



BwC Charter School 2

Beginning with Children Charter School 2

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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By

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The Beginning with Children Foundation (BwC), Mike Ferrara (Lower School Co- Principal), Yvette

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Ferrara (Lower School Co- Principal), and Edwin Santiago (Middle School Principal) prepared this 2020-21 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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Tonomi Uetani	Trustee	Academic, Nominating, Strategic Planning
Mitch Protass	Trustee	Finance, Strategic Planning
Patricia Stallings	Trustee	Nominating, Finance

Founding Principal Esosa Ogbahon led Beginning with Children Charter School 2 (BwCCS 2) from February 2012 to July 2019. Mike and Yvette Ferrara became co-principals of BwCCS 2 Lower School in August 2017. When Mr. Ogbahon advanced to Managing Director of Teaching and Learning for the BwC Foundation in July 2019, Edwin Santiago became principal of BwCCS 2’s Middle School

after completing a Principal in residence period.

SCHOOL OVERVIEW

- Opened in September 2012, Beginning with Children Charter School 2 (BwCCS 2) is a nurturing community that fosters a love of learning and the development of character for students in grades K-8. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. BwCCS 2 students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

Key design elements include:

- Extended school day with an emphasis on the development of literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;
- Unrelenting school culture that fosters a love of learning and the school's core values of G.R.I.T.: Good Judgment, Resilience, Intellect & Integrity, and Teamwork;
- Data-driven analysis to inform teaching, curriculum and staff development;
- Staffing model that includes at least two teachers in each classroom for grades K-2 and Collaborative Team Teaching (CTT) to support the education of at-risk and special needs students;
- A comprehensive intervention program including Saturday academy, after school tutoring and embedded enrichment and intervention activities to ensure academic success;
- Clearly articulated behavioral expectations for children and adults;
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens and provide service learning opportunities;
- Parent/guardian involvement at all levels of the school community;
- Individualized Teacher Development plans and relentless coaching towards excellence
- A partnership with BwCF as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

ENROLLMENT SUMMARY

Beginning with Children Charter School 2 Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2016-17	42	53	51	51	53	40				290
2017-18	53	45	52	51	54	52	47			354
2018-19	45	56	49	54	53	52	56	47		412
2019-20	48	51	54	48	51	54	51	50	37	444
2020-21	63	55	53	52	51	52	53	53	51	483

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Beginning with Children Charter School 2 students will become proficient readers and writers of the English language.

BACKGROUND

BwCCS2's learning modality continued to be updated and refined throughout the 20/21 school year. All students learned remotely through Zoom 5 days / week in September and again throughout most of December (following a COVID closure). In October, November, and January-June, children were offered a hybrid learning model. In-person instruction was offered 1 - 2 days / week early in the school year, as leaders and instructional staff assessed the efficacy of the in-person approach as well as our health & safety protocols. By the 3rd Quarter, all students requesting in-person instruction were able to attend in-person 4 days / week, coupled with 1 day / week of remote instruction. By the 4th Quarter, nearly 70% of all students in grades K-5 were learning in person 4 days / week. Full-time remote learners continued to receive remote instruction 5 days / week.

Remote instruction was led through Zoom enhanced accounts. Instructional staff used Kami to capture student annotation as well as Nearpod & Google Classroom for student work and assessment. Families stayed informed through Class Dojo, Google Classroom, and more standard forms of communication (call / text / email). Students in grades K-5 continued to benefit from the expertise of two homeroom teachers, and whenever both teachers were available for online instruction, Zoom Breakout Rooms were utilized in order to preserve this extra degree of differentiation.

At the elementary level, a veteran teacher was added in both the K-2 and 3-5 grade bands to provide an extra level of student support and differentiation. These two educators worked with students across homerooms, providing Guided Reading instruction daily and support with student reading assessments. The ELA staff continued to utilize Journeys by Houghton Mifflin. All staff continued to receive training in the program during our Summer Institute in August and throughout the school year to further their understanding of the curricula.

