction per week.

100% Remote Instruction ELA	100% Remote Instruction Math
60 minutes synchronous ELA whole-group instruction daily ● Kindergarten-1st Grade ELA Block: ○ 25 minutes Phonics ○ 20 minutes Skill/Strategy Whole-Group Lesson ○ 15 minutes Independent Practice with Teacher Feedback and Small Group Instruction ● 2nd-5th Grade ELA Block: ○ 30 minutes Skill/Strategy Whole-Group Lesson ○ 30 minutes Independent Practice with Teacher Feedback, Small Group Instruction, and Revision of Previous Day's Work 60-120 minutes synchronous ELA small group instruction weekly ● Each scholar received one office hour block per week for additional ELA small group instruction. Groups were 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	60 minutes synchronous Math whole-group instruction daily ● 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 60-180 minutes synchronous Math small group instruction weekly ● Each scholar received at least one office hour block per week for additional math small group instruction. Groups were split up by level using data collected into an enrichment group (above-level), on-level group (on-level), and reteach group (below-level). 30-60 minutes asynchronous Math instruction weekly through online learning platforms including, i-ready and Khan Academy

• Scholars were 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 utilized two office hours blocks for ELA to provide scholars with small group synchronous writing instruction. Teachers used scholar work from the two asynchronous lessons to plan a responsive writing small group lesson for scholars or engaged scholars in a writing conference 30-60 minutes asynchronous ELA instruction weekly through online learning platforms including i-ready, Raz-Kids, Epic!, Readworks, and NewsELA	

- Parents could opt-in to in-person instruction once a month. Parents could opt-in to virtual/remote instruction at any point
- Instruction in the ELA and Math blocks followed the same school-wide procedures and instructional expectations to maintain academic consistency amongst the different learning models.
- Teachers teaching virtually and in-person had weekly grade-level common planning meetings to ensure consistency of instruction and to analyze student work and data to plan future instruction.
- Learning materials were provided to students to ensure students were equipped with necessary supplies for academic success. These materials included:
    - Technology (laptop, ipad, tablet, hot spot, etc.)
    - Books/novels, curriculum work books, printed materials, math manipulatives (unifix cubes, fraction tiles, rulers, protractors, etc.) and general school supplies (composition notebooks, dry erase board, dry erase markers, index cards, crayons, pencils, etc.).
    - All learning materials were available for parent pick-up at the school site throughout the year and materials were dropped off to families who were unable to pick up materials.
- In-Person students received a double-dose of guided reading instruction 3 times per week to hone in on each child's individual reading skills and areas of development.

- Continuation of Saturday Academy remotely ensured that our students in grades 3-5 received additional support in ELA and math for 2 hours per subject area for 15 weeks
- Continuation of Saturday Academy remotely for Science ensured our students in 4th grade received additional support for 4 hours for 4 weeks
- Special classes continued to be offered to students in-person and remotely for enrichment. Students learning in-person students received Character Education, Science and Physical Education, and students learning remotely received art and music.
- Special Education services continued both in-person in small groups and remotely through zoom in break-out rooms and individual zoom sessions.
- Teachers closely tracked the progress of at-risk students and met with parents of at-risk students twice a month to update parents on student academic progress, attendance, and assignment completion.

Attendance Support at CPCS Lower

- Daily attendance calls were made by our operations team to the families of absent students to provide awareness of the absence and inquire about the absence and any support needed to prevent future absences.
- Individualized support was provided by our social worker to problem solve attendance barriers with families of students with high absenteeism rates
- Personalized support for students of essentials workers were provided by school staff through wake-up phone calls and reminders to get online for class, and through assignment extensions that accommodated the work schedules of families with students who needed assistance with assignment submission

Enrichment

- Afterschool programming continued virtually for all students
    - Times for various clubs were shifted to allow for all students to participate regardless of learning model.
    - Programming in the Arts, Physical Education, and Science were offered as after school clubs to allow students to participate in specialty classes not offered in their learning modality.
    - Clubs that transitioned well to virtual were selected to continue and new clubs were added. Enrichment clubs included: Bilingual Birdies, chess, cooking, physical education, science, art, poetry, and Kids Who Care.

Student Social-Emotional Supports

- School social worker continued to offer counseling services to the general student population either in-person or via Zoom.

- Students with counseling services (mandated and general) continued to receive individual and group support.
- School community events continued virtually to allow for all students, staff, and families to attend including community circle, Black History Show, Women's History Show, and community read alouds.

Family Supports

- Technology was provided to all students in need (laptops, ipad, tablet, hot spot, etc.)
- Technology workshops and individual technology assistance were provided for families to assist them with zoom, navigating google classroom, uploading assignments, and general computer skills.
- Family engagement workshops continued with a focus on the stresses of COVID through a series called Quarantine Cafe. Workshops included:
    - Roar Into It (vision boards and SMART goal setting), Money Matters (money management, job hunting during COVID, debt and credit card repair), Stress and Stigmas (advocacy and self care for parents of special needs children), and The Parenting Journey (a 12 week parent developmental program designed to help build stronger families by fostering inner strength, life skills, and networks of resources).
- Family academic workshops in literacy and math continued to ensure families had academic resources and tips
- Monthly Principal's Roundtables continued virtually to provide an open-line of communication between school leadership and families
- Financial support: Beginning With Children Community Fund
    - Application-based community fund
    - Funds granted to support families in internet and utility bills, rent payments, food and/or other needs.

