



BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

BSNBCS Educational Continuity Plan

Current Version: March 27th 2020

Table of Contents

BSNBCS Educational Continuity Plan	3
Student Support and Home Learning Plan	3
Professional Development & Support Plan (Teachers)	3
K-8 ELA	4
Instructional Goals	4
Materials/Resources	4
Learning trajectory	4
K-5 MATH	5
Instructional Goals	5
Materials/Resources	5
Learning Trajectory	6
6-8 MATH	6
Instructional Goals	6
Materials/Resources	6
Learning trajectories	7
Social Studies	8
Instructional Goal	8
Resources/Materials	8
Science program	9
Instructional Goal	9
Materials/Resources	9
ELL program	9
Instructional Goals	9
Materials/Resources	10
Learning trajectory	10
SPED program	10
Instructional Goals	10
Materials/Resources	11
Learning trajectory	11
Technology	12
Steps to Ensure Student Participation and Adhesion to the Educational Continuity Plan	14
Student Attendance Policy	14
Evaluation of Student Work	14
BSNBCS Plan for Resuming Normal Academic Programming	16
Academic Instruction	16
BSNBCS' promotional criteria	17

BSNBCS Educational Continuity Plan

Summary

In the face of the statewide shutdown of public schools in March 2020 due to the COVID-19 pandemic, BSNBCS will ensure the educational continuity of its program via its home learning plan. In order to transition to home learning and to support our scholars the best we can, we have developed written and digital materials that address the power standards taught at each grade level thus far, with a focus on the most recent material, to continue student learning. These learning materials focus primarily on performance tasks that will engage scholars in higher order thinking. For the duration of the closure period, students have tasks that span multiple standards to promote authentic engagement and connect students to real world application. Teachers remain engaged and available to provide scholars with support on items that they struggle to access on their own. This document outlines the goals, learning targets, and learning plans for our program K-8 to retain educational continuity for our program for the duration of the closure period.

Student Support and Home Learning Plan

BSNBCS provides families with three primary pathways to retain educational continuity:

(a) **Paper-based learning Materials:** During the first week of closure, 100% of our families received printed learning materials. These were to support and reinforce learning goals that were in place immediately prior to the closure period. Additional paper-based learning materials are being developed to be mailed directly to parents to provide new learning opportunities to support the student learning plan.

(b) **Online Platforms:** Families have access to several online learning platforms to maximize learning experiences in a supportive and engaging manner. This includes ClassDojo (98% of families have regularly accessed this platform during the 2019-20 school year, as well as Google Classroom and Hangouts, iReady and other platforms that are being rolled out to maintain student learning remotely during the closure period. These platforms provide extension or re-teaching opportunities to students and families on specific topics and/or skills that engage learners with a differentiated approach.

(c) **Regular staff engagement with families:** BSNBCS staff members retain regular teacher and support staff engagement with families/students via phone/email/videoconferencing. These contacts are individualized to both academic and social-emotional student needs.

Professional Development & Support Plan (Teachers)

- ❖ BSNBCS continues to provide in-depth and high quality training around online instructional pedagogy and developmental approaches to remote learning for all age levels and learning styles.
- ❖ Our Teaching and Learning team continues its development of existing curricula and ongoing into the 2020-2021 school year

- ❖ Our Student Support and Academic Leadership provides strategic planning and progress monitoring to assess student growth via home learning
- ❖ BSNBCS maintains its weekly Professional Learning Workshops, Professional Learning Communities meetings and Team Collaborative Meetings for school-wide implementation of initiatives and grade/content specific training

K-8 ELA

Instructional Goals

- Revising ELA Curriculum for the remainder of the school year:
 - This instructional goal is to ensure that each unit plan is refined with NYS Learning Standards in mind while exploring literature and informational texts as a part of thematic units.
- Implementing Interdisciplinary Units
 - Units will be revised to meet thematic/ interdisciplinary goals with Reading, Writing, Phonics, Science and Social Studies at the core of all tasks and assessments.
- Scope and Sequence for the upcoming 2020-2021 school year
 - Unit inventories and goal creation for 2020-2021
 - Revising Assessments to include formative and summative assessments
 - Revising Lesson plans using a rubric to refine and revise lessons/units for the upcoming schools year. We will also develop rich and engaging guided and independent tasks for each unit.

