



## LEADERSHIP PREP BROWNSVILLE

### **Leadership Prep Brownsville Charter School**

### **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Amanda Barile, Manager of Uncommon NYC School Support, prepared this 2020-2021 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
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Aliya Whitaker has served as Principal of Elementary Academy since July 2021 and Brianna Riis has served as the Principal of Middle Academy since 2018. Elizabeth Jimenez has served as the Director of Operations of the Elementary Academy since 2017 and Indigo McCoy has served as the Director of Operations of the Middle Academy since 2020.

### NARRATIVE DESCRIPTION

The mission of Leadership Prep Brownsville Charter School (LPBV) is to prepare each student for college. Leadership Prep Brownsville opened in August of 2009. The school opened with 116 Kindergarten and first grade students and now serves students in Kindergarten through 8<sup>th</sup> grade. The school successfully completed its twelfth year of operation in June 2021.

Leadership Prep Brownsville Charter School's school design includes six core components.

**Focus on Literacy.** Many of our students beginning their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of LPBV students, therefore, is tied to mastering this fundamental skill. In 2020-21, LPBV provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours and a half of daily literacy instruction;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry an independent reading book, checked out from our Library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.

**Target Curriculum Focused on Basic Skills.** LPBV does not use an off-the-shelf curriculum. Rather, LPBV uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's share drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. LPBV teachers will then save their lessons to our school's share drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

**Assess Early and Often to Drive the Instructional Program.** The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. LPBV administered internally-aligned Interim Assessments in 2020-2021. 2 Interim Assessments were given for all subjects (ELA, Math, History, and Science) in Grades 5-8. 2 Interim Assessments were given for Math in Kindergarten-4<sup>th</sup> grade. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. LPBV teachers, with the support of the

Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. LPBV also utilized the information to target content- and skills-driven tutoring and small-group instruction.

Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our Brooklyn Schools.

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Leadership Prep Brownsville has an extended school day and school year. For most students, the regular school day began at 7:15 AM and ended at 4:00 PM

With hour-long periods four days a week and 45 minute periods on Fridays to allow for significant staff meeting and professional development time, all students at Leadership Prep Brownsville received the following weekly:

- 7 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of Independent Reading
- 5 periods of Social Studies
- 5 periods of Science
- 4 periods of Athletics
- 4 periods of Dance (5<sup>th</sup>-8<sup>th</sup> grade)
- 4 periods of Performing Arts (K-4<sup>th</sup> Grade)
- 4 periods of Music (K-4<sup>th</sup> Grade)

Leadership Prep Brownsville students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

**Emphasis on College.** For too many at-risk students, college only exists in the abstract. For Leadership Prep Brownsville students, freshman year of college will be a natural extension of their educational experience at Leadership Prep Brownsville.

Leadership Prep Brownsville students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

LPBV's school culture is based on its Core Values, which differ at both schools. In our Elementary Academy, LPBV's school culture is based on its nine core values of Optimism, Tenacity, Honesty, Respect, Justice, Love, Hope, Confidence, and Teamwork. In our Middle Academy, the culture is based on the five core CHARGE values of Courage, Hope, Appreciation, Respect, Grit, and Engagement. Leadership Prep Brownsville students are expected to consistently demonstrate these values wherever they find themselves and are rewarded with merits when they model these values well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service).

**Insist on Family Involvement.** LPBV's educational program is structured so that families must be involved in their child's academic pursuits. In 2020-2021, LPBV families:

- virtually received and met with their students' teacher 3 times throughout the year for report card conferences;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in virtual events (such as talent shows, Poetry Slam, and Performing Arts showcases);
- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

### COVID-19 Hybrid and Remote Learning

Due to COVID-19, during the 2020-2021 school year LPBV provided the option of remote or hybrid learning. Across Uncommon NYC, 60% of families opted into Remote Learning for the entire year. In January of 2021, all Uncommon NYC schools opened their doors to roughly 30% of families who opted into hybrid learning. In grades K-8, LPBV provided a digitally driven instruction model to continue and further student learning and mastery of objectives of untaught materials. This was designed to be adaptive to families' varied schedules. This consisted of instructional videos and supporting resources, student practice tasks/deliverables, teacher office hours and teacher/parent check-in (K-2) or teacher/student check-in (3-8). The online platforms used were EPIC!, Newsela, and Google Classroom. Below are the key components of weekly instruction.