Health & Safety of Staff and Students

- Beginning with Children schools phased in in-person instruction in October 2020.
- Starting in December 2020, Beginning with Children schools provided the lower school campus with weekly saliva-based PCR testing to all staff and students who provided consent.
- Each classroom was equipped with an air purifier with a HEPA filter, sanitizers, desk shields, and face masks. Windows remained open to improve ventilation.

During a year of COVID, CPCS Middle School offered a number of instructional and social-emotional supports for students and for families.

Instruction During COVID

- In-person instruction offered five days a week for full days to 100% of students.
- Virtual instruction offered five days a week for full days to 100% of students.
    - 100% of our virtual instruction was synchronous.
    - Hours of instruction remained the same, no matter the learning environment.
- Parents could opt-in to in-person instruction once a month. Parents could go back to virtual instruction at any point.
- Middle school students kept the same schedule, same class size and same teachers no matter if they were virtual or in-person so as to limit interruption to learning and to maximize academic and social-emotional consistency.
- All learning materials were hand-delivered to students' homes through the year by the school team.
    - This ensured that a malfunctioning laptop could be swapped out in an expeditious manner and there was no loss to learning time.
    - Additional learning materials (novels, printed reading materials, math manipulatives such as protractors, science lab kits, etc.) were shipped to students via USPS two weeks before the unit began.
- Closely tracked student progress through multiple measures (i-Ready, classroom assessments, Grade Point Averages) and used comparative analysis to ensure that our at-risk students were not falling behind amid hybrid learning.
    - Levels of intervention shifted on both micro and macro levels to support our at-risk learners.
    - Our mid-year i-Ready progress median scores evidence that our at-risk students were performing at higher rates of growth than their peers this year.
        - i-Ready Progress Median (January 2021) for Populations at Particular Risk During COVID:
            - Special Education: 197% (6th grade), 251% (7th grade), 174% (8th grade)
            - Students In Transitional Housing: 259% (all grades)
- Continuation of weekly, school-wide Community Circle for virtual and in-person students to expand upon their learning together.
    - With the opportunity of virtual learning, we were able to expand our learning beyond our geographic location. We hosted guest speakers and performing artists from all over the country and world.
        - Guest speakers included: Kenza Martin (Senior Product Manager for American Heart Association), Katherine Reeves (Animal Care Centers of NYC), Ms. DuEwa Frazier (Author), Ms. Lita Lewis (Health Coach), Christell Ghattas (Discovery+)

        - Guest performing artists included: Harold "Fyütch" Simmons (Social Justice performer), Mr. Ben Chavez (Broadway performer),
    - We took school-wide virtual field trips to supplement our classroom learning. Trips were inclusive of: Ghostlight Tour with Broadway Inbound, Oko Farms & Aquaponics and Sweet Farm Foundation.

Attendance Interventions Amid COVID:

- December 2020, added in weekend supplemental instruction to mitigate any learning loss due to attendance concerns.
- Saturday school teachers were tasked with building an individualized relationship with the child and family with the attendance concerns.
- Individual support for students and families in problem-solving barriers to equitable education, such as stable internet access, changes to housing status or a parental work schedule that did not allow for necessary at-home support to be consistently logged onto class during the week. The teacher was tasked with creative problem-solving through a social-work lens to get the child to Saturday learning.
- Personalized support for students of essential workers who needed a wake-up call in the morning or after their lunch break to ensure that they were to class on time.
- In recognition of the complexities of pandemic parenting, shifted more attendance responsibilities onto the school team in scaffolding our adolescents to independence.
- Home visits were made frequently, and non-threatening, for students to ensure that they remained connected to the adults in the school. The staff of CPCS Middle School hand-delivered learning supplies (such as calculators, protractors, books, science lab kits, etc.), novels, games and after-school supplies (such as ballet slippers, cones for basketballs, culinary ingredients, etc.) This frequent contact allowed students to remain connected to the school in a COVID-safe manner.
- Considerations given for individual students who needed temporary flexibility in their learning schedule. For example, if a child went to stay with a family member in a different time zone, we made temporary shifts to the child's schedule to ensure that they would not miss any core class instruction.

Enrichment During COVID

- CPCS Middle School continued to offer virtual and after-school programming every day from 3:45 - 5:30 pm. After-school was available to all students, regardless of their day-school learning environment. In Spring 2021, we were able to provide in-person after-school offerings in addition to virtual classes.
- Enrichment classes were strategically-planned to fit a virtual environment.

