



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Jen Pasek, Consultant, and Elisa Murphy, Head of School, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office	Committees
Randall Iserman	Chair	Executive, Program Oversight, Finance
Laura Blankfein	Vice Chair	Executive, Membership Recruitment
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Adam Falkner	Trustee	Executive, Program Oversight , Membership Recruitment
Peter Sack	Trustee	Finance
Mark Hall	Trustee	Program Oversight

Elisa Murphy has served as the principal since July 1, 2019.

SCHOOL OVERVIEW

New York City Charter School of the Arts (City School of the Arts or CSA) is the only public, non-screened, arts-based middle school in Manhattan. The mission of CSA is: *To inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.*

We received approval for our charter on October 15, 2015 and opened in September 2016, initially serving students in 6th grade. CSA reached our chartered grade span in 2018-19, serving grades 6–8. Our facility is located in Manhattan’s Financial District, at 75 New Street, 12th Floor, in Community School District (CSD) 2. In 2021, our school was renewed for a five-year term ending in 2025-26.

CSA was originally intended to be a middle-school option for families in Lower Manhattan, where the majority of high-quality, public middle-school programs have screened admissions. However, CSA immediately drew interest from families beyond Lower Manhattan and has evolved to be a true Citywide program. CSA has become a vital school choice for families across the City interested in a public, arts-based middle school program, open to all learners. Our broad reach is facilitated by our location in the Financial District, which is a Citywide transportation hub: there are over 10 subway stops within close distance (between 4 and 8 minutes walking time) from our building. This allows families from across all five boroughs access to our program.

In 2020-21, CSA’s BEDS day enrollment was 263 students. The demographic breakdown of this enrollment was:

- 55% economically disadvantaged;
- 25% students with disabilities (SWD);
- 5% English language learners (including former English language learners); and
- 8% homeless.

CSA’s five key design elements are grouped into three themes:

Create

1. *Arts-Integrated Curriculum;*
2. *Grade-Level Artistic Concentrations;*

Learn

3. *Arts and Support for All Learners;*
4. *Professional Learning Community; and*

Thrive

5. *Focus on the Whole Child*

Our Create, Learn, Thrive programs, and their associated design elements, provide a rigorous, standards-aligned arts and academic education, accompanied with a comprehensive social-emotional advisory curriculum and additional support for the needs of our diverse population of students. Our Learn program not only focuses on the academic growth of each child, but also applies to our Professional Learning Community and the support we provide our teachers to implement our programs with fidelity. Finally, to support our “Thrive” value, we prioritize the social and emotional needs of our diverse population through the KDE: A Focus on the Whole Child.

School-wide Accomplishments in the 2020-21 School Year

Establishing and Developing Department Heads

For the first time, in 2020-21, all academic departments were led by a Department Head whose charge was to refine the vertical alignment of their respective discipline. In 2020-21, we focused on developing our four department heads through weekly sessions with a leadership coach from Relay. Topics covered during these sessions included:

- Goal Setting
- Observing for Growth
- Effective Feedback Meetings
- Difficult Conversations
- Accountability

Refining Horizontal and Vertical Alignment

Horizontal integration focused on writing continued amongst Math, Science, and Humanities teachers; all are familiar with and expected to use the writing frameworks and conventions taught in the Wit and Wisdom curriculum and assess students with rubrics aligned to this program.

Implementing Responsive Classroom

All staff were trained prior to the beginning of the 2020-21 school year in Responsive Classroom practices. Teachers used the approach in our new daily advisories, and all academic and artistic classes.

Supporting Students with IEPs

When school transitioned to a hybrid schedule in March 2021 students with IEPs who chose to come in came in for four days a week, while general education students came in for two days.

Formative

In the 2020-21 school year we introduced the software program Formative to support teachers' tracking of student progress toward mastery of standards. This tool allows teachers to customize, distribute, and analyze collaborative common assessments and track performance by assignment or by standard. In 2021-22 we will be using Formative in the Humanities and Science departments. The Math department will be utilizing the Envision tracking system to ascertain progress for standards, each individual student, and for each grade.

