



**BRONX CHARTER SCHOOL FOR
BETTER LEARNING 2**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Dr. Kevin Brennan, Executive Director, and Mrs. Nysheria Sims-Oliver, Principal, prepared this 2017-18 Accountability Progress Report on behalf of the school’s Board of Trustees:

Trustee’s Name	Board Position
Kimberly Kelly	Board Chairperson, Complaint Review Policy/Governance Committee, Strategic Planning Committee, Finance/Audit Committee
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Dean Thomas	Policy/Governance Committee, Fundraising/Development Committee
Victor Zimmerman	Complaint Review Committee, Fundraising/Development Committee, Finance/Audit Committee

Dr. Kevin B. Brennan has served as the Executive Director since June 2010.

INTRODUCTION

The Board of Trustees of the State University of New York approved the application for the Bronx Charter School for Better Learning 2 (BBL 2) on June 4, 2014. BBL 2 opened in the fall of 2015 with an enrollment of 75 students in Kindergarten. For the 2016-17 school year, BBL 2 added a 1st grade, increasing its enrollment to 150 students. BBL 2 will continue to add one grade each year, with a projected enrollment of 450 students at full capacity in 2020. As of September 2015, the Bronx Charter School for Better Learning Educational Corporation (Board of Trustees) governs both charters, i.e., Bronx Better Learning 1 (BBL 1) and BBL 2.

Prior to the first year of operation, BBL 2 reached a shared space agreement with the New York City Department of Education, through which BBL 2, the school, received permission to co-locate on the JHS 144 Michelangelo campus, sharing space with two public middle schools: JHS 144 and Pelham Gardens. BBL 2 is located at 2545 Gunther Avenue, on the 3rd floor, in CSD 11, approximately two miles from BBL 1. The BBL 2 campus will accommodate its growth up to full enrollment. Its new Kindergarten classes were situated there in 2015-2016, and 1st grade classes were added for the 2016-2017 school year. Beginning September 2015, BBL 2 occupied a total of 16 full or half size classrooms. For the 2016-2017 school year, BBL 2 occupied a total of 17 full or half size classrooms. The school will occupy two extra full size classrooms for the 2017-2018 school year, with plans to eventually occupy the entire 3rd floor at full capacity.

The mission of The Bronx Charter School for Better Learning 2 is as follows:

The Bronx Charter School for Better Learning provides its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility and a sustained love of learning, all of which contribute directly to high academic achievement.

To fulfill its mission, the school's teachers endeavor to practice *the subordination of teaching to learning*, an instructional approach that does not dominate learning, but rather is guided by it. Implementing the approach involves: getting students actively and mentally engaged in lessons; assisting students to go beyond rote memorization, wherever the subject matter allows, and to develop criteria for understanding; recognizing every child's high intellectual capacity and, thereby, welcoming errors in students' work as guides to help them harness that capacity; promoting students' use of what they know to master new content; and encouraging student initiative and self-sufficiency.

The Bronx Charter School for Better Learning 2:

- is not test-prep driven; as noted, the instructional approach is constructivist: we know children "construct" their knowledge, understanding and skills, so our teaching is guided by their learning and does not dominate it;
- does not have extended school days;

- does not incorporate an extended school year;
- backfills at all grade levels; and
- serves all students, including those eligible for free and reduced lunch, eligible for special education services and/or eligible for support as English Language Learners (ELL).

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-2016	75													75
2016-2017	78	72												150
2017-2018	73	76	76											225

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers and writers of the English Language.

Background

The Bronx Charter School for Better Learning 2 (BBL 2) maintains a focus on four priorities: 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching; 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance; 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student; 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy, all students sustain a personal sense of their own innate abilities.

