

INSTRUCTIONS / NOTES

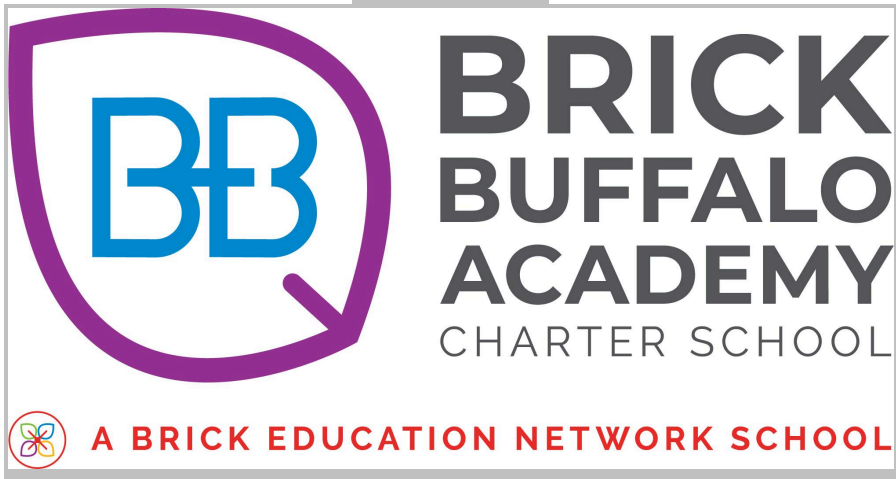
FOR 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Schools that do not yet enroll students in state testing grades are still required to complete an APPR. In the absence of state test results, schools may report results from internally developed assessments, nationally norm-referenced tests, and/or any other evaluation method under each goal area. Schools should provide tabulated achievement or growth results if available under the “Results and Evaluation” section of each goal area.
2. The deadline for submission of the APPR is September 16, 2024. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
3. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
4. Please do not include these instructions or the reference guide below in a submitted report.

Reference Guide to Template Sections

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[BRICK Buffalo Academy Charter
School]



2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16th, 2024

By Antwan K Barlow

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Antwan Barlow) prepared this 2023-24 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)
Thomas Baines	Office	Executive
Kimberly Kadziolka	Vice Chair	Executive, Academic, Personnel
Christopher Perpich	Office	Academic, Personnel
Yolanda Wood	Chair	Executive
Jason Zwara	Secretary	Executive, Finance
Roan Moncrieffe	Treasurer	Executive, Finance
Genia Collins	Office	Academic, Personnel
Greg Daniel	Office	Finance
Tamica Jones	Office	Finance
Daneva Moncrieffe	Office	Committees
Shannon Carter	Office	Committees

Antwan Barlow has served as the school’s Executive Director since 2022.

Lacole Brumfield has served as the school’s Director of Operations since 2023.

Dr Yolanda Peay has served as the school’s Principal since 2024.

SCHOOL OVERVIEW

At BRICK Buffalo Academy Charter School ("BBACS"), we will graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We use a holistic approach to ensure that students from East Buffalo neighborhoods have the knowledge, skills and support needed to be college, career and life-ready upon graduation. Our school provides a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.

BBACS will work to achieve its mission by focusing on cultivating the three key design elements described below:

BRICK's rigorous and culturally responsive instructional program. BBACS will offer an instructional program that maintains high expectations while celebrating student identity and providing the differentiated instruction necessary to ensure student success. BBACS offered a longer school day (8 a.m. to 4 p.m.) and an extended school year (191 days).

BRICK's Ubuntu cultural program. BBACS will offer a cultural program that creates a warm, belonging-based school environment by focusing on culturally sustaining practices, social-emotional development, trauma-informed practices, and positive identity development. BBACS emphasized the recruitment of a diverse staff and the use of restorative practices, rather than exclusionary discipline.

BRICK's ecosystem approach to whole child development. BBACS laid the foundation for the development of a system of providing families with the comprehensive wraparound supports they need to thrive. BBACS aspires to become a hub for a rich ecosystem of community partnerships that support families, including in the critical areas of early childhood education, workforce development, affordable housing and health care.