Ensuring Access to Arts During Remote Learning

Because art is at the crux of our school model, we continued to look for ways to ensure our students still had access to the arts, through our Create program, while learning remotely. To facilitate this, we sent materials home, including visual art supplies, MIDIs for digital music, strings, and pianos for all 6th graders and those in 7th and 8th grade piano ensembles.

In addition, students participated in three virtual performances: a [Pian++o recital](#) archived on Youtube, school musical *Why We Tell the Story!*, and a production of the Shakespeare play *The Tempest*.

Digital Portfolios

Digital portfolios are three-year compilations of work that teachers and students can use to assess the multiple-types of learning that take place at CSA and evaluate student growth over time. 2020-21 was the second year of our three-year digital portfolio rollout, in which all students will have digital portfolios that house artifacts and reflective statements from every trimester in every academic class, core-art class, and ensemble class. The digital portfolios are hosted online using Google Sites. In 2020-21, seventh-grade students added to the portfolios that they started in 2019-20, and new sixth graders began their portfolios.

Thrive: Social-Emotional Health

CSA is committed to addressing the social-emotional health of our students in our “Thrive” program. Cognizant of the unique developmental needs of our middle school population, we use a variety of resources to inform our approach to social-emotional learning. Our diverse population includes students who may experience trauma associated with poverty, as well as other challenges that can impact wellbeing and academic achievement. We work to understand our students’ backgrounds and provide support tailored to their needs. Informed by research-based resources such as Responsive Classroom, CSA provides structures like daily morning advisory meetings, to frame how we teach students socioemotional and academic competencies. The Panorama Social Emotional Learning Assessment is given three times a year and those results are reviewed to look at dips in student mindset. It categorizes questions into sections such as Teacher-Student Relationship, Valuing of School and Self-Management.

Remote Learning Model

During remote learning, for each academic class, students had 4 synchronous Zoom meetings and 1 asynchronous class/assignment weekly, with small group reading and math meetings held depending on students’ needs. Teachers used break-out rooms during Zoom meetings for activities, discussions, and small-group work. From our initial experience with a remote program in 2019-20, we learned that students and families value clear communication about weekly expectations. We have continued to communicate frequently and in detail with our families with weekly newsletters and drop-in office hours with the leadership team. Digital equity was essential to the success of our remote program, and all students were provided with a Chromebook, and if Internet access was needed, a hotspot.

High School Placement

We place importance on our students’ future education after they graduate from CSA. To that end we assist families with the high school placement process and track how our students’ acceptances and choices in high school. In 2020-21, 88% of graduates got to one of their first five choices for high school, an increase of 2 percentage points from 2019-20. In 2020-21, two students were accepted at specialized high schools (Brooklyn Technical and Laguardia High School), whereas only one student was accepted to a specialized high school in 2020. In addition, the number of CSA students receiving acceptance to a screened high school increased from 9 in 2019-20 to 15 in 2020-21.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	Total
2016-17	99			99
2017-18	64	100		164
2018-19	84	91	96	271
2019-20	97	102	81	281
2020-21	66	98	99	263

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

CSA has an arts-infused, thematically-based Humanities curriculum that develops students’ creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, Humanities combines social studies and ELA, using the *Wit and Wisdom* curricula, to empower students to practice their skills in varied academic settings. CSA seeks to maximize students’ exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

The table below summarizes CSA’s curricular resources for Humanities. Lessons, materials and units are designed using Wiggins’ & McTighe’s Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans. After piloting *Wit and Wisdom* as our core humanities curricular resource in 2019-20, we extended the program to 8th grade in 2020-21. CSA also purchased Wit and Wisdom in a format called “*In Sync*” for 2020-21, which facilitated remote learning with digital workbooks and assessments, videos, and core-text read-alouds.