During the 2017-18 school year, BBL 2 maintained its strong commitment, as a replication of Bronx Better Learning 1 (BBL 1), to ensure a quality ELA program for all of its students, through the delivery of a comprehensive and challenging instructional program that is aligned with the New York State Learning Standards by:

- Emphasizing the consistent application of Bronx Better Learning’s pedagogical approach, the *subordination of teaching to learning*;
- Refining the curriculum to ensure its alignment with the State’s Learning Standards;
- Incorporating as part of its reading foundation the use of Reader’s Workshop and Writer’s Workshop throughout the school;
- Fostering a joy for reading through the Growing Great Readers program;
- Making available to all students, access to an extensive classroom library;
- Closely monitoring each student’s progress through the use of regularly scheduled interim assessments and the scheduling of a monthly “Data Day”;
- Providing supplemental support to students identified as not progressing as expected;
- Appointing high performing teachers to the position of Academic Leader assigned to further support teacher development at each grade level;
- Providing professional development through our in-house professional development specialists to both teachers and assistants to enhance each person’s readiness to support the needs of all of our students;
- Utilizing writing rubrics that are aligned with the State’s Learning Standards; and
- Providing feedback to teachers and assistants on their instructional approach through increasing the frequency of classroom observations and “walkthroughs” by administration.

Goal: Growth Measure

Each Year, 75% of all tested students will demonstrate a minimum growth of one grade level (September to June for Kindergarten; June to June for 1st, 2nd and 3rd grades) on the Fountas & Pinnell Benchmark Assessment System (F&P) assessment, based on a set of strict procedures for norming the scoring, to assure reliability in test administration.

Method

Kindergarten:

This measure examines the change in performance of the same group of Kindergarten students from beginning of the year in September to the end of the year in June, including students who were retained from the 2016-17 school year. The analysis includes only those students who were enrolled in the school at the time of the test administration in September (n=73), and not the one student who was backfilled. Teachers trained in administering the Fountas & Pinnell Benchmark Assessment System (F&P) used it to assess students three times formally during the school year to measure growth: September, February and June. Students' growth was measured by level according to the F&P Instructional Levels Expectations for Reading Chart.

*Backfilled student explained: One family moved in October and enrolled their child in a school in closer proximity to their new home.

1st Grade:

This measure examines the change in performance of the same group of 1st grade students from June of the 2016-17 school year to June of the 2017-18 school year. The analysis includes only those students who were enrolled in the school at the time of the test administration in September (n=62), and not the twelve backfilled students*. Teachers trained in administering the Fountas & Pinnell Benchmark Assessment System (F&P) used it to assess students three times formally during the school year to measure growth: September, February and June. Students' growth was measured by level according to the F&P Instructional Levels Expectations for Reading Chart.

*Backfilled students explained: Six students from the 2016-2017 Kindergarten cohort were retained in Kindergarten for the 2017-2018 school year. The families of five students who were promoted to 1st grade for the 2017-2018 school year moved to a distant location and, as a result, enrolled their children in schools in closer proximity to their new homes. One student was retained in first grade for the 2017-2018 school year and is not included in the analysis. Thus, twelve seats were opened and backfilled for the 2017-2018 school year.

2nd Grade:

This measure examines the change in performance of the same group of 2nd grade students from June of the 2016-17 school year to June of the 2017-18 school year. The analysis includes only those students who were enrolled in the school at the time of the test administration in September (n=50), and not the six backfilled students*. Teachers trained in administering the Fountas & Pinnell Benchmark Assessment System (F&P) used it to assess students three times formally during

the school year to measure growth; September, February and June. Students' growth was measured by level according to the F&P Instructional Levels Expectations for Reading Chart.

*Backfilled students explained: The families of five students who were promoted to 2nd grade for the 2017-2018 school year moved to a distant location and, as a result, enrolled their children in schools in closer proximity to their new homes. One student was retained in first grade for the 2017-2018 school year and is not included in the analysis. Thus, six seats were opened and backfilled for the 2017-2018 school year.

Results

Kindergarten:

All students in the Kindergarten cohort demonstrated growth on the F&P assessment. Four students demonstrated one level of growth, representing 5.48% of the cohort; ten students demonstrated two levels of growth, representing 13.7% of the cohort; fifty-nine (59) students demonstrated three or more levels of growth, representing 80.82% of the cohort.

Sixty-nine (69) of the seventy-three (73) Kindergarten students enrolled since September (94.52%) demonstrated growth of at least one grade level from September to June.