For the 2023-2024 school year, BRICK Buffalo has a total of 50 students. The 2023-2024 cohort contained primarily residents of the city of Buffalo. However, cohort students (2) also came from the town of Cheektowaga.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	0	0												
2022-23	0	0												
2023-24	30	20												

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Enter the school's English Arts Goal Here:

All students will meet their growth target toward grade-level reading proficiency on mClass assessments

- All students At/Above Benchmark will achieve **Average** or better semester and annual growth
- All students Well/Below Benchmark will achieve **Above Average** semester and annual growth

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school. Provide a summary of any changes to the school's ELA program or staff during the 2023-24 school year.

The K-4 ELA program will consist of two main components. To support foundational reading skills such as phonics and phonemic awareness, we will utilize Amplify CKLA Skills in grades K-2. For our core literacy block, which will include reading, writing, and some science and social studies integration, we will utilize Great Minds' Wit & Wisdom. Together, the components will create a balanced program that is aligned with the Science of Reading research and the most up-to-date best practices for supporting scholars in becoming strong, independent readers, writers, and thinkers.

Our programs - Amplify CKLA Skills to support word recognition and Great Minds' Wit & Wisdom to support language comprehension - are designed to meet the criteria outlined by the Science of Reading Research. This research has found that strong reading comprehension is the product of word recognition and language comprehension. Scarborough's rope further develops that framework. It identifies the skills that fall under the umbrella of word recognition and language comprehension. To begin to read, we must explicitly and systematically teach our students phonological awareness, decoding, and sight recognition.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in ELA during the 2023-24 school year. For example, a school might have administered a nationally norm-referenced exam.

Internal network assessments for literacy are designed to measure grade-level proficiency in reading, writing, comprehending, and speaking the English language. They serve as a leading measure of success on New York State Assessments starting in third grade.

Network literacy assessments in K-4 at BRICK fall into two categories:

- Assessments built into the literacy curricula (curriculum-embedded) including:
 - diagnostic assessment(s), surveys, or beginning of year placement test(s)
 - progress monitoring assessments
 - summative/outcome assessments
- Assessments provided by external sources to gauge progress against state and national norms including:
 - universal screeners

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- outcome (benchmark) assessments

The information and tables below provide more detailed information about each assessment we use at BRICK.

Assessment Name	Frequency, Type & Purpose	How the Data will be Used	Rationale for Giving	Impact on Students
Amplify CKLA Skills Pretests, Diagnostics, and Placement Tests (K-2)	<p>These assessments are administered at the beginning of year as indicated in Unit 1 of the curriculum.</p> <p>Pretests, placement tests, and diagnostics allow teachers to see what prerequisite skills students are missing; they provide a data snapshot to provide targeted remedial instruction.</p>	<p>Grade K Pretests: The purpose of the assessment is to strictly establish a baseline for every student. Pretests are intended to help us determine what students already know and establish benchmarks against which we can document students' progress.</p> <p>Grade 1-2: BOY diagnostic and placement tests: The purpose of these assessments are to identify areas of word recognition strength and weakness with individual students. They check for readiness for the Grade 1 or 2 Skills curriculum based on what was taught in the previous grade level.</p>	<p>The data gathered from pretests, diagnostics, and placement tests can help us:</p> <ul style="list-style-type: none"> ● Determine individual student needs related to unfinished learning in Word Recognition down to the most basic level. ● Analyze the grade-level data for trends in readiness and need to form remediation/intervention groups ● Analyze the group data to determine instructional implications during whole-group, grade-level instruction and any small group intervention 	<p>These tests are embedded in the units and administered during class, so they do not impact instructional flow or require additional time. By gathering data on specific student needs from the start of the year, we can start to target our instruction and support to ensure we are closing gaps from the very start of the year.</p>
Amplify CKLA Skills Unit Assessments (K-2)	<p>The Amplify CKLA embedded assessments, specifically the Mid- and End-of-Unit Assessments, are used to measure mastery of skills taught so far in CKLA Skills lessons.</p>	<p>Teachers should use data from unit assessments to plan "pause point" lessons and target remediation to specific student skill gaps.</p>	<p>Mid- and End-of-Unit Assessments give us data about how well we are implementing the curriculum and how much students are actually learning from our lessons.</p>	<p>If data is used to plan strong "Pause Point Lessons," students will have fewer skills gaps over time. Rather than repeating entire units, we will be able to determine and plan specific instruction</p>