  - New classes implemented to maximize the virtual classroom include: vocal lessons, debate team and YouTube production.
  - Classes that shifted over to the virtual classroom include: culinary arts, visual arts, chess, Pretty Brown Girls empowerment, tap dance and ballet.
  - All supplies needed for enrichment classes (tap shoes, arts materials, culinary ingredients) were hand-delivered to students' homes.
  - Delivering to the students provided further health safety, as families did not have to leave their homes unnecessarily during the pandemic, and it also provided opportunity for wellness checks and visiting with the students.
- The quality of enrichment offerings remained unwavering amid COVID.
  - Continued partnerships with the Mark Morris Dance Company, Global Arts to Go and Get Empowered! and Run 4 Fun.

<u>Student Social-Emotional Supports</u>

- Continuation of full advisory program for 30 minutes, at least three times per week.
  - Averaging a 1:5 teacher to student ratio for advisory.
  - Consistency in advisory groups from school year-to-year to maximize relationships and trust between the group.
  - Advisory content and lesson plans provided weekly by the social worker with individualized, supplemental support for advisors. Activities centered around CASEL's 5 SEL Competencies (self-exploration, self-management, social awareness, relationship skills, and responsible decision making).
- Additional professional development for all staff (teachers, leaders, operations & support staff) in trauma-informed practice, responding to grief, and wellness/self-care
  - Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC)
  - Powertools for Progress
  - Rebby Kern, Race & Equity Educator
- Continued implementation of a social work internship program that provides additional student support. This year, we partnered with Columbia University and New York University.
  - Social work interns were coached and overseen by our school social worker.
  - Social work interns were responsible for individual and group weekly check-ins with students, clubs, and family outreach.
- A Day to Pause & Reflect on one-year anniversary of COVID shutdown
  - Regular classes were cancelled for the day & the schedule was shifted for all students to pause in reflect through the following guided activities: Mindfulness & Meditation, Expression Space, Visual Space, Storytelling Space, Advisory
  - Pause & Reflect Day was planned & led by our social work team. Our planning was informed by research and expertise of mental health professionals.

- Home visits & wellness checks
- Increase in partnering with outside mental health professionals
- Social worker sent school wide quarterly wellness surveys to identify and respond to individual student needs.
- Social worker conducted gchat check-ins with 100% of students as well as provided opportunities to meet on Zoom individually.
- Social worker provided Zoom lunch drop in hours for all students.
- Social worker hosted virtual evening and weekend movie nights to create additional opportunities for students to connect.
- Continued to offer general counseling services to general student population via Zoom
- Students with counseling services (mandated and general) received increased individual and group supports.

Family Supports

- Technology was provided to all students in need (laptops, ipad, tablet, hot spot, etc.)
- Emailed weekly Wellness newsletter to parents/guardians that included outside community based resources.
- Creation of Parent Hour- Parent/Guardian Group Support (twice per week), provided by school social worker.
- Individual Parent/Guardian counseling provided by school social worker to support internet needs, transitional housing, additional housing needs, food support, grants, mental health needs, etc.
    - Increase in partnering with community organizations: food banks, food giveaways, job postings, NYCHA rent adjustments, outside community funds
- Financial support: Beginning With Children Community Fund
    - Application-based community fund
    - Funds granted to support families in internet and utility bills, rent payments, food and/or other needs.
- Partnered with Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC) & Rutgers University to run "Parenting Through the Lens of a Pandemic" parent workshop in December 2020.
    - Pamela J. (PJ) Wenger, LPC, NBCC, MFT, Ed.S., MA, M.Ed.

Health & Safety of Staff and Students

- Beginning with Children schools phased in-person instruction in October 2020.
    - The Middle School campus remained virtual in the weeks between Thanksgiving and December holidays for safety reasons.

  - The Middle School campus remained virtual in the days following all other school breaks and holidays to allow extra time for staff and students to obtain COVID tests before returning to the building.
- The Middle School campus participated in New York City's outdoor learning program. Outdoor spaces were maximized as much as possible.
  - Every day, staff and students ate lunch outside to ensure that no one was unmasking within the school building.
- Starting in January 2021, Beginning with Children schools provided saliva-based PCR testing.
  - Each indoor classroom was equipped with two air purifiers with HEPA filters, sanitizers, desk shields, face masks. Windows were kept open to maximize ventilation.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

SCHOOL YEAR	K	1	2	3	4	5	6	7	8	TOTAL
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
2020-21	34	41	52	46	49	43	31	36	47	379

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

LOWER SCHOOL BACKGROUND

During the 2020-21 school year, we were determined to ensure our ELA instruction, regardless of learning modality, remained rigorous, and consistent in school-wide instructional curriculum, systems and expectations. 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 both in-person and virtually/remotely. All teachers continued to receive training and coaching for these programs during our virtual Summer Institute days in July and 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 office hours, read-alouds, shared reading, guided reading, independent 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 100-200 minutes of literacy instruction per day regardless of learning model. For virtual/remote learning this includes one 60 minute block of synchronous English Language Arts (ELA) daily, at least one 60 minute block of synchronous ELA office hours (small group instruction) per week, at least one 60-minute block of synchronous writing office hours (small group instruction) per week, two 45-minute asynchronous writing instruction blocks per week, and 30-60 minutes of asynchronous ELA instruction per week utilizing online learning platforms including I-Ready, Raz-Kids, Epic!, Readworks, and NewsELA. For in-person learning this includes one 50-minute block of English Language Arts (ELA), one 50-minute block of guided reading, one 50-minute block to Writing, and one 50-minute block of Phonics for scholars in kindergarten and first grade. Teachers, in-person and virtual, 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 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 big idea, or deeper understanding of the text using thinking frames. For kindergarten and 1st grade the first block of virtual ELA instruction includes 35 minutes of whole group reading instruction as described above and 25 minutes of phonics instruction.