1st Grade:

All students in the first grade cohort demonstrated growth on the F&P assessment. One student demonstrated two levels of growth, representing 1.62% of the cohort; four students demonstrated three levels of growth, representing 6.45% of the cohort; one student demonstrated four levels of growth, 1.62% of the cohort; four students demonstrated five levels of growth, representing 6.45% of the cohort and fifty-two (52) students demonstrated six or more levels of growth, representing 83.87% of the cohort.

Fifty-two (52) of the sixty-two (62) students enrolled in the 1st grade cohort (83.87%) demonstrated a growth of at least one grade level from June to June.

2nd Grade:

All students in the second grade cohort demonstrated growth on the F&P assessment. One student demonstrated two levels of growth, representing 2% of the cohort; thirty-one (31) students demonstrated three levels of growth, representing 62% of the cohort; fourteen students demonstrated four levels of growth, or 28% of the cohort, and four students demonstrated five levels of growth representing 8% of the cohort.

Forty-nine (49) of the fifty (50) students enrolled in the 2nd grade cohort (98%) demonstrated a growth of at least one grade level from June to June.

Evaluation

Kindergarten:

As reflected in the table below, the school met this measure for Kindergarten, exceeding it by 19.52% (94.52% attained minus 75% target).

ELA Kindergarten Student Growth of One or More Grade Levels*

	No Growth	1 Level of Growth	2 Levels of Growth	3 or more levels of Growth
Number of Students Achieving Levels of Growth	0	4	10	59
Percentage of Total Cohort	0%	5.48%	13.7%	80.82%

*To show growth of one grade level from September to June, students must have shown an increase in their F&P reading level of two levels by June, per F&P criteria for Kindergarten.

1st Grade:

As reflected in the table below, the school met this measure for 1st grade, exceeding it by 8.87% (83.87% attained minus 75% target).

ELA 1st Grade Student Growth of One or More Grade Levels*

	No Growth	2 Levels of Growth	3 Levels of Growth	4 Levels of Growth	5 or more Levels of Growth	6 or More Levels of Growth
Number of Students Achieving Levels of Growth	0	1	4	1	4	52
Percentage of Total Cohort	0%	1.62%	6.45%	1.62%	6.45%	83.87%

*To show growth of one grade level from June to June, students must have shown an increase in their F&P reading level of six levels by June, per F&P criteria for 1st grade.

2nd Grade:

As reflected in the table below, the school met this measure for 2nd grade, exceeding it by 23% (98% attained minus 75% target).

ELA 2nd Grade Student Growth of One or More Grade Levels*

	No Growth	2 Levels of Growth	3 Levels of Growth	4 Levels of Growth	5 or more Levels of Growth
Number of Students Achieving Levels of Growth	0	1	31	14	4
Percentage of Total Cohort	0%	2%	62%	28%	8%

*To show growth of one grade level from June to June, students must have shown an increase in their F&P reading level of three levels by June, per F&P criteria for 2nd grade.

Summary of the English Language Arts Goal

The school met the measure of this goal that is applicable for Kindergarten, 1st and 2nd grades.

Type	Measure	Outcome
Growth	Each year, 75% of all tested students will demonstrate a minimum growth of one grade level (September to June for Kindergarten; June to June for 1 st , 2 nd and 3 rd grades) on the Fountas & Pinnell Benchmark Assessment System (F&P) assessment, based on a set of strict procedures for norming the scoring, to assure reliability in test administration.	Achieved

Action Plan

As with the 2016-17 school year, the school exceeded its growth measure goal for the 2017-18 school year. Nevertheless, we intend, not just to sustain, but to bolster our efforts to ensure our students are proficient readers and writers of the English language.

While our ongoing analysis of individual student test results and an analysis of the administration of the F&P will likely lead to additional adjustments in the ELA program as the next school year begins, the following targeted steps are already planned:

1. Daily Reading Programs:
 - a. We will continue to enhance reading comprehension by focusing on our Growing Great Readers Program to foster a joy for reading. We will allocate time in our daily schedule for that program.