				that targets specific areas of growth. This differentiation during pause points will also ensure that no student falls behind as we move forward into new content.
Amplify mClass DIBELS 8th Edition (K-4)	The universal screener DIBELS 8th Edition (via Amplify mClass) will be administered three times per year (BOY, MOY, EOY) to benchmark student progress towards overall grade level targets.	DIBELS is used to determine if the overall instructional approach is effective and to externally measure student growth throughout the year (providing information about our students in relation to national norms).	We administer DIBELS because it is a nationally-normed, externally vetted assessment that allows us to benchmark our achievement and growth against schools across the country, it has high reliability and validity, and because DIBELS results are highly predictive of future student reading success.	Screeners like DIBELS allow us to monitor progress towards annual and long-term goals and provide accountability for increasing student learning over time. They also provide useful data for determining which students need additional support.
Wit and Wisdom Embedded Assessments (Grades K-4) <i>Additional information on assessment types below.</i>	These curriculum-embedded assessments and tasks provide evidence of how deeply students understand what they are learning and reading (see chart below). The assessments occur on a daily, weekly, and end-of-module basis as indicated in the curriculum guidance. They are “baked into” the curriculum and are intended to give teachers authentic data to adjust and accelerate instruction.	Assessments should form a coherent narrative reflecting the knowledge and skills students will build throughout a module.	The Wit and Wisdom curriculum-embedded assessments provide some of the most usable data on the impact of the curriculum in building student knowledge and skill. They give teachers important, timely feedback on students’ reading comprehension and critical thinking and inform daily instruction.	These assessments are built into the curriculum, so they do not require other instruction to pause to administer. The self-assessment component also empowers students to understand and improve their learning. These are the assessments that ultimately drive teaching and learning. Whether in college or career, students will frequently be held accountable for what they know and what they can do. Forms of assessment that are

				<p>typically limited to the classroom, like multiple choice, can help give teachers quick feedback on student learning. But the best assessments mirror the work students will do in college and their careers, allowing them to perform their learning in authentic contexts. Focusing Question Tasks, Socratic Seminars, and EOM Tasks are designed to elicit that kind of performance, allowing students to show what they can do by applying their learning to solving academic, intellectual, and real-world problems.</p>
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RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Reading Growth (mClass):

- Grade K students: 66.6% of on-grade-level students met their annual growth target
- Grade 1 students: 83.3% of on-grade-level students met their annual growth target

Reading and Writing Proficiency (Wit & Wisdom):

- Number of students that were Level 1 on the rubric (out of 4) reduced from 60% BoY to 25% EoY
- About half (47%) of first graders met their Wit and Wisdom growth target (one year of growth, or reach grade level)

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period¹. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The narrative also includes any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns.

This was the school's first year in operation so year-to-year trends are not available. Although many students made progress, not all students met their individual literacy goals. That said, as we planned for and launched the 24/25 school year, we have allocated additional resources to closing the proficiency gaps of current students. We now have a fuller picture of the unique needs of our incoming students and families and have adjusted our model to respond to those needs to ensure students meet grade level foundational literacy proficiency.

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

We will utilize a co-teaching model to provide more in-class support for all students, utilize data meetings and action planning to develop student specific action plans for intervention and acceleration, and students will have ELA small group time weekly for targeted reteaches and extra practice. Teachers will get increased support from the school principal and network director in the form of observation/feedback meetings, data meetings, collaborative planning and practice meetings, as well as ongoing professional development covering topics such as the Science of Reading and best practices that support improving students' foundational skills and language skills; led by the network and in partnership with Lavinia Group and the Cullen Foundation.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Write the school's mathematics goal here.

All of students will increase their grade-level math proficiency by 1 level, or maintain their grade-level proficiency, from the BoY baseline to IA4

¹ A school's Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter term, the Accountability Period includes the first year of operation through the fourth year of the charter term.

BACKGROUND

Provide a brief narrative discussing mathematics curriculum, instruction, assessment, and professional development at the school. Provide a summary of any changes to the school's mathematics program or staff during the 2023-24 school year.

In order for BEN to fulfill the math vision to develop confident mathematicians who are resilient problem-solvers equipped to be leaders, to address the challenges facing the world now and in the future, we utilize two key components to our BEN's K-4 mathematics program; the Math Lesson Block, and Math Small Group Block. Together, the components create a balanced math program that is aligned with the most up-to-date best practices for supporting students in becoming strong, independent mathematicians and critical thinkers.