Scholars in kindergarten and first grade engage in phonics instruction everyday. Virtually, 25 minutes of the 60-minute ELA block is devoted to phonics instruction, while in-person an entire 50-minute block is utilized for phonics instruction. 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.

Regardless of learning modality, scholars also received small group instruction in ELA. Virtually, this instruction occurred during ELA office hours for 60-120 minutes per week. Small groups for office hours were divided into above-level, on-level, and below-level groups utilizing data from the curriculum tests and adjusted using daily informal assessments such as exit tickets. Each group met with the teachers for office hours once or twice per week on a rotating basis. These small groups were based around a close reading of a text using a reading strategy or skill, text discussion, and writing responses. The texts used during small groups increased in complexity throughout the school year. In kindergarten, and first grade these small groups often also included some phonics instruction to reinforce the phonics concept being taught that week or a phonics topic not yet mastered. In-person, small group ELA instruction occurred during the second 50-minute block of ELA instruction and focused on guided reading. Guided reading as an instructional approach allows our scholars to receive differentiated instruction on their reading level. This approach strengthens independent reading skills/strategies, develops habits for discussing texts, engages scholars in in-depth text discussions, and allows scholars to become more independent readers of texts that increase in complexity throughout the school year. Teachers in-person also implemented a double dose of guided reading instruction at least twice per week to allow for increased literacy intervention to combat learning loss and address areas of development for scholars.

Teachers continued to utilize *Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing*, and the writing workshop model in grades K-5 both virtually and in-person. Through this curriculum, scholars explore the writing process by writing in different genres. Virtually scholars engaged in a combination of synchronous and asynchronous instruction for 150 minutes of writing instruction weekly. Scholars were assigned two writing assignments to complete per week utilizing *Lucy Calkins' Virtual Units of Study in Opinion, Information, and Narrative Writing* for 90 minutes of asynchronous instruction in writing. Teachers then used scholar work from the two asynchronous

lessons to plan a responsive 60 minute synchronous writing small group lesson or engaged scholars in a writing conference once per week. In-person, scholars engaged in a combination of synchronous and asynchronous instruction from *Lucy Calkins' Virtual Units of Study* for a total of 225 minutes of writing instruction weekly. Scholars learning in-person in kindergarten and first grade engaged in genre writing for 45 minutes per day for four days a week and were given one asynchronous writing assignment to complete per week for an additional 45 minutes of writing instruction. Scholars learning in-person in grades 2-5 engaged in genre writing 3 times a week and response to literature 2 times a week. Teachers engaged in-person scholars in genre writing for 45 minutes in-person one day per week and assigned two asynchronous writing assignments to complete per week for a total of 135 minutes of genre writing instruction. The other 90 minutes of writing instruction for grades 2-5 was in response to literature, in which scholars engaged in reading a text and responding to the text through teacher-created text-dependent questions. Scholars continued to use the RAC2E strategy to tackle both short and extended response questions. This response to literature period continues to support scholar preparation for the type of writing required on the New York State English Language Arts test. Virtually, response to literature writing was incorporated into ELA office hours.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 1-5 both virtual and in-person students were assessed using the i-ready reading diagnostic assessment in the fall, winter and spring. Kindergarten and 1st grade students in-person and remote were assessed using the phonics curriculum assessments throughout the school year and a sight word assessment at the beginning of the year. In-person students continued to be assessed using the Fountas & Pinnell Benchmark Assessment System in the fall (or first entry week of in-person learning), winter and spring. 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 for guided reading instruction 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. Teachers also continued to assess scholars utilizing the curriculum lesson assessments and informal assessments such as exit tickets.

Our Saturday program continued virtually to support the literacy needs of scholars for 2 hours per Saturday for 15 weeks. Saturday Academy for ELA is an additional literacy 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 this program, scholars are assessed every 6-8 weeks to determine mastery.

We also continued our Summer Program this year, which ran for two weeks remotely. During this program scholars received synchronous ELA instruction for 75 minutes daily. All scholars received 75 minutes of whole-group ELA instruction each day and each scholar received an additional 45 minutes of instruction in office hours once per week for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K-1 scholars engaged in rich, authentic texts for 75 minutes of instruction, which was broken up into 30 minutes of phonics instruction, 20 minutes of skill or strategy based whole-group instruction, and 25 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 2nd grade, the 75 minutes was broken up into 30 minutes of phonics instruction, 10 minutes of skill or strategy based whole-group instruction, 20 minutes of whole-group close reading of the text, and 15 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. In grades 3-5, the 75 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. In addition to the 75 minutes of ELA instruction, select scholars received an additional 30 minutes of one-on-one phonics instruction daily utilizing the Orton-GIllingham approach to reading.