At BwCCS 2 we believe that all children can succeed. Our literacy curriculum built around Journeys embeds Common Core-based instruction into every unit and lesson. It is a comprehensive program that provides the resources needed to plan and assess effectively, as well as teach and engage students. Journeys student texts use the Common Core to engage students and build comprehension skills with materials leveled to ensure all readers receive the proper support and

challenge. These texts apply comprehension skills and strategies from the core lessons and support students at their instructional level.

The Journeys program provides resources for on-level, advanced, and below-level learners, as well as background knowledge, texts, and instructional guidance for English Language Learners. This content, coupled with ongoing professional development, aims to support every child at their level.

Teachers and students in all grades at the Lower School supplement the Journeys curriculum with authentic texts in a variety of instructional formats, including read-alouds, shared reads, guided reading, novel studies, and book clubs. In 2020-2021, upper elementary teachers also piloted units from Fishtank Learning, a high quality K-12 core curricula. Fishtank Learning provides culturally relevant, standards aligned, rigorous lessons that are grounded in a love of authentic text. Our students' love for reading is bolstered by our ample school library that connects curriculum and supports instructional objectives.

The writing portion of the Journeys Common Core program is a combination of direct writing instruction through common core mini-lessons and student practice utilizing the Common Core Writing Handbook. Our core program is supplemented by Jolly Phonics, Reading Mastery, Scholastic Short Reads, Leveled Literacy Intervention, and teacher-created materials.

The Middle School reading program builds on literacy skills gained in our elementary school. In Middle School, literacy is taught in daily 90 minute blocks in order to minimize transitions between classes and to better integrate reading, writing and history instruction. The foundation of our Middle School literacy program during the 2020/21 was built on three components - Journeys, explicit vocabulary instruction, and interdisciplinary writing using social studies content.

With regards to assessment, all students are assessed 3 times a year until they've tested out of using the Fountas & Pinnell Benchmark Assessment System. Kindergarten students are assessed 4 times a year. 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 provides teachers direction on a student's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots, use background information to interpret text, and respond to text in writing.

During the 20/21 school year, proper administration of the Fountas & Pinnell Benchmark Assessment proved challenging for a portion of students. To ensure a formal academic assessment checkpoint, students used the iReady Diagnostic tool. Children in grades 3-8 participated in three administrations of the exam (fall, winter, spring), and children in grades K-2 participated in two administrations of the exam (March and June). Although the assessment items and computerized format were new to the students, the collected data was useful for planning, family communication, and the formation of student literacy groups.

Through professional development, teachers are supported in analyzing both quantitative student data and qualitative constructed response data. In concert with administration, teachers create

next steps for their students. In this way, we are best able to prepare our students for future success. In addition to teacher coaching and internal professional development sessions, teachers were also able to attend online workshops and received continued support through the consultation of Dr. Lizette Suxo.

With regards to report cards, staff continued to use Journeys/Fishtank/NYS Standards as the basis of the report cards sent home to families. Through the support of the Beginning with Children Foundation, BwCCS 2 has continued to refine its standards-based reports. The report cards were assessment based and provided our students' families with a clear understanding of their child's progress towards meeting Common Core standards.

Finally, BwCCS 2 continued its Summer Rising, Saturday programming for all students and Afterschool programming for middle school students. During the Summer Rising program in 2020, BwCCS2 conducted 4 weeks of remote summer instructional programming. The programming, available daily to all students, offered both synchronous and asynchronous instruction. During Saturday programming, students were offered remote support during the winter and spring.