Humanities Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Grade 6 & 7:Wit and Wisdom Grade 8: Expeditionary New York/Teacher Created NewsELA CommonLit Guided Reading	Wit and Wisdom Pearson NewsELA CommonLit Teacher-Created Guided Reading	Grade 6-8: Wit and Wisdom NewsELA CommonLit Teacher-Created Guided Reading

METHOD

During 2020-21, the school(s) primarily used the following norm-referenced exam to assess student growth and achievement in ELA: NWEA MAP

RESULTS AND EVALUATION

CSA achieved one of the four metrics based on the end of year Reading NWEA MAP assessment in 2020-21. However, the RIT score proficiency equivalent of all students (46%) and grade 7-8 students enrolled for at least two years (41%) are greater than the percent proficient (39%) demonstrated on the most recent 2018-19 NYS ELA exams. The NWEA proficiency numbers are based on the most recent linking study comparing NWEA Growth to New York State standards. Clearly, we cannot use the proficiency numbers interchangeably between the different testing programs, but it is informative to gauge how our students are performing on mastery of the NYS Content Standards that we teach.

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46% of all students 6-8 demonstrated proficiency on the spring NWEA MAP administration whereas 39% of 6-8 students did so on the NYS ELA exam in 2018-19. 41% of grade 7-8 students in at least their second year scored at proficiency, also greater than the last NYS test administration.

The school's median growth percentile of all 6th through 8th grade students was 42%, which fell short of the target of 50%.

The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did not meet or exceed 55% in the spring administration. Approximately half of our students fell into this category based on the fall results and that group's median growth percentile was 38%.

The median growth percentile of 6th through 8th grade students with disabilities was greater than that of the general education students at the school with the median growth percentile for SWD and general education students 61% and 40%, respectively.

NWEA

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50%	220	42%	No
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55%	108	38%	No
Measure 3: Each year, the median growth percentile of 6 th through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	40%	50	61%	Yes
Measure 4: Each year, 75% of 7 th through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	157	41%	No

End of Year Performance on 2020-21 NWEA MAP ELA Assessment

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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ³	Number Tested	Percent Proficient	Number Tested
6	47.5%	61		
7	45.1%	91	43.2%	74
8	46.7%	90	39.8%	83
All	46.3%	242	41.4%	157

End of Year Growth on 2020-21 NWEA MAP ELA Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
6	50.0%	56
7	46.0%	79
8	38.5%	86
All	44.0%	220

ADDITIONAL CONTEXT AND EVIDENCE

As discussed above, CSA uses multiple means to evaluate student progress in Humanities throughout the year. As this was the first test administration cycle of the NWEA MAP at CSA, students and teachers were new to the assessment and needed practice in taking and administering NWEA MAP. Notably, we had strong participation rates (especially considering the circumstances of remote/hybrid learning) in all three test administrations. With the exception of the 7th grade SWD having only 77% take the fall test, more than 90% of all grades participated in each test administration.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Having had experience using technology-infused programs in ELA prior to the COVID closure, CSA was able to pivot when virtual learning was necessary. Our Humanities department built on that base by adding the *in Sync Wit and Wisdom* product to instructional tools our teachers added for our students.

Although the spring NWEA MAP data did not meet all the targets, we are encouraged by the increase in proficiency levels of overall students as compared to the last NYS ELA exam. We have evaluated the areas where students need additional instruction and which skills require more practice. In addition, students with disabilities did achieve greater growth than the general education students in a learning environment where a good portion of SWD were receiving their

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

supports and modifications remotely for much of the time, but they could choose to attend in person four days a week.

Action Plan

Going forward in 2021-22, our goal is to support growth in reading, particularly for our most struggling readers. We will use the following strategies to address ELA in 2021-22:

- **Independent/Guided Reading Period:** To support ELA growth, we are introducing a 30-minute period for independent/guided reading groups into our schedule. This period will happen four times a week for 6th and 7th grade students and three times a week for 8th grade students. For the students who are at or above grade level in reading, the period will be a time to encourage a love of reading as those students will be able to read any text of their choice during the period.
- **More Minutes for ELA:** In addition, we are increasing instructional minutes for ELA: 6th and 7th grade will have 5 double blocks of ELA plus 2 additional single blocks (period blocks will be 45 minutes in 2021-22).
- **More Time for Data Review:** We are also adding a period to teachers' schedules dedicated to reviewing data for the week. This period is intended to expand teachers' planning for strategic re-teaching and acceleration, where necessary.

In addition to the ELA-specific strategies described above, we are also implementing strategies to address emotional health, described below.