A main focus for CPCS Lower School this year was teacher professional development and continuing to build teacher content knowledge. We formed a literacy committee of teachers this year to discuss topics pertaining to literacy, school-wide data, problem-solving areas of development for our school in literacy, and school-wide literacy initiatives. We continued utilizing our consultant Jaime White from Capacity Rise LLC, to engage teachers in continued professional development and coaching in big idea, transferable takeaways, and questioning strategies for literacy instruction. As we began to plan the transition of our ELA curriculum from Journeys to Fishtank Learning, teachers on our Literacy team attended a workshop with Fishtank Learning to begin learning about the components of the curriculum and how to implement it. Our Special Education coordinators also attended professional development through the Institute for Multi-Sensory Education in the Orton-Gillingham approach to reading and writing instruction. Orton-Gillingham is a research and science-based approach that uses explicit, direct, sequential, systematic, and multi-sensory instruction to teach reading and spelling. Orton-Gillingham is now utilized by three members of our staff as a reading intervention approach for struggling readers in grades K-5.

MIDDLE SCHOOL BACKGROUND

During the 2020-2021 school we were determined to maintain as much consistency for students no matter what instructional mode they were learning in. We achieved this instructional consistency through the universal use of Google Classroom for both remote and in-person learners. In-person and remote learners shared the same classrooms, completed the same tasks and participated in the same lessons. In Google Classroom teachers viewed and commented on student work in real-time, providing feedback similar to that received in a traditional classroom.

Teachers also fully-implemented the Match Fishtank curriculum this school year for grades 6-8. Teachers used the curriculum as the core of their ELA instruction. During ELA lessons, students are taught using a diverse set of texts, and are assessed through short and frequent assessments. Novels were used to help improve literacy, following Match Fishtank pacing promoting well-rounded students that understand their own voice and how to use their voices. Students were also instructed in latin-roots to help improve critical thinking skills, decoding, and literacy. Lastly, supplemental support, such as i-Ready and Lightsail, was used to help fill learning gaps, while pushing students who are below grade level into achieving grade level mastery.

Our Response to Intervention for the 2020-2021 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 I-Ready texts, i-ready online platforms, and data were put in place to support growth.

With regards to assessment, we used I-Ready, Lightsail and short/frequent assessments to gain an understanding of grade level gaps and students' progress over the course of the school year. Short and frequent assessments are used to measure weekly progress, while summative assessments are used to monitor overall progress. Short and frequent assessments are given in two ways, "blind" as created by school leadership on a biweekly basis, and by the teacher on the alternate week. Assessments are designed to mirror the state exam.

Finally, with regards to professional development, teachers consistently participate in PD activities to promote teacher effectiveness in supporting students' attainment of standards mastery. Teachers

are supported in facilitated meetings with their coach and co-teacher every two weeks. Teacher's also engage in one on one meetings with their coach every week. Lastly, teachers meet as an ELA department every two weeks. During meetings teachers work on individual and team goals. An example of an individual goal may include identifying and implementing methods of teaching a particular standard. Meetings as an ELA department typically involve strategy to enhance pedagogy, aligning strategies, and providing teachers a chance to discuss pacing to ensure vertical alignment of curriculum. Strategies that were aligned during ELA department meetings included methods of reading text, vocabulary instruction, and writing norms to improve student short responses.

METHOD

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

RESULTS AND EVALUATION

The median percent progress toward Typical Growth for CPCS 3rd through 8th grade students End of Year is 156.5%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculates to 163% in the spring i-Ready ELA administration. The Annual Typical Growth of 3rd through 8th grade CPCS students with disabilities did not exceed the ATG in ELA of all general education students with a median percent progress of 116.5% to 151%, therefore not meeting the measure. The fourth i-Ready ELA measure evaluates whether 75% of all students enrolled in at least their second year at CPCS score at the *mid on-grade level* or above scale score for the year-end assessment. 36% of students in this group scored at **mid** on-grade level or above with grades 6 and 8 scoring highest with 56% and 54% respectively.

I-READY

2020-21 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	208	156.5	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the	Low initial achievers	110%	86	163%	Yes

fall will be equal to or greater than 110% by the spring assessment administration.					
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[1]	151%	50	116.5%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	193	36%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	33%	33	35%	31
4	22%	37	24%	33
5	21%	38	22%	36
6	47%	32	56%	27
7	30%	33	26%	31
8	54%	35	54%	35
All	34%	208	36%	193

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	41%	33
4	89%	37
5	34%	38

[1] 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, homeless students, etc.), please explain the rationale in the narrative section