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 BwCCS2 3rd through 8th grade students End of Year is 174%. 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 183% in the spring i-Ready ELA administration. The Annual Typical Growth of 3rd through 8th grade BwCCS2 students with disabilities did not exceed the ATG in ELA of all general education students with a median percent progress of 165% to 175%, therefore falling just short not meeting the measure. The fourth i-Ready ELA measure evaluates whether 75% of all students enrolled in at least their second year at BwCCS2 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 7 and 8 scoring highest with 50% and 44% respectively.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	307	174%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	125	183%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	175%	69	165%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	291	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	30%	50	31%	49
4	27%	48	27%	45
5	24%	51	25%	48
6	36%	56	40%	50
7	49%	53	50%	50

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

8	45%	49	45%	49
All	35%	307	36%	291

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	136%	50
4	121%	48
5	119%	51
6	220%	56
7	375%	53
8	294%	49
All	174%	307

ADDITIONAL CONTEXT AND EVIDENCE

BwCCS2 leaders and staff worked hard to ensure fair, valid, reliable testing conditions. Participation rates on assessments were high as a result of clear, consistent student and family communication. With that said, the results did not always reflect the level of understanding evident in informal and daily checkpoints.

At the Lower School, the iReady Diagnostic proved particularly challenging. The new, computerized format, and questioning style will take time to become more familiar for the young learners. Despite the hurdles, participation rates were high, and staff worked with families to ensure two devices were activated (one for the assessment, and another to keep Zoom running to ensure that children conducted assessments independently).

At the Middle School, fortunately we had already begun implementing iReady Online assessments prior to the pandemic. This allowed us a smooth transition to remote iReady assessment. We also used Zoom and GoGuardian as tools to assist us in monitoring remote online assessments

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 iReady assessment. We administered the iReady 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 of learning in a hybrid/remote learning environment with the stops and starts of periodic COVID

closures. Despite the mixed data, the iReady assessment has informed our instructional planning and priorities for the 2021-22 school year.

LOWER SCHOOL ACTION PLAN

Going forward Beginning with Children Charter School 2 will use the following strategies in the English Language Arts program:

- Teachers in K-5 will use Fishtank Learning as the core curricula.
 - With the Journeys program sunseting, and Fishtank Learning successfully piloted in grades K, 3, 4, and 5 in 20/21, BwCCS2 leaders and staff believe Fishtank’s rigorous, standards aligned, culturally relevant, well-reviewed curriculum will give our program the shape and support it needs.
 - Fishtank Learning will be supplemented by the Foundations curricula in grades K-3.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Fishtank Learning.
- Maintain frequent ongoing ELA coaching with Co-Principals, the K-2 & 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Maintain and improve upon online tools for ELA comprehension and success that were refined during the 20/21 school year
 - Kami, Nearpod, and Google Classroom will be utilized in independent literacy stations while other children are meeting with one of their teachers.
 - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment
 - Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children’s ability to test with fidelity online.
- Ensure that Intervention Blocks are pre-scheduled for all classes K-5 at least 2x / week
- Provide high dosage tutoring in after school and/or during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
 - Currently, 11 of 12 homerooms in grades K-5 are ICT homerooms
 - For the first time, BwCCS2 will employ two full-time SETSS providers and two full-time ENL providers
- Maintain our focus on beyond-the-text and about-the-text questioning throughout the literacy block
- Maintain our focus on giving frequent opportunities to write about reading using text-dependent prompts

MIDDLE SCHOOL ACTION PLAN

Going forward Beginning with Children Charter School 2 will use the following strategies in the English Language Arts program:

- BwCCS2 Middle Teachers in 6-8 will use Fishtank Learning as the core curricula along with other teacher created materials to continue our vertical alignment.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Fishtank Learning.
- Maintain frequent ongoing ELA coaching with Assistant Principal
- Providing 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
- Maintain and improve upon online tools for ELA comprehension and success that were refined during the 20/21 school year
 - Nearpod and Google Classroom will be utilized in independent literacy stations while other children are meeting with one of their teachers.
 - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Assessment
 - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
 - Refining Quarterly Long Term Writing Projects
 - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments
 - Informally assessing below grade level students using F&P in between formal assessment windows
- Guided Reading and Intervention
 - Providing Professional Development for Teachers: How to Plan and Implement Guided Reading Effectively
 - Using the Leveled Literacy Intervention program to support and assess below grade level readers
 - Study Hall/Intervention for Below Grade Level Students
 - Provide high dosage tutoring in after school and/or during the school day
- Great Writing
 - Writing daily with an emphasis on the 5 Habits of Great Writers
 - Writing Marathon, a week of intensive writing twice a year
 - Formalized Grammar Instruction, assessed using monthly grammar quizzes