Vision Statement for Math Lesson Block

At BRICK, our mission is to help students unlock their limitless potential by providing students with a strong mathematics curriculum. A key component to BEN's K-4 Math program is the core math block where all tier 1 math instruction occurs in 60-minute blocks utilizing enVision Math Curriculum. We chose enVision because it aligns with our Math Vision and meets expectations in all components from EdReports. EdReports is a nationally recognized evaluation tool for districts across the country to evaluate core curricula. During the core math block, teachers follow the scripted daily lesson plans that help teachers engage in strong instructions where students can learn math concepts through rich math tasks, math discourse, partner practice time, independent work time, and informal assessing through Quick Checks.

The main focus of the math small group block is to build students' understanding of math concepts. This allows students to have more "at bats" with math problems to develop accuracy and efficiency with all problem types. Small group is an essential instructional time and must be conducted with preparation, urgency, purpose, and effectiveness with the same priority as the core math lesson block. Small group focus is to support students with "next level" learning to address misconceptions and errors on major work of the grade. Students that struggle to understand concepts need to stay on a skill/concept for an extended period to get enough exposure to learn concepts before moving on.

Fluency and Major Work of Grade in Small Group (and Do Nows)

At Brick, students can succeed in math when they build procedural fluency along with conceptual understanding. Procedural fluency is the ability to apply procedures efficiently, flexibly, and accurately; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another (NCTM 2014, 2020; National Research Council 2001, 2005, 2012; Star 2005). At BRICK, students will have designated times to work on their procedural fluency that will allow them to meet grade level expectations for the fluency standards. Teachers and students will track their progress overtime and know the different fluency requirements for their grade level. Students will engage in passing their fluency goals and know which one they are working towards passing.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in mathematics during the 2023-24 school year. For example, a school might have administered a national norm-referenced exam.

Internal network assessments for math are designed to measure grade-level proficiency in the understanding and application of mathematical computation and problem solving. They serve as a leading measure of success on New York State Assessments starting in third grade.

Assessments and data cycles are crucial to BRICK to ensure we are data-informed and using data to help make instructional decisions.

Assessment Type	Rationale	Data Cycle
Quick Checks	Quick Checks is the exit ticket of the lesson and is given after every lesson. They are a deliberate way to establish an expectation that students need to be focused and driven during the lesson so that they can complete the exit ticket. Quick Checks also assess what students learned and tell how well the material was taught. Teachers do not provide any feedback while students are completing the Quick Check similar to an assessment.	<ul style="list-style-type: none"> ● Given at the end of the math core lesson ● Complete Looking at Student Work (LASW) Protocol for data analysis ● Plan small group based on quick check data ● Complete Quick Check tracker <p>Scoring and grading</p> <ul style="list-style-type: none"> ● Most Quick Checks are 5 questions. ● Grades K-2 will be given on paper. Grades 3-4 will be given online. ● Two Quick Checks are entered into gradebook. ● Use the BEN's 5 Point Grade Rubric
Topic Assessments	Topic Assessments are assessments that are given at the end of each topic. These culminating assessments for each topic help assess what students learned and tell how well the material was taught throughout the topic. Teachers do not provide any feedback while students are completing the assessment.	<ul style="list-style-type: none"> ● Given at the end of the Topic. ● Grades K-2 are paper-based. Grades 3-4 are online. ● Teacher use data from assessments for small-group instruction ● Teachers can give a reassessment for ½ credit. <p>Scoring and grading</p> <ul style="list-style-type: none"> ● Grades K-2 will be given on paper. Grades 3-4 will be given online. ● All Topic Assessments are entered into Illuminate for data analysis. ● All Topic Assessments are entered into the gradebook. ● Use the BEN's Assessments Guidelines