- b. In addition to our Growing Great Readers Program, the teachers will allot time in their ELA instruction for guided reading groups. That adjustment will allow teachers to work with students according to their specific reading levels, and an opportunity to focus on targeted skills to aid in increasing reading comprehension.
- 2. Instructional Rigor. We will continue to maintain:
 - a. A high level of administrative support: The incoming Principal has an especially strong background in ELA. She will make frequent classroom visits to ensure instructional rigor and continuity in the instructional program across the school. She will review weekly lesson plans and provide targeted feedback during “walkthroughs,” as well as during grade level meetings.
 - b. The addition of an Assistant Principal: The school made a deliberate effort to ensure the continuity of our ELA program by hiring additional administrative support. The Assistant Principal will support the Principal in her efforts to ensure instructional rigor and the continuity of our ELA program.
- 3. Continued Increased Adult supervision: We will continue with the model of two assistants in the Kindergarten classes and one assistant in each grade following. That level of staffing will further improve the student to adult ratio, and will allow the teacher to create smaller groups during instruction and more individualized instruction.
- 4. Data Driven Decision Making: Monthly reviews of running records will take place during our Data Day time allotment to ensure that students are making substantial growth throughout the school year.
- 5. Student Support: Students who are “at-risk” will be identified early on in the school year to ensure that they receive the support services needed.
 - a. Special education instructional options: Students who are identified as being in need of special education services will continue to receive those services throughout the school day, including integrated co-teaching (ICT) and Special Education Teacher Support Services (SETTS).
 - b. English Language Learners: We will ensure that students who are identified as English language learners receive an effective delivery of instruction that meets their needs, in full accord with our charter.
 - c. Academic support: The scheduling of academic support, both during and after school hours, will be reviewed and expanded as needed to better meet the needs of underperforming students.
- 6. Professional Development: The ELA professional development staff will continue to work with teachers and classroom assistants to provide the highest quality of instruction through professional development sessions during lunch and after school hours, along with in-class support.
- 7. School Collaboration: We will continue to partner with Pelham Gardens Middle School (Pelham Gardens) through a collaborative literacy program. Students from Pelham Gardens volunteer to read with our students to promote school collaboration and a culture of literacy throughout the building.
- 8. ELA Nights for Parents: The school will host a series of ELA nights for parents to gain insight into our ELA program. They will learn strategies that they can use at home to supplement our efforts at school, which will support our literacy efforts. The first of those meetings will take place within the first two months of school to ensure parents have an opportunity to supplement our literacy efforts at school early on.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

BBL 2 maintains a focus on four priorities: 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching; 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance; 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student; 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy all students sustain a personal sense of their own innate abilities.

BBL 2 demonstrates a strong commitment to those school-wide priorities, as a replication of BBL 1, to ensure the delivery of a challenging and meaningful instructional program in mathematics for all of its students by:

- Reviewing the mathematics curriculum to ensure that the pacing of the instructional program effectively supports student learning of the full scope of the Learning Standards;
- Maintaining a strong commitment to the Bronx Better Learning's pedagogical approach, the subordination of teaching to learning;
- Consistently applying the use of manipulatives, primarily Cuisenaire rods, even in the earliest stages, so students develop models for thinking mathematically;
- Providing supplemental support to students identified as not progressing as expected;
- Continuing to provide professional development, through our in-house professional development specialists, to both teachers and assistants to bolster each person's readiness to meet the needs of all of our students;
- Increasing feedback to teachers and assistants on their instructional approach through more frequent classroom visits by the Principal;
- Emphasizing our students' development of two overarching capacities, i.e., becoming swift and accurate in computation skills and increasing their ability to focus on problem solving activities that involve practice and real world application of those skills; and
- Ensuring that instructional decisions are made based on specific student performance data. As with ELA, teachers utilize both formative and summative assessments, along with real-time, moment-to-moment analysis of how students are responding to instruction.

Goal 2: Growth Measure¹

Each year, 75 percent of all tested students in Kindergarten will demonstrate a minimum growth of (8) months (October to June) and 75 percent of all tested students in 1st, 2nd and 3rd grade will demonstrate a minimum growth of one grade level (June to June) on the Terra Nova Standardized Achievement Test.

Method**Kindergarten:**

This measure examines the change in performance, from October to June, of a consistent group of Kindergarten students, including students who were retained from the 2016-17 school year. The analysis includes only those students who were enrolled in the school at the time of the first administration of the Terra Nova assessment in October (n=73), and not the one student who was backfilled. Students are scored based on their reported Grade Equivalent (GE). To show a growth of eight months, students' GE performance must have increased, from October to June, by a minimum 0.8.