Materials/Resources

- Online platform: Grades K-5: Class Dojo. Grades 6-8: Google Classroom
- Online resources: NewsELA, Readworks, CommonLit, GoalBook, Wilson Academy
- TC/Lucy Calkins and EngageNY units and resources
- BSNBCS Google Drive (Curriculum Units)

Learning trajectory

- Paper Based Learning materials: Through paper based learning materials will be assigned to support and reinforce learning goals, as well as assess student progress in grades K-8.
- Launch Google Classroom as online platform: Grades 6-8
- Class Dojo as an online platform: Grades K-5
 - Students will receive lessons daily with vocabulary, videos and articles, and response questions connected to an interdisciplinary theme.
 - Students will continue to respond to their own independent reading books on a weekly basis.

- Printed Home Learning materials: Students have received printed materials with a mix of independent reading projects as well as articles and fiction texts where students respond to texts.

K-5 MATH

Instructional Goals

- Maintaining proficiency of concepts and skills taught and teaching new content for remaining standards.
 - Providing students with learning performance tasks that align to standards
 - Creating virtual learning experiences for delivery and support instruction
 - Using Class Dojo as a digital platform to assign tasks and assess students' mastery of content.
- Teachers will maintain virtual connections with their students to address mastery of these standards.
 - Creating weekly video mini lessons and tasks, and posting them on our Class Dojo platform.
 - Using data points from the iReady program to identify growth areas for each student.
 - Adjusting student lessons in the iReady program to address growth areas.
 - Providing individualized support for interdisciplinary learning materials
- Revise and revamp our curriculum for the 2020-2021 school year.
 - Reflecting on previously taught units and identifying what was successful and what needs to be revised.
 - Using resources from EngageNY, Achievement First, Context for Learning, and BSNBCS-created materials, to infuse new lessons and/or tasks.
 - Incorporate Checks for Understanding throughout lessons as a part of our assessment strategy
 - Develop rich and engaging guided and independent tasks for each unit for authentic learning experiences.

Materials/Resources

- ❖ Class Dojo
- ❖ iReady
- ❖ Selected Achievement First Open Source units (modified)
- ❖ Selected EngageNY lessons (modified)
- ❖ Context For Learning Units (modified)
- ❖ BSNBCS-created units

Learning Trajectory

- ❖ Develop teachers' pedagogy for teaching within a Learn at Home framework.
 - Targeted Learning Experiences for Teachers:
 - Using Class Dojo as a learning platform, including creation of video mini lessons.
 - Developing engaging interdisciplinary Problem of the Day experiences.
 - Unit Roll outs for Learn at Home units
 - Creating mini lessons and assessments (formative and summative) using remote learning tools
- ❖ Curriculum Development for the 2020-2021 school year.
 - Targeted Learning Experiences for Teachers:
 - Reflection activity for teachers to identify growth areas in our units.
 - Updating annual scope and sequence.
 - Determining the criteria of success in lessons.
 - Develop and refine resources that provide a variety of learning experiences for mastery of standards

6-8 MATH

Instructional Goals

Instructional Goal: Refinement of Authentic MS Math Curricula

- ❖ Using Open Resources as the base curriculum teachers will engage in the following instructional tasks. The goal here is to ensure that all educators begin the 2020-2021 school year with updated curricula materials that reflect the current academic needs of the scholars we serve. Our updating of the curriculum will reflect the components of our instructional delivery that we have proven to be successful with our population.
 - Lesson/Unit reflection
 - Creation of On-Spot Assessment questions by lesson/unit
 - Infusion of non-Open Up Resources into working unit plans

Instructional Goal: Creation/Implementation of Year-Round E-Learning Plan

- Google Classroom: Using the *Google Classroom* teaching and learning platform educators will begin creating an organized learning resource where scholars can engage in high-level content at any given time. *This platform supports a focus on what differentiation looks like from the lens of home-based technology (phone, tablet, computer.)*
- Highly Effective Communication of materials and support: calendars, academic support for scholars, inspirational videos and content to support all learners, including those with IEPs and ELLs.