<p>Interim Assessment</p>	<p>Interim assessments are given 3-4 times a year. They are benchmark assessments aligned to the state assessment. They are culminating assessments of all topics taught in the quarter. This helps determine how we are doing to meet end of year goals and how well students are remembering the concepts that we taught over time.</p>	<ul style="list-style-type: none"> ● Given 3-4 times a year. ● IAs are administered 1 day and cover current material up to IA. ● Grades K-2 are paper-based. Grades 3-4 are online. ● Teachers use data from assessments for small group instruction and reteach days. ● Complete IA Analysis on Fridays during Network IA planning days and Data PDs. <p>Scoring and grading</p> <ul style="list-style-type: none"> ● Grades K-2 will be given on paper. Grades 3-4 will be given online. ● All Interims are entered into Illuminate for data analysis. ● All Interims are entered into the gradebook. ● Use the BEN's Assessments Guidelines
<p>iReady Diagnostic</p>	<p>iReady Diagnostic is a nationally normed test taken 3 times a year that shows how students are progressing nationwide among other students in their cohort. Students are assessed based on their level and not only on the grade level.</p>	<ul style="list-style-type: none"> ● Given online through the Iready platform 3 times a year in Fall/Winter/Spring ● Complete data analysis and use data to inform instruction <p>Scoring and grading</p> <ul style="list-style-type: none"> ● No scoring or grading for this Assessment
<p>Sankofa Day</p>	<p>Sankofa Day is not an assessment, but a day of reflection based on Interim results for students. Students will reflect on their math identity and IA results using grade-appropriate reflection.</p>	<ul style="list-style-type: none"> ● Use the resources in the IA Analysis & Sankofa Day Folder. ● Grades 3-4 will also use Illuminate portal to review their IAs and dive deeper into how they did with multiple-choice questions versus Open Response Questions

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

EoY Math Proficiency (interims):

- Grade K students: 33% achieved grade-level proficiency on interim 4
- Grade 1 students: 70% achieved grade-level proficiency on interim 4

Math Growth (interims):

- Grade K students: 35.7% grew 1 proficiency level or maintained proficiency
- Grade 1 students: 78.9% grew 1 proficiency level or maintained proficiency

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The narrative also includes any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns.

This was the school's first year in operation so year-to-year trends are not available. Although many students made progress, not all students met their individual math goals. That said, as we planned for and launched the 24/25 school year, we have allocated additional resources to closing the proficiency gaps of current students. We now have a fuller picture of the unique needs of our incoming students and families and have adjusted our model to respond to those needs to ensure students meet grade level math proficiency.

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

We have a new math curriculum—Envision Math—that has both inquiry based instruction and explicit instruction built into the program, which allows students to have productive struggle in math but also provides opportunities for explicit instruction for students that need intervention or extra support to better understand math concepts. We will also utilize small groups to build fluency, intervention support, and review current concepts that will target the needs of each student. In addition, teachers will get increased support from the school principal and network director in the form of observation/feedback meetings, data meetings, collaborative planning and practice meetings, as well as ongoing professional development to increase teachers content knowledge, best teaching practices, informed data analysis

with action planning based on error analysis and misconceptions to increase intervention support and reteaches delivered by the school leaders and network director. Not only will students have targeted individualized support but so will teachers to support their development and growth.

GOAL 3: SCIENCE

Goal 3: Science

Write the school's Accountability Plan science goal here.

BRICK Buffalo will successfully implement year one of the FOSS Science Curriculum in Kindergarten and Grade 1.

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school. Provide a summary of any changes to the school's science program or staff during the 2023-24 school year.

In order for BRICK to fulfill the science vision in the primary elementary grades to provide real, engaging, and challenging science programs that build upon one another with standard-based and phenomenon-based instruction, that allow the science instruction in our science blocks to engage in collaborations, student-centered approaches, BRICK uses the FOSS, *The Full Option Science System*. It is a student-centered approach that is NGSS standards-aligned and ensures that all learners can make sense of phenomena and solve problems through collaborative, active investigations. In this way, FOSS makes science accessible and equitable for every student in every classroom.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2023-24 school year. For example, a school might have administered a national norm-referenced exam.

Active Investigation

Active investigation is a master pedagogy. Embedded within active learning are a number of pedagogical elements and practices that keep active investigation vigorous and productive. The enterprise of active investigation includes:

- context: sharing prior knowledge, questioning, and planning;
- activity: doing and observing;
- data management: recording, organizing, and processing;
- analysis: discussing and writing explanations.

Reading in FOSS Science Resources

The *FOSS Science Resources* books, available in print and interactive eBooks, are primarily devoted to expository articles and biographical sketches. When language-arts skills and methods are embedded in content material that relates to the authentic experience students have had during the FOSS active learning sessions, students are interested, and they get more meaning from the text material.

Recommended strategies to engage students in reading, writing, speaking, and listening using the articles in the *FOSS Science Resources* books are included in the flow of Guiding the Investigation. In addition, a library of resources is described in the Science–Centered Language Development chapter in *Teacher Resources*.