*Backfilled student explained: One family moved in October and enrolled their child in a school in closer proximity to their new home.

1st Grade:

This measure examines the change in performance of the same group of 1st grade students from June of the 2016-17 school year to June of the 2017-18 school year. The analysis includes only those students who were enrolled in the school at the time of the test administration in June of 2017 (n=62), and not the twelve backfilled students*. Students are scored based on their reported Grade Equivalent (GE). To show a growth of one grade level, students' GE performance must have increased, from June 2017 to June 2018, by a minimum 1.0.

*Backfilled students explained: Six students from the 2016-2017 Kindergarten cohort were retained in Kindergarten for the 2017-2018 school year. The families of five students who were promoted to 1st grade for the 2017-2018 school year moved to a distant location and, as a result, enrolled their children in schools in closer proximity to their new homes. One student was retained in first grade for the 2017-2018 school year and is not included in the analysis. Thus, twelve seats were opened and backfilled for the 2017-2018 school year.

2nd Grade:

This measure examines the change in performance of the same group of 2nd grade students from June of the 2016-17 school year to June of the 2017-18 school year. The analysis includes only those students who were enrolled in the school at the time of the test administration in June of 2017 (n=50), and not the six backfilled students*. Students are scored based on their reported Grade Equivalent (GE). To show a growth of one grade level, students' GE performance must have increased, from June 2017 to June 2018, by a minimum 1.0.

*Backfilled students explained: The families of five students who were promoted to 2nd grade for the 2017-2018 school year moved to a distant location and, as a result, enrolled their children in schools in closer proximity to their new homes. One student was retained in first grade for the 2017-2018 school year and is not included in the analysis. Thus, six seats were opened and backfilled for the 2017-2018 school year.

Results

Kindergarten:

All students in the Kindergarten cohort demonstrated growth on the Terra Nova assessment. Three (3) students demonstrated a growth level between 0.1 and 0.4, representing 4.17% of the cohort. The remainder of the cohort, sixty-eight (68) students demonstrated a growth of .8 or more, representing 94% of the cohort. Of equal importance is that 90% of the Kindergartners this year are advanced or proficient in mathematics. Please note that there was one student who did not have a score due to an error in completing the information on the test booklet and another student who had two scores, so the company is working to correct the errors and score the tests.

1st Grade:

30.65% of the students in the 1st grade cohort demonstrated growth on the Terra Nova assessment. Thirteen (13) students demonstrated a growth level of 0-0.9, representing 20.97% of the cohort; two students demonstrated a growth level of 1-1.5 representing 3.23% of the cohort, and four (4) students demonstrated a growth level of 3.6 or more, representing 6.45% of the cohort. Forty-one (41) students did not have gains from June 2017 to June 2018. Still, of those 41 students, nineteen (19) students were performing at or above a grade equivalent of 2nd grade, bringing the number of students performing at or above grade level to 61.29% of the cohort. Moreover, 63% of the 1st grade students are advanced or proficient in mathematics. Please note that two students did not have a score due to an error in completing the information on the test booklet and the company is working to correct the error and score the tests.

2nd Grade:

86% of the 2nd grade cohort made positive grade equivalent gains on the Terra Nova assessment. Eighteen (18) students demonstrated a growth level of 0.0 – 0.9, representing 36% of the cohort. Twenty-five (25) or 50% of the cohort demonstrated 1.0 or more growth level; ten students demonstrated a growth level of 1.0-1.5 representing 20% of the cohort, two students demonstrated a growth level of 1.6-2.0, representing 4% of the cohort, and thirteen (13) students demonstrated a growth level of 2.1 or more, representing 26% of the cohort. Seven students did not have positive gains, representing 14% of the cohort. However, of those 7 students, 3 students remained at or above grade level. Furthermore, 80% of the cohort scored at an advanced or proficient level.

Evaluation

Kindergarten:

As reflected in the table below, the school met this measure for Kindergarten exceeding it by 19.44%.