Social-Emotional Support

We recognize that in order to be academically successful in 2021-22, students will need additional social-emotional support after students were impacted by the trauma of the COVID-19 pandemic. CSA's existing advisory curriculum—developed by an advisory committee composed of the Assistant Head of School, Assistant Dean, Guidance Counselor, grade team leads, and interested teachers—includes intentionally planned daily group conversations, activities, and art-integration experiences. As displayed in the CSA Advisory chart on the last page of this report, our advisory curriculum provides a strong foundation for building students' academic competencies, social-emotional competencies, social-emotional health, group identification, parent-advisor connection, and students' development of self confidence, purpose, and the ability to effect change.

In addition to our standard advisory program, we established several priorities in 2021-22, to ensure that our program is addressing increased needs for social-emotional support in our student body:

- In advisory, we will focus on group work and leveraging mutual aid (in which peers combine resources to support each other) among students.
- We are replacing a social worker with a guidance counselor. In 2021-22, we will have 1.5 social workers and 1 guidance counselor on staff. The social workers will be focused on increasing group work in addition to mandated IEP work, in an effort to reach more students. The guidance counselor will focus on creating individual intervention plans for academic and attendance issues.

- We have added a 45-minute period into each advisor’s weekly schedule that will be dedicated to parent outreach. This tactic is intended to increase the parent-school connection in order to fully support students both at home and school.
- In addition to the weekly parent outreach period, we have introduced a monthly “student of concern” parent outreach block, which has been earmarked in our calendar for 2021-22.
- We codified our RTI model, adopting clear indicators and interventions, and establishing a tracking system, using the DeansList RTI tracking function (which allows schools to document issues, goals, interventions, and progress). In DeansList, we are tracking indicators in reading/writing, 8th grade science, attendance, grades, behavior, social-emotional metrics, and work completion.

Professional Development

In the 2021-22 school year, our professional development topics will be focused on the following:

- **Using Data:** Department meetings and weekly faculty meetings will devote time to analyzing department and grade-level data. In addition, time will be allocated for teacher-leader meetings to review student work, identify gaps, and monitor follow-up.
- **Co-Teaching:** To focus on refining our strategies for differentiated instruction, we will be providing professional development on effective co-teaching strategies in ICT classrooms, with an emphasis on productive coplanning with appropriate differentiation to maximize students’ academic growth. A consultant from the Collaborative for Inclusive Education will be working with CSA to provide this professional development.
- **Anti-Racism and Culturally Responsive Teaching:** Our student population is racially and socioeconomically diverse and it is critical that we offer equitable access to our program to students from all cultures. In 2021-22, we will be expanding our use of culturally-responsive teaching as a strategy aligned with our school-wide commitment to anti-racist work. Culturally-responsive teaching acknowledges, responds to, and celebrates fundamental cultures⁴. We are working with an educational consultant who is scheduled to provide eight training sessions on anti-racism and culturally responsive teaching in the 2021-22 school year. This is a continuation of work that began in the 2020-21 school year to support our teachers' development of anti-racist pedagogy.

Advanced Planning for Periods of Remote Learning

Recognizing that rates of infection of COVID-19 may rise citywide, and/or that cases of COVID-19 may occur within our community, we are preparing in advance for quick, seamless transitions to short periods of remote learning if quarantines are needed for cohorts, grades, or the whole school. To facilitate these transitions, we have the following strategies in place:

- A 1:1 technology program ensures that all students will have access to our remote program;
- We have materials ready for students to take home to continue work in art / ensemble classes;

⁴ <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>

- We are allocating substantial time for teacher, parent, and student training in what it will mean to transition to remote/hybrid learning.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will be proficient in using mathematical concepts.

BACKGROUND

CSA uses a variety of curricular resources (see table below) to deliver a balanced yet rigorous math program. All curriculum maps are Common Core-aligned, and provide clear road maps for teachers, students, and families, as well as include frequent comprehensive checks for understanding so that teachers can monitor mastery and reteach, remediate, or enrich when appropriate.

Our goal is for all 8th grade students to be successful on the Algebra Regents Exam.

In 2020-21, we added resources including Singapore Math and OpenUp Resources to enhance the use of a CPA (Concrete, Pictorial, and Abstract) progression.