- **Instructional Videos and Supporting Resources:**
  - Grades K-4: An assigned team of staff across Uncommon created a series of instructional videos that were posted to an in house created Google Site. Each instructional video included a supporting resource for students that guided learning. In addition, remote students participated in live classes with their teachers on Zoom throughout the week.
  - Grades 5-8: An assigned team of staff across Uncommon created a series of instructional videos. The videos and resources were posted to a shared GoogleDrive, from which teachers then posted to their own Google Classrooms. Each instructional video included a supporting resource for students that guided note taking. In addition, remote students participated in live classes with their teachers on Zoom throughout the week.
- **Student Practice Tasks/Deliverables:** In addition to tasks assigned by the instructional videos, students were also assigned work to practice mastery of previously learned material.
  - Grades K-4: Each week, students submitted two designated deliverables- 1 reading and 1 math to their teacher by sending a picture/scan of their work via email/text.
  - Grades 5-8: Each week, 1-2 tasks per content area were designated as a "deliverable," which students submitted to their teacher by sending a picture/scan of their work via email/text.
- **Teacher Office Hours:** Teachers maintained office hours Monday through Thursday from 9am - 11am and 2pm - 4pm. During this time, students were able to ask questions and teachers could

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give feedback on work that was submitted to ensure students were understanding the content. Teachers could also schedule extra touchpoints with students who needed additional support over the course of the week.

- **Teacher/Parent Check-In (K-2) or Teacher/Student Check-In (3-8):** To maintain a personal touchpoint with individual students to ensure their well-being and to maintain community, all teachers scheduled 10 - 20-minute check-ins with students at least one time per week. The goals of the check-in included: checking in on student well-being, determining if students have any personal/family needs, providing feedback or answering questions about student work. (For grades 5-8 these check-ins were split by advisories or by content area(s) based on school leader discretion).
  - School leaders (Principals and Directors of Operation) also provided support as needed to ensure the academic progress and wellness of students. Additionally, if a teacher was struggling to reach a student and/or the student was not completing their work, a school leader followed up with the student and/or family to reset expectations and help determine solutions to any issues.

All students received Chromebooks during the 2020-2021 academic year for school use.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	89	89	90	88	89	81	88	84	76	N/A	N/A	N/A	N/A	774
2017-18	83	87	90	87	88	82	88	84	75	N/A	N/A	N/A	N/A	764
2018-19	90	90	90	90	90	77	91	89	82	N/A	N/A	N/A	N/A	789
2019-2020	62	66	80	80	84	79	81	92	58	N/A	N/A	N/A	N/A	682
2020-2021	69	79	72	72	77	49	58	58	51	N/A	N/A	N/A	N/A	585

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

ALL UNCOMMON NEW YORK CITY STUDENTS WILL BE PROFICIENT READERS AND WRITERS OF THE ENGLISH LANGUAGE.

#### BACKGROUND

The Leadership Prep Brownsville (LPBV) English Language Arts curriculum reflects our understanding that literacy is the foundation upon which all future knowledge is built. We provide our scholars with 150 minutes of reading instruction each day. Our reading program overcomes our scholars' early literacy deficits by aggressively accelerating them through a coherent set of curricula that addresses five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Computer Reading Program; reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

All Leadership Prep Brownsville Elementary Academy scholars start the day with a 25-minute Read Aloud, where they sit on the rug, listen to their teacher read to them from a text taken from the Text Talk Program or a teacher-selected text, and answer questions that increase their reading comprehension skills and vocabulary base. Teachers select texts which allow them to teach particular comprehension concepts that are being taught during Reading Comprehension.

The Reading Mastery program, which Elementary Academy teachers use as the curriculum for one of the daily 45-minute reading blocks, has an extremely strong research base. It is particularly effective in building the core decoding and fluency skills of students; moreover, the program is designed in a very linear, sequential manner. Students are not allowed to move on until they show mastery of the reading material. The Leadership Prep Brownsville Elementary Academy program gives scholars five 45-minute Reading Mastery lessons a week in order to rapidly accelerate them to mastery.

Scholars spend three 45-minute blocks each week doing Reading Comprehension. During this time, scholars delve into authentic literature and practice independent reading strategies. Scholars spend two 45-minute blocks each week doing Guided Reading using the STEP assessment. During this time, teachers use the assessment data as tools that are organized into a developmentally sequenced set of tasks that can help them understand the developmental status of individual students and a class of students at any given point. They also help a teacher analyze students' progress over time.