Kindergarten Math GE Student Growth*

	No Growth	.1-.6 Growth	.7 Growth	.8 or more Growth
Number of Students Achieving Growth Level	0	3	0	68
Percentage of Total Cohort	0%	4.11%	0%	93.15%

*For growth of eight months from October to June, students must have shown a GE increase on the Terra Nova assessment by a minimum of 0.8. Note that we are waiting for one test to be scored by the company and for the correct grade (of 2) to be assigned to another student, thus making the total 97.26% instead of 100%.

1st Grade:

As reflected in the table below, the school did not meet this measure for 1st grade.

First Grade Math GE Student Growth*

	<0 Growth	0-.9 Growth	1-1.5 Growth	1.6-2 Growth	2.1 or more Growth
Number of Students Achieving Growth Level	41	13	2	0	4
Percentage of Total Cohort	66.13%	20.97%	3.23%	0%	6.45%

*For growth of one year from June 2016 to June 2017, students must have shown a GE increase on the Terra Nova assessment by a minimum of 1.0. Note that we are waiting for two tests to be scored by the company, thus making the total 96.78% instead of 100%.

2nd Grade:

As reflected in the table below, the school did not meet this measure for 2nd grade.

Second Grade Math GE Student Growth*

	<0 Growth	0-.9 Growth	1-1.5 Growth	1.6-2 Growth	2.1 or more Growth
Number of Students Achieving Growth Level	7	18	10	2	13
Percentage of Total Cohort	14%	36%	20%	4%	26%

*For growth of one year from June 2016 to June 2017, students must have shown a GE increase on the Terra Nova assessment by a minimum of 1.0.

2017-2018 Comparison of BBL 2 to National Percentile

Grade/Score	≥ 90	$80 \leq x < 90$	$70 \leq x < 80$	$60 \leq x < 70$	$50 \leq x < 60$	$x < 50$
Kindergarten	38 / 52%	12 / 16%	5 / 7%	8 / 11%	3 / 4%	5 / 7%
2018 1 st Grade	10 / 17%	4 / 7%	9 / 15%	8 / 13%	11 / 18%	18 / 30%
2018 2 nd Grade	16 / 32%	6 / 12%	10 / 20%	4 / 8%	7 / 14%	7 / 14%

* Kindergarten count for CSI is 73, however only 71 are here because of issues with incorrect names on test sheets, etc. and we are waiting for the students' scores.

* 1st Grade count for CSI is 62, however only 60 are included here because of issues with incorrect names on test sheets. We are waiting for the 2 students' scores.

* 2nd Grade count for CSI is 50 and all are counted here.

Summary of the Mathematics Goal

The school did not meet this goal.

Type	Measure	Outcome
Growth	Each year, 75 percent of all tested students in Kindergarten will demonstrate a minimum growth of (8) months (October to June) and 75 percent of all tested students in 1 st , 2 nd and 3 rd grade will demonstrate a minimum growth of one grade level (June to June) on the Terra Nova Standardized Achievement Test.	Not Achieved

Action Plan

While encouraged by the percentages of students in all three grades who scored better than 50% of their peers nationwide (K – 93%, Grade 1 – 70%, Grade 2 – 86%), we are paying close attention to the lack of year-to-year growth of our first graders, in particular, at least as reflected on the assessment instrument we used. In large part, likely due to artificially elevated scores this past year's first graders achieved on the TerraNova at the end of their Kindergarten year – when fully 90th of them exceeded the 80th national percentile – the assessed lack of growth is an artifact of the testing instrument itself, which is far less rigorous at the Kindergarten level, compared to first grade. That conclusion is supported by the fact that our students, including those in first grade, had performed at high levels on the monthly mathematics assessments we administered throughout the year.

Nevertheless, going forward, we will increase our own, regularly scheduled self-assessments. We will re-examine how students get support to achieve learning objectives, and when. We will look at when our students are assessed and at how teachers are supported to provide rigorous and

consistent instruction. To actualize those plans, we will have four Academic Leaders (ALs) for K-3, with two of them focused on mathematics.