Science-Centered Language Development and Common Core State Standards for ELA

In the Science–Centered Language Development chapter in *Teacher Resources*, we explore the intersection of science and language and the implications for effective science teaching and language development. Language plays two crucial roles in science learning: (1) it facilitates the communication of conceptual and procedural knowledge, questions, and propositions, and (2) it mediates thinking—a process necessary for understanding. For students, language development is intimately involved in their learning about the natural world. Science provides a real and engaging context for developing literacy and language–arts skills identified in contemporary standards for English language arts.

Taking FOSS Outdoors

FOSS throws open the classroom door and proclaims the entire school campus to be the science classroom. The true value of science knowledge is its usefulness in the real world and not just in the classroom. Taking regular excursions into the immediate outdoor environment has many benefits. First of all, it provides opportunities for students to apply things they learned in the classroom to novel situations. When students can transfer knowledge of scientific principles to natural systems, they experience a sense of accomplishment.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

BRICK Buffalo teachers successfully taught the science curriculum in SY23/24, including daily and unit-based assessment administrations. No quantitative data was collected from these assessments. Teacher’s reviewed and graded each student’s work, providing them with feedback and a participation grade.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The narrative also includes any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns.

The FOSS assessment system includes both formative and summative assessments.

Benchmark Assessments (i-Checks)

Benchmark assessments are short summative assessments given after each investigation. These I-Checks are actually hybrid tools: they provide summative information about students’ achievement,

and because they occur soon after teaching each investigation, they can be used diagnostically as well. Reviewing specific items on an I-Check with the class provides additional opportunities for students to clarify their thinking.

Embedded Formative Assessments

Embedded formative assessments are an integral part of instruction, and occur on a daily basis. You observe action during class in a performance assessment or review notebooks after class. Performance assessments look at students' engagement in science and engineering practices or their recognition of crosscutting concepts. Embedded assessment provides continuous monitoring of students' learning and helps you make decisions about whether to review, extend, or move on to the next idea to be covered.

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

BRICK Buffalo goes into year 2 in a strong position to deliver science instruction.

The FOSS curriculum supports full inclusion and provides many opportunities for differentiated instruction. Additionally, FOSS is aligned with the principles of Universal Design for Learning (UDL). Here are the UDL guiding principles:

Principle 1. Provide multiple means of representation. Give learners various ways to acquire information and demonstrate knowledge.

Principle 2. Provide multiple means of action and expression. Offer students alternatives for communicating what they know.

Principle 3. Provide multiple means of engagement. Help learners get interested, be challenged, and stay motivated.

We are committed to ensuring students with all learning needs are supported using these principles.

The FOSS Program has been designed to maximize the science learning opportunities for all students, including those who have traditionally not had access to or have not benefited from equitable science experiences--students with special needs, ethnically diverse learners, English learners, students living in poverty, girls, and gifted learners. FOSS is rooted in multisensory science education and informed by recent research on UDL and culturally and linguistically responsive teaching and learning. Here is a link from FOSS on [Access and Equity](#).

Modifications and accommodations identified in student IEPs are honored in all classrooms in all subjects. Teachers will make the appropriate adjustments to meet individual student needs in science. All the investigations are similarly structured to maximize full inclusion based on these fundamental guiding principles:

- All students come to school with language and a wealth of knowledge and experiences that can be tapped into to enrich the learning experience for everyone.
- All students benefit from actively investigating scientific phenomena and engaging in the engineering design process.
- All students are capable of constructing meaning through collaborative social interactions.

GOAL 4: ESSA

Goal 4: ESSA

Write the school's Accountability Plan ESSA goal here.

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state ELA exam will be greater than that of students in the same tested grades in the local school district.

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state math exam will be greater than that of students in the same tested grades in the local school district.

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.

[ESSA Accountability system](#)

RESULTS AND EVALUATION

State the school's ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

BBACS is assigned the support model of Local Support and Improvement (LSI) because it is in its first year and has not been identified for other support models. The above ESSA goals cannot be measured until the school's third year in operation, when the founding class will complete 3rd grade state testing.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

In its first year, BBACS successfully laid the academic foundation that will allow it to meet the ESSA goals during year three. To ensure we are on track, we will assess and monitor student progress in year two, including subgroups (members of racial and ethnic groups, low-income students, students with disabilities and English language learners).

Accountability Status by Year

Year	Status
2021-22	NA
2022-23	NA
2023-24	Local Support and Improvement (LSI)