Scholars spend their third 45-minute reading block each day of the week on the classroom computers using the computer Reading Program, which provides engaging individualized early literacy instruction that reinforces both phonics and comprehension skills.

Because we have two teachers in each classroom through 4th grade, all Leadership Prep Brownsville Academy scholars are able to rotate through the above-mentioned three 45-minute reading blocks each day in groups of 10-11 scholars, following the below schedule. Between each reading group, scholars engage in a fun and energizing transition routine (e.g. singing the “Look at how I move! Dance to get from the desks to the rug”).

In the Middle Academy, students receive 60 minutes of reading and writing instruction daily, independent reading on several days of the week, as well as a robust library with word incentives, including special t-shirts for students who reach up to 1,000,000 words. During independent reading, students can read an independent reading book on their level. Their levels are determined by the STAR Reading Assessment 4 times a year. The school library carried books ranging across all grade levels to support scholars' growth and knowledge. Scholars were given point goals every month to aid in increasing reading levels.

Leadership Prep Brownsville administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see “Summary of ELA Goal” section). School-created assessments include: bimonthly writing compositions and quarterly Interim

Assessments. A full-time Learning Support Coordinator (Special Education Coordinator) helps the Principal develop and lead extensive and intensive professional development to ensure that Leadership Prep Brownsville's English Language Arts Goals are met.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

### METHOD

LPBV typically uses internally developed Interim Assessments and Final Examinations in addition to the criterion-referenced New York State exams in ELA. Given that state testing was only offered to students who opted into hybrid learning due to the COVID-19 pandemic, a very small subset of students took the state exams. In addition, LPBV administered 2 of the typical 6 internally-developed interval assessments for ELA in Middle school. The internal assessments in ELA are aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans, and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded, and data shared so that teachers and administrators can develop action plans based on objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans, and the implementation of these plans.

After the interval assessments were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. The school also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to April (due to closure for COVID).

After the transition to remote learning in March, students used Google Classroom for ELA instruction. This consisted of watching pre-recorded videos and reading whole-class novels at the middle school level with daily deliverables. Teachers led in person classes via Zoom as well as held office hours and tutored small groups of students. Students with support services continued to receive specialized instruction.

### RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2020-2021, we are making progress towards our goals. At 29.8% of Middle Academy students achieved proficiency or advanced status on their first ELA Interim assessment and 41.1% of Middle Academy students achieved proficiency or advanced status on their second ELA Interim assessment. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022.



### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

LPBV did not meet the ELA goal for the 2020-2021 school year based on the interim assessments that were administered in Grades 5-8. We are still making progress towards our goals and will continue with our action plan as we return to a full in-person schedule this year.

### ACTION PLAN

Literacy is the foundation on which all other learning rests, and accordingly, English Language Arts (ELA) instruction lies at the core of Leadership Prep Brownsville's curriculum. LPBV has demonstrated progress towards all remaining goals, and is continuously improving upon its literacy instruction. LPBV realizes that, similar to most urban public schools, this is still an area for growth.

Based on historical accountability progress performance, Leadership Prep Brownsville urgently made adjustments to improve outcomes for students since last year. This year we intend to strengthen skills as well as systems for responding to data. Our Dean of Curriculum and Instruction will hold weekly practice groups with their newest teachers to give feedback and improve instruction provided to students, Instructional Leaders will review teacher lesson plans weekly and provided feedback before implementation, and leaders will increase the amount of real time feedback given to teachers during the school day. Additionally, our instructional leadership along with the Uncommon Curriculum and Development team will lead professional development sessions in addition to Weekly Data Meetings and Creating Response to Data Lessons. As a result, we intend to see an increase in student performance on the NYS ELA exam for this coming year and make more progress toward our absolute, growth and comparative ELA accountability goals and measures for school year 2020-2021.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

STUDENTS WILL DEMONSTRATE COMPETENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

### BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take at least 90 minutes of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

### METHOD

Leadership Prep Brownsville typically uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics

- Internally developed Final Examination in Mathematics

During the 20-21 academic year, Leadership Prep Brownsville was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and majority of students participating in remote learning. Leadership Prep Brownsville administered 2 internally developed and aligned Interim Assessments. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Leadership Prep Brownsville also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to April (due to closure for COVID).