6	353%	32
7	294%	33
8	300%	35
All	156.5%	208

ADDITIONAL CONTEXT AND EVIDENCE

The remote testing environment presented challenges for our elementary students. Despite best efforts by teachers and administrators to replicate traditional testing conditions through active remote proctoring, students were observed rushing during the test administration, hampering their ability to demonstrate their full potential.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the end-of-year i-Ready assessment. We administered the i-Ready Assessment for students in 3rd through 8th grade in September 2020 and June 2021 in order to have norm-referenced data for our students. While heartened to see the significant progress of our Middle School students, our Lower School students' data reflected the significant challenges for our youngest students of learning in a hybrid/remote learning environment with the stops and starts of periodic COVID closures. Despite the mixed data, the i-Ready assessment has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Continue implementation of *Journeys* across all grade levels in a structured block format following the curriculum map
- Phase in the Fishtank Learning ELA curriculum during novel studies periods for grades 2-5 and social studies periods for grades K-1 to allow for a smooth transition for both teachers and students to a new curriculum
- 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 big idea to establish a deeper understanding of texts in a variety of genres across all grade levels K-5
- Continue 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 2020-21 I-Ready Reading Assessment by:

  - Bringing greater focus to the following domains in all grade levels K-5:
    - Comprehension of Informational Text
    - Comprehension of Literature
    - Vocabulary
  - Increasing instruction in the Phonics domain for scholars in grades 2-5 who do not have scores in the "Maxed Out" category
- Continue implementation of guided reading (K-5), novel studies (3-5), ELA Academic After school (3-5), and Saturday Academy (3-5)
- Implement a double dose of guided reading (2-3 times per week) to allow for increased literacy intervention, and push in additional teaching staff to support these periods when possible
- Provide high dosage tutoring in after school and/or during the school day
- Continue to implement 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
- Administer NY Ready ELA assessments (3-5), I-ready diagnostic assessments (K-5), Fountas & Pinnell reading benchmark assessment (for in-person instruction), 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 and literacy committee 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
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially questioning strategies and increasing opportunities for student response
- Increase the number of staff members able to provide multisensory reading instruction to struggling readers by providing additional teaching staff with professional development to learn the Orton-Gillingham approach to reading and writing

MIDDLE SCHOOL ACTION PLAN

- At the Middle School level, we will continue to strive to maintain consistency in reporting and data collection through the use of assessments that mirror the demands set forth by the state.
- In addition, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely.

- The use of a Match Fishtank curriculum will help ensure vertical alignment of instruction from grades 6 through 8. Teachers will continue to instruct students in a 4-tiered approach that targets vocabulary, grade level standards, literacy, and academic deficiency as identified through assessments.
    - Vocabulary instruction through the use of latin roots and decoding strategies to help improve literacy and critical thinking.
    - Grade level standards, as determined by common core mandates to help improve reading comprehension and writing skills.
    - Literacy through the use of class and independent readings such as novels, short passages, poems, and speeches.
    - Targeted academic deficiencies through the use of review activities and i-Ready to allow students to gain support based on their level and pacing.
- Maintaining an everyone reads approach with whole school novel and guest author speakers to increase student engagement in literacy
- Providing 7th and 8th grade students with additional content-rich ELA instruction, through the introduction of a history block
- Enhancing ENL supports through the addition of an experienced Spanish/ENL instructor
- The use of online platforms such as I-ready and Lightsail will continue to be used to provide targeted supplements to meet students at their specific levels and pacing, while providing high interest texts and activities.
- Lastly teachers, will continue to use small group instruction to provide students with personalized instruction through an understanding of specific student needs and academic growth plans.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

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

LOWER SCHOOL BACKGROUND

At Community Partnership Charter School, we believe that mathematics instruction should be focused on identifying skills and strategies in core mathematics domains. The 2020-2021 school year marked our 8th 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 virtual Summer Institute days in July and 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.

The schedules developed at the lower school devote 90-150 minutes of mathematics instruction per day regardless of learning modality. For virtual/remote learning this includes one 60 minute block of synchronous math daily, at least two 60 minute blocks of synchronous math office hours (small group instruction) per week, and 30-60 minutes of asynchronous math instruction per week utilizing online learning platforms including i-Ready, and Khan Academy. For in-person learning this includes two 50-minute blocks of math for grades K-5 daily, and one 50-minute block of math constructed response once a week for scholars in grades 1-5. Teachers, in-person and virtual, 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 block of math instruction is whole group instruction that focuses on a particular strategy/skill within a domain. This block contains the same instructional components regardless of learning modality. Each first block of mathematics begins with a "do now" activity that is a spiral review, and a mental math activity. The block then flows into a whole

group lesson model of a mathematics strategy or skill, followed by guided practice, and independent practice with small group instruction and teacher feedback on student work.

Regardless of learning modality, scholars also received small group instruction in math focused on differentiating instruction. Virtually, this instruction occurred during math office hours for 120-180 minutes per week. Small groups for office hours were divided into above-level, on-level, and below-level groups utilizing data from the curriculum tests and adjusted using daily informal assessments such as exit tickets. Each group met with the teachers for office hours twice or three times per week on a rotating basis. These small groups were based around a math strategy or skill, including center activities, reteach, enrichment, and differentiated instruction opportunities to support various learning styles. These math small groups allowed for math intervention to combat learning loss and address areas of development for scholars. Teachers in-person also implemented a 50-minute math extended/constructed response block once a week in grades 1-5. During which scholars explore math constructed response questions, and learned the attributes of effective responses. This is an opportunity for scholars to engage 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.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 1-5 both virtual and in-person students were assessed using the i-Ready mathematics diagnostic assessment in the fall, winter and spring. Teachers also continued to assess scholars utilizing adapted versions of the Math In Focus beginning of the year, mid-year, and end of year assessments, curriculum chapter assessments and informal assessments such as exit tickets.