- Shared Reading and Identifying Main Idea
 - Providing Professional Development for Teachers: Supporting Students in Accessing Main Idea and Central Idea
 - Daily Shared Reading
 - Continued development of novel studies, short story and poetry units

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Beginning with Children Charter School 2 students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

BACKGROUND

In Beginning with Children Charter School 2's ninth year, the instructional staff deepened its knowledge of the school's Common Core aligned math curriculum. Beginning with Children Charter School 2 (BwCCS 2) continued to utilize Math in Focus by Marshall Cavendish along with supplementary materials from Engage NY. All math teaching staff continued to receive training in the program during our Summer Institute in August and throughout the school year to further their understanding of the curricula.

Due to the COVID-19 closure, math instruction was done online and in-person at BwCCS2. Children learned through synchronous Zoom/Google Meets lessons, asynchronous teacher videos, differentiated assignments on the Seesaw learning platform, and continued use of our online platforms (IXL, Mathletics, and Khan Academy). At BwCCS2 we made it our primary focus to make sure students had access to technology and supplies throughout the year by making supply drop offs to student and family homes. We made sure that all of our students had everything they needed to be successful throughout the school year.

At BwCCS 2 we believe that all children can succeed. Our math curriculum built around Math in Focus and Engage NY embeds Common Core aligned instruction into every 60-90 minute lesson. The program supports teachers in providing students with systematic and explicit instruction in the key areas of math as identified by the authors of the Common Core State Standards and Trends in International Mathematics and Science Study. Those key areas are: making sense of problems and solving them; reasoning abstractly and quantitatively; constructing viable arguments and assessing the work of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. The Math in Focus Curriculum emphasizes depth of mathematical topics rather than breadth. Math in Focus lessons are organized in a way that meets the needs of students. Specifically, Math in Focus uses a concrete-pictorial-abstract approach to introduce topics to Students.

Key Attributes of the BwCCS 2's implementation of the Math in Focus program include the following:

- Consistent terminology is used throughout the program
- Consistent fact practice and mastery
- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent use of Interactive Whiteboard lessons
- Frequent use of in-program unit assessments to assess learning and plan for future instruction
- Embedded ELL supports through the use of consistent language and concrete-pictorial- abstract progression
- A focused, coherent curriculum that emphasizes teaching to mastery
- A visual, balanced approach that meets students' needs
- Confidence in knowing that the program has informed the creation of the Common Core math standards

BwCCS 2's implementation of Math in Focus during the 2020/21 school year was supported by ongoing internal and external professional development. The staff also engaged in frequent vertical alignment conversations and professional coaching.

Our Middle School math program builds on math skills gained in our elementary school. The foundation of our Middle School math program is built on three components - the HMH Math in Focus Program, standards aligned software, and supplementary resources. The supplementary resources included EngageNY and ReadyNY Instruction and Problem Solving texts.

To ensure a formal academic assessment checkpoint, students used the iReady Diagnostic tool. Children in grades 3-8 participated in three administrations of the exam (fall, winter, spring), and children in grades K-2 participated in two administrations of the exam (March and June). Although the assessment items and computerized format were new to elementary students, the collected data was useful for planning, family communication, and the formation of student math groups.