While our ongoing analysis of individual student test results and an item analysis of the Terra Nova assessment will likely lead to additional adjustments in our mathematics program as the school year begins, we have already planned the following targeted steps:

1. **Instructional Alignment:** Our mathematics professional development staff, as well as the two mathematics Academic Leaders, along with our teachers, will continue to review our informal assessments and our in-class assignments to reflect the structure of the assessment questions of the Terra Nova. Through weekly grade-level planning, professional development staff, AL's and teachers will adapt the curriculum to ensure students' familiarity of the nature of the assessment when tested, especially in first grade, which once again will include a cohort of students who scored exceedingly well on their Kindergarten end-of-year TerraNova mathematics test.
2. **Instructional Rigor:** The mathematics program will continue to focus on ensuring that students demonstrate competence in their understanding and application of mathematical computation and problem solving. The assigned mathematics Academic Leaders have several years' experience with the mathematics curriculum. Their expertise will support the teachers' professional development, curriculum planning, the facilitation of common planning meetings, one-on-one targeted coaching with the teachers around our approach and the use of manipulatives in the classroom.
3. **Data Driven Decision Making:**
 - a. Bi-monthly informal Terra Nova-like practice assessments will help to monitor student progress and to identify where the instructional program requires modification to better support student learning.
 - b. Terra Nova-like centers will be created and incorporated into daily math lessons to allow teachers an additional opportunity to monitor student progress and adjust instruction as necessary.
 - c. Weekend homework will be given with Terra Nova-like questions added to give students additional opportunities to practice skills assessed on the Terra Nova. We also assign "break packets" for the long vacations in December, February and April to ensure consistent focus on mathematics.
 - d. We will conduct a formal midterm assessment for both 1st and 2nd grades to assess how they are achieving the curricular and instructional goals. While the 3rd grade will not be taking Terra Nova, but rather the NYS Mathematics Assessment, we will also assess them in January using EdVista.
 - e. We have monthly "Data Days" built into our calendar. We will increase our focus on specific grade-level skills identified through item analysis.
9. **Continued Adult Supervision:** We will continue with the model of two assistants in the Kindergarten classes and one assistant in each grade following. That level of staffing will maintain a favorable student to adult ratio, and will allow our teachers to create smaller groups during instruction and more individualized instruction.
4. **Student Support:** Students who are "at-risk" will be identified early in the school year to ensure that they receive the support services needed.

- a. Special Education instructional options: Students who are identified as being in need of special education services will continue to receive those services throughout the school day, including integrated co-teaching (ICT) and Special Education Teacher Support Services (SETTS).
 - b. English Language Learners: We will ensure that students who are identified as English language learners receive an effective delivery of instruction that meets their needs, in full accord with our charter.
 - c. Academic support: The scheduling of academic support, both during and after school hours, will be reviewed and expanded as needed to better meet the needs of underperforming students.
5. Professional Development: The mathematics professional development staff will continue to work with teachers and classroom assistants to provide the highest quality of instruction through regularly scheduled professional development sessions during lunch and after school hours, as well as in-class support to ensure the application of the school’s pedagogy throughout each class. Nearly 40% of our instructional staff attended a week-long mathematics professional development workshop over the summer to further enhance their teaching skills as well as to improve their understanding and delivery of the pedagogy we use at BBL. We will also have additional time allotted to BBL 2 from three of our Professional Development Specialists.
6. Home-School Connection: To build more support for mathematics at home, we will continue to use parent teacher conferences to review individual scores with parents, “Coffee and Conversation” sessions to go over overall progress of each grade, and we will also have two Curriculum Nights in the beginning of the year – one in September for all parents and one in October for parents new to our school. Our primary purpose will be to increase parents’ comfort with and willingness to rely on manipulatives to bolster students’ deep understanding of basic mathematical concepts.
7. Administrative Support:
 The incoming school Principal will make more frequent visits into the classrooms to ensure continuity in the instructional program across the grades, as well as to ensure instructional rigor. We have also added an Assistant Principal, with expertise in mathematics instruction, to assist the Principal in ensuring the implementation of these action steps. She will very closely monitor the mathematics program to ensure that students’ needs are met and progress is being made by:
- i. frequent visits to the classrooms.
 - ii. reviewing weekly lesson plans and homework.
 - iii. providing targeted feedback to both teachers and assistants.
 - iv. working closely with the Academic Leaders, PD staff and teachers to ensure consistency in rigor of mathematics instruction throughout the grades.