Our Saturday program continued virtually to support the mathematics needs of scholars for 2 hours per Saturday for 15 weeks. 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 this program, scholars are assessed every 6-8 weeks to determine mastery.

We also continued our Summer Program this year, which ran for two weeks remotely. During this program scholars received synchronous mathematics instruction for 75 minutes daily. All scholars received 75 minutes of whole-group math instruction each day and each scholar received an additional 45 minutes of instruction in office hours at least once per week for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K-5, the 75 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), 20 minutes for independent practice with teacher feedback, and 25 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.

A main focus for CPCS Lower School this year was teacher professional development and continuing to deepen teacher content knowledge. We formed a math committee of teachers this year to discuss topics pertaining to mathematics, school-wide data, problem-solving areas of development for our school in math, and school-wide math initiatives. We started utilizing consultant Kim Sutton from Creative Mathematics, to engage teachers in continued professional development in two identified topics that teachers wanted to build their content knowledge in. Kindergarten and first grade teachers increased their knowledge of counting and cardinality and adding and subtracting to 20. Teachers in grades 2-3 increased their knowledge of fractions and word problems. Finally, teachers in grades 4-5 increased their content knowledge in angles and area of a triangle and other geometric figures. All teachers received approximately 12 hours of professional development in math this school year.

MIDDLE SCHOOL BACKGROUND

In the Middle School for the 2020-21 school year, the math department taught using a revised pacing calendar that developed foundational grade level skills. The math department's model emphasized both gradual release and small group instruction. Using Match Fishtank in grade 6, and both Engage NY and Ready NY curriculum resources in grade 7 and 8 middle school staff effectively supported 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 five 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;(4) developing understanding of statistical thinking; (5) retention of fifth grade aligned standards with sixth grade.

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 Match Fishtank/EngageNY materials and 30 minutes of differentiation that ranged from gamification instruction or i-Ready supplemental resources.

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.

METHOD

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

RESULTS AND EVALUATION

Based on the i-Ready Math, the median percent progress toward Annual Typical Growth (ATG) for CPCS 3rd through 8th grade students End of Year is 115%. As noted previously, Annual Typical Growth is the average annual growth for a student at their grade **and** placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 173% in the spring End of Year i-Ready Math administration. The Annual Typical Growth of 3rd through 8th grade CPCS students with disabilities exceeded that of all general education students with a median percent progress of 115%. The i-Ready math measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at CPCS score at the *mid on-grade level* or above scale score for the year-end assessment. 26% of students in this group scored at **mid** on-grade level based on the year-end administration.

I-READY

2020-21 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	210	115%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	83	173%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[2]	115%	49	121%	Yes
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	196	26%	No

[2] 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, homeless students, etc.), please explain the rationale in the narrative section

End of Year Performance on 2020-21 i-Ready Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	27%	30	29%	28
4	30%	37	32%	34
5	20%	41	21%	39
6	19%	32	19%	27
7	14%	35	15%	33
8	40%	35	40%	35
All	25%	210	26%	196

End of Year Growth on 2020-21 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	45%	30
4	64%	37
5	100%	41
6	170%	32
7	250%	35
8	156%	35
All	**115%**	**210**

ADDITIONAL CONTEXT AND EVIDENCE

The remote testing environment presented challenges for our elementary students. Despite best efforts by teachers and administrators to replicate traditional testing conditions through active remote proctoring, students were observed rushing during the test administration, hampering their ability to demonstrate their full potential.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The hybrid and/or fully remote nature of schooling this past year meant that we lacked the opportunity to fully demonstrate progress towards our goal of having 75 percent of students achieve grade-level proficiency on the end-of-year i-Ready assessment. We administered the i-Ready Assessment for students in 3rd through 8th grade in September 2020 and June 2021 in order to have norm-referenced data for our students. While heartened to see the significant progress of

our Middle School students, our Lower School students' data reflected the significant challenges for our youngest students of learning in a hybrid/remote learning environment with the stops and starts of periodic COVID closures. Despite the mixed data, the i-Ready assessment has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Analyzing students' unfinished learning from the 20/21 school year using a coherence gap Tool
- Using coherence gap data to inform 21/22 pacing calendars
- Continue implementation of *Math in Focus* during the 21/22 school year across all grade levels in a structured block format following the curriculum map
- Continue to incorporate the Eureka Math curriculum to allow for a smooth transition for both teachers and students during the 22/23 school year
- Continue the implementation 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)
- Continue Math Lunch Labs (3-5), Math Academic After school (3-5), and Saturday Academy (3-5)
- Provide high dosage tutoring in after school and/or during the school day
- 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
- Formalize the implementation of math fluency activities for 15-20 minutes per day in all grades K-5
- Implement a color-coded number-line school-wide that will enhance student number sense and increase vertical alignment
- Incorporate daily on-the-spot assessments and data tracking throughout the math block to inform small group instruction for scholars
- Continue the 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 2020-21 I-Ready Mathematics Assessment by:
    - Bringing greater focus to the following domains in all grade levels K-5:
        - Geometry