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 BwCCS2 3rd through 8th grade students End of Year is 128%. 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 133% in the spring End of Year i-Ready Math administration. The Annual Typical Growth of 3rd through 8th grade BwCCS2 students with disabilities exceeded that of all general education students with a median percent progress of 128% to 127% of the general education group. 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 BwCCS2 score at the mid on-grade level or above scale score for the year-end assessment. 34% 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 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	306	128%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	94	133%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	127%	69	128%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	290	34%	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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	22%	50	22%	49
4	15%	47	16%	44
5	25%	52	27%	49
6	30%	56	34%	50
7	51%	53	52%	50
8	50%	48	50%	48
All	32%	306	34%	290

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	112%	50
4	61%	47
5	62%	52
6	145%	56
7	258%	53
8	256%	48
All	128%	306

ADDITIONAL CONTEXT AND EVIDENCE

BwCCS2 leaders and staff worked hard to ensure fair, valid, reliable testing conditions. Participation rates on assessments were high as a result of clear, consistent student and family communication. With that said, the results did not always reflect the level of understanding evident in informal and daily checkpoints.

At the Lower School, the iReady Diagnostic proved particularly challenging. The new, computerized format, and questioning style, will take time to become more comfortable for the young learners. Despite the hurdles, participation rates were high, and staff worked with families to ensure two devices were activated (one for the assessment, and another to keep Zoom running to maintain that children conducted assessments independently).

At the Middle School, fortunately we had already begun implementing iReady Online assessments prior to the pandemic. This allowed us a smooth transition to remote iReady assessment. We also

used GoGuardian as an additional tool to assist us in monitoring the students laptops while they were taking the online assessments and diagnostics.

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 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

The following strategies will be implemented throughout the 2020-21 school year at the Beginning with Children Charter School 2

- 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
- Teachers in K-5 will use Eureka Math (EngageNY) as the core curricula.
 - While Math in Focus has myriad benefits, BwCCS2 leaders and staff believe that a more standards-based, aligned approach will benefit all students. Math in Focus can spend too much valuable time on peripheral or future standards at the expense of the solidification and mastery of current student learning standards. Eureka's aligned & straightforward, yet rigorous, approach will support all children following the 20/21 school year, including students with special needs and our English Language Learners
- Analyze students' unfinished learning from the 20/21 school year using a coherence gap tool
- Use coherence gap data to inform 21/22 pacing calendars
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Eureka Math.
- Maintain frequent ongoing Math coaching with Co-Principals, the K-2 and 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Maintain and improve upon online tools for Math comprehension and success that were refined during the 20/21 school year

- Nearpod and Google Classroom will be utilized in independent math stations while other children are meeting with one of their teachers.
- These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment
 - Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Ensure that Intervention Blocks are pre-scheduled for all classes K-5 at least 2x / week
- Provide high dosage tutoring in after school and/or during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
 - Currently, 11 of 12 homerooms in grades K-5 are ICT homerooms
 - For the first time, BwCCS2 will employ two full-time SETSS providers and two full-time ENL providers
- Maintain our emphasis on the Concrete- Pictorial - Abstract continuum, with the knowledge that more firm foundational understandings lead to easier and more confident mathematical thinking
- Maintain and enhance our emphasis on constructed math responses
- Maintain students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Instructing in guided, small groups, in order to meet children at their instructional level and support growth across all cohorts

MIDDLE 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
- Teachers in the Middle School will be using MatchFish Tank for the 6-8 Math Curriculum for the 21/22 school year.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Match FishTank.
- Analyze students' unfinished learning from the 20/21 school year using a coherence gap Tool
- Use coherence gap data to inform 21/22 pacing calendars
- Maintain frequent ongoing Math coaching with Math Dean.
- Maintain and improve upon online tools for Math comprehension and success that were refined during the 20/21 school year

- Nearpod and Google Classroom will be utilized in independent math stations while other children are meeting with one of their teachers.
- These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment
 - Students in grades 6-8 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Ensure that Intervention Blocks are pre-scheduled for all classes 6-8 at least 3x / week
- Provide high dosage tutoring in after school and/or during the school day
- Provide an Algebra I Regents course through an accelerated class for interested/qualified 8th grade students.
- Piloting Teach to One's (TTO) adaptive online math program with 8th grade students
- Maintain and enhance our emphasis on constructed math responses
- Maintain students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Instructing in guided, small groups, in order to meet children at their instructional level and support growth across all cohorts
- Assessment
 - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
 - Refining our use of I-Ready data
 - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Beginning with Children Charter School 2 students will become proficient in Science.