Math Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Engage NY; Teacher Created; Grade 6 & 7: IXL	Engage NY; Teacher Created; IXL all grades; Khan Academy	Utilizing a CPA (Concrete, Pictorial, and Abstract) progression through curricula such as EngageNY, Singapore Math, Illustrative Mathematics, and OpenUp Resources IXL all grades; Khan Academy

METHOD

CSA assessed and evaluated student achievement in mathematics during the 2020-21 school year by using the following:

- Exit Tickets
- School-created Math Trimester Exams (based on state questions; utilize Illuminate for data analysis)
- End-of-Unit Assessments
- MAP Assessments (norm-referenced administered BOY, MOY and EOY)

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

RESULTS AND EVALUATION

CSA NWEA MAP yielded similar end-of-year results in terms of the metrics outlined in the table below.

In math, the 2020-21 RIT score proficiency equivalent of all students (33%) and grade 7-8 students enrolled for at least two years (34%) are greater than the percent proficient (31%) demonstrated on the most recent 2018-19 NYS Math exams.

33% of all students 6-8 demonstrated proficiency on the spring NWEA MAP administration whereas 31% of 6-8 students did so on the NYS math exam in 2018-19. 34% of grade 7-8 students in at least their second year scored at proficiency, also greater than the last NYS test administration.

The school's median growth percentile of all 6th through 8th grade students was 44%, which fell short of the target of 50%.

The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did not meet or exceed 55% in the spring administration. Approximately half of our students fell into this category based on the fall results and that group's median growth percentile was 38% matching the Reading MGP.

The median growth percentile of 6th through 8th grade SWD matched that of the general education students at the school with both groups scoring at 44%. Grades 6 and 7 SWDs demonstrated more growth than the Gen Ed group, while Grade 8's MGP was 27%.

NWEA

2020-21 NWEA MAP Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50%	220	44%	No
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55%	106	38%	No
Measure 3: Each year, the median growth percentile of 6 th through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 6 th through 8 th grade general education students at the school.	Students with disabilities ⁵	44%	46	44%	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 meet or exceed the RIT score proficiency	2+ students	75%	160	34%	No

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

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equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁶					
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End of Year Performance on 2020-21 NWEA MAP Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁷	Number Tested	Percent Proficient	Number Tested
6	30%	64		
7	31%	90	31%	74
8	38%	92	37%	86
All	33%	246	34%	160

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

Grades	Median Growth Percentile	Number Tested
6	50%	56
7	46%	79
8	39%	86
All	44%	220

ADDITIONAL CONTEXT AND EVIDENCE

Although the MAP math metrics were not achieved, we also gauged student growth in other ways. Even though it was not required, six Algebra 1 students came in and took the Regents exam as 8th graders and half passed with a score of at least 65. Given the circumstances of our remote program, it was difficult to cover all the material that would be on the Regents to a mastery level.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

We continue to develop our math program with curriculum materials, professional development and data review processes to improve instruction and practice. In 2020-21 we were largely remote, so techniques, timing and coursework assignments were being implemented for the first time during the first 6 months of the school year.

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁷ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

Based on the MAP EOY test administration, students did make growth, but not at the levels we hoped to see. Proficiency levels in math were slightly higher than the last NYS math exam in 2018-19, which is encouraging given the restrictions of learning in a remote/hybrid setting.

ACTION PLAN

In 2021-22, we will continue to strengthen our math program through the following strategies:

- **More Math Minutes:** We are increasing instructional minutes for math: math will occur in four double blocks each week, which amounts to 380 minutes of math instruction per week.
- **Adopting enVision Math:** In past years we implemented a Concrete, Pictorial, and Abstract (CPA) progression in math using a combination of curricular resources, including EngageNY, Singapore Math, Illustrative Math, and OpenUp Resources. Going forward, we will continue the CPA approach, but will be adopting the enVision curriculum for all grades. To support teachers' implementation of enVision, we are providing professional development sessions in the program, with an emphasis on how to use enVision's assessments and resources for differentiation.
- **Math Summer Program:** We offered a math-centered summer school from August 2nd - August 20th, 2021, using the Savvas enVision Summer Impact program (aligned with our new enVision curriculum). 48 rising 7th and 8th graders are participated in the math summer program.
- **Introducing Saturday and Afterschool Math Tutoring:** In 2021-22, we will offer afterschool and Saturday school math tutoring, which will be mandated for struggling students. The math department head will lead the afterschool and Saturday math tutoring program.
- **Hiring Math Teachers:** For hiring in 2021-22, we were strategic in prioritizing teachers who had both special education and math backgrounds. Two new hires for 2021-22 in the Special Education department have math expertise.
- **More Time for Data Review:** We are also adding a period to teachers' schedules dedicated to reviewing data for the week. This period is intended to expand teachers' planning for strategic re-teaching and acceleration, where necessary.