    - Measurement and Data
- Create a math intervention block at least once per week in all grades to allow for increased mathematics intervention, and push in additional teaching staff to support these periods when possible
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer 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
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially questioning strategies and increasing opportunities for student response
- Continue math professional development with Kim Sutton from Creative Mathematics to continue to build and deepen teacher content knowledge in the subject of mathematics

MIDDLE SCHOOL PLANS:

- In light of possible changes to the modality of instruction over the course of the school year, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus, proctoring over zoom when students are remote and signed attestations when interim assessments are given remotely
- Analyzing students' unfinished learning from the 20/21 school year using a coherence gap Tool
- Using coherence gap data to inform 21/22 pacing calendars
- Implementing small class sizes of ~12-15 students, increasing the opportunity for individualized small group instruction. In ICT classes, there will be a ~1:6 ratio of teachers to students.
- Continuation of the 90 minute math block for all students.
- Continuing an Algebra I Regents course through an accelerated class for interested/qualified 8th grade students.
- Continuing to use ReadyNY math tools as formative/summative assessments.
- In 6th grade, continuing to use Match Fishtank as the core math curriculum.

- In 7th and 8th grade, continuing to use EngageNY and Math In Focus as the core math curriculum and supplementing those materials with Match Fishtank's math curriculum.
- Expansion of Teach to One (TTO) math pilot from use in just 6th grade math instruction to now also include 7th and 8th grade.
- Provide high dosage tutoring in after school and/or during the school day
- Reinforcement of 5th grade Common Core aligned standards now renamed Next Generation Standards.
- Adopting gamification programs such as Prodigy, Nearpod for differentiation purposes in all math classes.
- Continuing to use Google platform to simulate classroom environments, and provide direct instructions and feedback to students daily.
- Continuing Kami, jamboard and BrainPOP for instructional purposes and formative/summative assessments across all grade levels.
- Responding to the 2020-21 i-Ready and state test 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
        - 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

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

CPCS students will become proficient in Science.

LOWER SCHOOL BACKGROUND

CPCS lower school continues to incorporate science as a specialty class with a full-time science teacher, which strengthens science instruction school-wide. Scholars in grades K-5 learning in-person had science class once a week. Scholars in grade 4 learning remotely also received two asynchronous science assignments per 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 receive additional support and instruction in preparation for demonstrating mastery of science standards. Scholars in 4th grade attended Science Saturday Academy in May, which consisted of four 240-minute sessions. Additional science class sessions and teachers were also added to the fourth grade schedule throughout the week, beginning in May, to further support scholars. As a science enrichment option, science club was added to after school allowing all scholars to participate and explore additional science concepts throughout the year. During the summer, we also added a STEM enrichment program through Hand and Mind LLC for a select group of 4th grade students to engage in coding, circuits, and engineering.

MIDDLE SCHOOL BACKGROUND

CPCS Middle School 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 curriculum bridges research , tools and strategies in order to engage students and teachers in experiences that lead to a deeper understanding of the natural and metaphysical world.

In order to promote students' appreciation of scientific enterprise, the learning of important scientific/engineering concepts and the development of the ability to think well, FOSS provides tools for teaching scientific practices through student investigations, observations and analysis. 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 the 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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2021. The school converted each student's raw score to a performance level and a grade-specific scale score.

RESULTS AND EVALUATION

49% of 4th grade students and 72 percent of 8th grade students scored at proficiency levels 3 & 4 on the NYS Science exams in spring 2021 after 12 months of remote and/or hybrid learning.

NYSTP Spring 2021 Science Assessment By All Students				
Grades	Number of students in grade	Number Tested	Number of students proficient at Level 3 and Level 4	Percent Proficient
4	47	23	20	86.9%
8	42	18	13	72.2%
All	89	41	33	**80.48%**

ADDITIONAL CONTEXT AND EVIDENCE

The remote learning environment presented challenges for both our elementary and middle school students. Despite best efforts to replicate the traditional science classroom virtually, the remote and hybrid learning environment did not allow for the consistent and robust hands-on science learning experiences that our community is accustomed to in the physical classroom.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The hybrid and/or fully remote nature of schooling this past year meant that only some of our students had the opportunity to fully demonstrate mastery of grade level science standards. Of those who attempted both parts of NYSTP science assessment, more than 80% of our students demonstrated mastery, exceeding our goal of having 75 percent of students achieve grade-level proficiency on the NYS Science exam. This science assessment data has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

- Continue science instruction in all grade levels utilizing a full-time science teacher at least once per week
- Provide on-going professional development opportunities with Science Dimensions
- Continue hands-on learning opportunities for scholars in a remote learning environment
- Continue implementation of Saturday Science Academy and additional science class sessions and teacher-support in May for fourth grade scholars
- Continue to offer science and STEM enrichment options to scholars

MIDDLE SCHOOL ACTION PLAN

- 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

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

The school continues to be in good standing.

ADDITIONAL EVIDENCE

CPCS has been in good standing since it opened.

Accountability Status by Year

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