BACKGROUND

BwCCS 2 continued to implement the Full Option Science System (FOSS) Program during in-person science periods. The in-person program was able to operate consistently with previous years by purchasing additional materials and pre-packaging scientific learning tools for individual students (in order to avoid material sharing). Due to our health & safety protocols, students also spent more time exploring the scientific method individually and very little time working in groups. Some of the key elements of BwCCS 2's in-person science program are described below. Remote instruction is addressed at the end of this section.

The FOSS program supports teachers in providing students with systemic and explicit instruction in the key areas of science. Students visit and revisit key science topics within the K-8 scope and sequence. The goals of the program are to promote:

- Familiarity with the natural world, its diversity, and its interdependence
- Understanding the disciplinary core ideas and the cross-cutting 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
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations
- Ability to reason scientifically
- Using scientific knowledge and scientific and engineering practices for personal and social purposes

Key Attributes of BwCCS 2's implementation of the FOSS program include the following:

- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent opportunities to build content knowledge through reading and writing about science
- Frequent use of in-program formative and summative assessments to assess learning and plan for future instruction
- Embedded ELL supports through the use of consistent language and the use of pictures and concrete objects
- Opportunities to transfer in-classroom learning to the real-world through the use of field experiences
- Connections between in-classroom learning and the development and implementation of a student-run recycling program

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

At the elementary school level, remote science classes did not look the same as in-person science classes in 20/21. Unfortunately, it was logistically challenging to consistently provide students with the materials necessary to match the in-person program. Remote science classes were led through zoom and worked to utilize common household items as often as possible. Our science teacher often shared his screen with the FOSS textbook to ensure critical content was not missed. This screen share was supplemented by a google slides presentation to bring the content closer to students' daily lives at BwCCS2. Exit tickets were still gathered to assess mastery.

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

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	50	18	16	88.88%
8	50	12	6	50%
All	100	30	22	73.33%

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. While exceeding 75% proficient benchmark at the elementary school level, our middle school students demonstrated low passing and participation rates.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE 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 NYS Science exam. We administered the NYSTP Science Assessment in 4th and 8th grades. We are heartened to see our elementary school exceeding the goal of 75% proficiency, though low levels of test participation prevent us from having more robust

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

LOWER SCHOOL ACTION PLAN

- BwCCS 2's Lower School science specialist will continue to implement FOSS in grades K-5.
- BwCCS2's Lower School science specialist is cross-trained and certified to support Students with Special Needs *and* English Language Learners
- Students in grades 3 & 4 will resume their outdoor education, science-based Overnight Trip (grade 3 to Frost Valley YMCA, grade 4 to the Ashokan Center).
 - Science teachers in K-8 will continue to explore and implement meaningful field trip opportunities that bring classroom science content to life.
- Science teachers will continue to develop a project-based approach to science instruction
- Science teachers will work to create alignment between the Lower and Middle School science scope and sequence

MIDDLE SCHOOL ACTION PLAN

- BwCCS 2's Middle School science specialist will continue to implement FOSS with additional teacher created vertically aligned resources and lessons for grades 6-8.
- At BwCCS2 Middle we will be incorporating Virtual Reality (VR) as a science station to help provide more interactive and engaging content for our students. Through the use of VR we will also be able to provide virtual field trips and interactive experiments and dissections. This will allow us to begin closing many of the science gaps that were caused because of in person learning loss.
- BwCCS2's Middle School science specialist is cross-trained and certified to support Students with Special Needs *and* English Language Learners
- Science teachers will continue to develop a project-based approach to science instruction
- Science teachers will work to create alignment between the Lower and Middle School science scope and sequence

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

Beginning with Children Charter School 2 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