In addition to the math-specific strategies described above, we are also implementing strategies to address emotional health, described in the ELA section of this document.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in scientific concepts.

BACKGROUND

Science instruction at CSA is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes a home-grown, NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades, with a focus on biology in the 8th grade. In 8th Grade Science, students prepare for the Living Environment Regents exam and all 8th Grade students are expected to take this exam. Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards).

METHOD

Science Curricular Resources		
2019-20	Remote Learning (beginning 2019-20)	2020-21
Grade 6 & 7: Teacher Created based on NGSS Standards Grade 8: Teacher Created based on NYS Regents All: Newsela	Grade 6 & 7: Amplify; NOAA data in the classroom; Teacher Created based on NGSS standards; IXL	Grade 6 & 7: Teacher Created based on NGSS Standards; Grade 8: Teacher Created based on NYS Regents; All: Newsela

Science Assessments
Exit Tickets School-created Science Trimester Exams (8th grade based on Living Environment Regents questions (utilize Formative for data analysis) End-of-Unit Assessments

RESULTS AND EVALUATION

The majority of 8th grade students sat for the Living Environment NYS Regents exam and 52% passed with greater than a 65.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Students were taught science content, following our curriculum for science, while remote. Due to the nature of remote learning, hands-on activities were not possible to the same extent as they would have been in person. However, during virtual learning, teachers used a variety of methods to demonstrate science concepts virtually.

ACTION PLAN

As stated in the ELA and math action plans, we are introducing a weekly data meeting that will ask teachers to continually reassess science data. Starting in 2021-22, we are integrating 1.5 weeks of review into the 2nd and 3rd trimesters for science. This means that the trimester 2 cumulative assessment will include concepts covered in trimester 1, and the trimester 3 cumulative assessment will cover concepts covered in all three trimesters. We anticipate that this will help support students’ preparation for the Regents exam in science in 2022.

In addition to the science-specific plan described above, please refer to the schoolwide plans for 2021-22 and beyond, listed in the ELA section.

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

CSA continues to be in Good Standing based on the current accountability designations that are based on the 2018-19 results due to the ongoing COVID disruption to typical practices.

Accountability Status by Year

Year	Status
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Emotional Health Overview

Through intentionally planned daily group conversations, activities, and art-integration experiences, the advisory program develops group and individual competencies which build students' abilities to thrive academically and socially.

Student develops academic competencies

Taught specific executive functioning skills: material organization, planning and prioritizing, and time management

Understands the importance of attendance, arriving engaged and prepared for class, and devoting focused time after school to complete assignments

Student develops social-emotional competencies

Development of self-control (recognizing and regulating thoughts, emotions, and behaviors in order to be successful)

Cultivation of empathy with frequent and scaffolded practice listening to and being open to other points of view

Student aligns and identifies as part of a group and consequently follows CSA values

Works cooperately to achieve common goals

Develops awareness of group as a whole and their individual responsibilities to the wellness of the group

Realizes that positive relationships with teachers and students are key to success

Student grows in self-confidence, purpose, and understanding of how he/she/they has the ability and voice to effect change

Affirmation of student's unique identity and crucial role he/she/they plays in the group

Uses the collective resourcefulness and mutual creativity of the group to learn from and empower each other

Taught how leaders and groups fostered change in their communities

Advisor cultivates a partnership with student's family

Frequent, regular two-way school-home communication

Clear guidelines and strategies are shared to help family best support student academically and socioemotionally