We returned in January 2021 in a hybrid model for families that opted into this option. Roughly 30% of families across all Uncommon NYC schools, opted into hybrid learning. Regardless of remote or hybrid instruction, Leadership Prep Brownsville continued to have consistent Math instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

### RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2020-2021, we are making progress towards our goals. At Leadership Prep Brownsville 38.9% of students achieved proficiency or advanced status on their first Interim assessment and 49% of students achieved proficiency or advanced status on their second Interim assessment. We will continue to work towards a higher percentage of students meeting this metric for School Year 2020-2021.

Usually Leadership Prep Brownsville's 8<sup>th</sup> grade cohort completes the Algebra 1 Regents exam in June of each year. Due to COVID and the majority of 8<sup>th</sup> grade students participating in remote learning for the 2020-2021 academic year, students received exemptions. Therefore, we do not have Algebra 1 Regents data for the 2020-2021 school year.

### SUMMARY OF THE MATHEMATICS GOAL

Leadership Prep Brownsville did not achieve the goal of having all tested students score proficient on their most recent Interim Assessment. We are still making progress towards our goals and will continue with our action plan as we return to a full in-person schedule this year.

### ACTION PLAN

We are still making progress towards our goal and will continue with our action plan as we return to a full in-person schedule this year.

Over the course of the past school year Uncommon Schools has made continuous changes to its program in order to ensure that its curriculum, schedule, and instruction best support student learning in math. Changes include: switching from Saxon math to a Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we strive to continue to provide both real-time feedback and consistent feedback on written work submissions via teacher-led sessions on Zoom and comprehensive feedback on graded assignments. As a network, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE UNDERSTANDING AND APPLICATION OF SCIENTIFIC PRINCIPLES.

#### BACKGROUND

Leadership Prep Brownsville's Science curriculum is aligned to the NY State standards and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

The science curriculum at LPBV has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards. LPBV continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network. Lesson plans associated multi-media resource materials and assessments are aligned to NYS standards. The curricula are designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments,

reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Despite the COVID-19 Pandemic, science teachers led classes both in person (for hybrid scholars) and remotely via Zoom (for remote scholars) that aligned to ensure all students were mastering grade-level appropriate science content throughout the year.

Students in Grades 5-8 school continued Science instruction 5 days a week in which the students watched videos created by veteran Science teachers from Uncommon and completed an assigned science task.

### METHOD

The school administered two internal interim Science assessments in grades 5-8.

### RESULTS AND EVALUATION

LPBV students took 2 rounds of internal Interim Assessments that were compared to other Uncommon Schools in our network. 45.2% passed the first Interim Assessment and 60% passed the second Interim Assessment in grade 8.

For 8th grade, the goal was not met.

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Leadership Prep Brownsville did not achieve their Science goals for the 2020-2021 school year. We are still making progress towards our goals and will continue with our action plan as we return to a full in-person schedule this year.

### ACTION PLAN

We acknowledge that there is always room for improvement, especially given the 20-21 8<sup>th</sup> grade internal Interim Assessment results.

In 2020-21, Leadership Prep Brownsville will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Leadership Prep Brownsville remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their

development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science. LPBV plans to do the following things to ensure that students continue to progress in this measure:

1. Implement the Reading Taxonomy and Science Taxonomy techniques in all Science classes to continue to improve teaching practices in these classes
2. Continue to prepare our 8th grade students for the Living Environment Regents in June
3. Continue to use fourth, fifth and sixth grade science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade
4. Encourage collaboration between science and literacy teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during non-fiction lessons. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts. In addition, Science and Writing teachers will continue to collaborate to give students practice in research and non-fiction writing.
5. Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the science curriculum continues to reinforce essential math and reading comprehension skills. The class schedule was created with these periods in mind. Each of these teachers has at least one period a week that they can meet with their counterpart to discuss these skills. As mentioned previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.

## GOAL 4: ESSA

### 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](#).

THE SCHOOL WILL REMAIN IN GOOD STANDING UNDER THE STATE'S ESSA ACCOUNTABILITY SYSTEM.

#### Goal 4: Absolute Measure

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

### METHOD

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

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### RESULTS AND EVALUATION

The 2020-21 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2020-21 accountability status is based on 2019-20 results. Leadership Prep Brownsville received a “Good Standing” status under ESSA in 2020-2021. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

Accountability Status by Year

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