Materials/Resources

- Open Resources Website
- Working Unit Plans for grades 6th, 7th and 8th

- Third Party Online Scholar Facing Instructional Tools: Delta Math, Quizizz, iReady
- Third Party Online Educator Facing Pedagogical Development Tools: MathShell, Achieve the Core
- Google Platform for Collaboration

Professional Development & Support

- ❖ Goal: Creation of MS Math Instructional PlayBook (authored collaboratively by coach and educators) The instructional playbook will describe the practices and instructional methodologies that we have deemed successful with scholars.
 - Open Resources (inquiry-based curriculum)
 - Error Analysis as a Practice
 - Differentiated content during lessons
 - Infusion of Delta Math (for extended differentiated practice)
 - Infusion of Quizizz (for on the spot assessment)
 - Homework structure of 3x per week
 - Portfolio Days
 - Cranium Crunch

Learning trajectories

We have two mathematics trajectory goals during the closure period:

- ❖ Trajectory 1 Goal: Learn and implement how to remotely support scholars at a high level.
 - Developmental Sequence
 - What is home learning?
 - How do we create excitement around home learning?
 - What do scholar conferences sound like? What is the intended outcome?
 - How do we gauge success of home learning?
 - Targeted Activities:
 - Creation of differentiated home learning material
 - Monitoring and Follow-up of outreach progress
 - Planning and executing efficient academic conferences
 - Giving Actionable scholar feedback
- ❖ Trajectory 2 Goal: Learn what it means to refine and design an authentic curriculum.
 - Developmental Sequence
 - Define the authentic curriculum and its purpose.
 - Why do we edit and refine curriculum?
 - What is important to us here at BSNBCS? What are our math classroom non-negotiables?
 - How do we gauge success of our modifications and adjustments?
 - Targeted Activities:
 - Educator and Coach Reflection on curricula

- Updating of curricula with supplemental resources, pacing and scholar data
- Planning tiers of assessment (formative and summative assessments)

Social Studies

Instructional Goal

- ❖ Revision Curricula Units and lessons: Using NYDOE SS Units of Study and TCI as the base curriculum teachers will engage in to develop and refine curriculum for the upcoming 2020-2021 school year. The goal here is to ensure that all educators begin the 2020-2021 school year with updated curricula materials that fully aligns to the NY Framework and Next Generation Learning Standards.
 - Unit development and reflection
 - Creation of formative and summative assessments
 - Infusion of curriculum resources to create cohesive learning trajectory that meets standards-based learning expectations
- ❖ Developing online platforms as well as integrated units of study for remote learning:
 - Implement Social Studies lessons using TCI for grades 6-8 Grades.
 - Create, enhance and consistently use of google classroom for 6-8th grade to implement lessons and provide curriculum resources
 - Enhance use of Class Dojo (at elementary level) for interactive lessons and curriculum resource
 - Integrated Curricula Home Learning materials with academic materials aligned to thematic units K-8 to support literacy as outlined in the NY SS Framework.

Professional Development and Supports For Teachers:

- PLC support unit and lesson development.
- PLC enhances student engagement through TCI, Google Classroom, Class Dojo as well as access to lesson and lesson materials online.
- PLC and coaching to shift instructional practices to remote learning.

Resources/Materials

- Lesson documents such as mini-lesson videos, document based sources, and assignments for students housed on Google Classroom or Class Dojo, respectively
- TCI- Materials will be available through TCI website and on Google classroom
- NYDOE Units of Study
- Thematic Units of Study (K-5)

Science program

Instructional Goal

Transition to online platforms and develop curriculum to meet the Next Generation Science Standards, as outlined by NYSED. This shift to home learning and online platforms will enable students to engage in digital labs, complete assignments and assess their progress towards standards proficiency.

- Unit development and reflection
- Creation of formative and summative assessments
- Infusion of curriculum resources to create cohesive learning trajectory that meets standards-based learning expectations
- For Grade 8: Create scope and sequence to support Regents-level Living Environment course
- Strategic planning for test sophistication for Grades 4 & 8 that will prepare students for new NYS Science examinations

Materials/Resources

- ❖ Google Classroom
- ❖ iScience and/or Amplify Units of Instruction (modified) for STEM Lessons/Performance tasks
- ❖ Project based learning activities

Professional Development & Support (Teachers):

- PLC to support unit and lesson development.
- PLC targeting enhancement of student engagement as well as access to lesson and lesson materials online.
- PLC and coaching to shift instructional practices to remote learning.
- Weekly meetings to review Science content for platforms
- Weekly PLC on Ambitious Science Teaching and components
- Webinars, articles, Team Building activities

ELL program

Instructional Goals

Academic intervention that provides explicit, integrated English Language instruction skills in the areas of vocabulary, phonics, word study, grammar and comprehension.

- Targeted support utilizing all four domains of the NYSESLAT performance modalities: Speaking, Listening, Reading and Writing.
- Collaborate with teachers to create, revise, and research highly effective tools of remote instruction for ELL student support.

- Develop progress monitoring tools to assess student mastery as it pertains to the NYSESLAT as well as NYS Learning standards for their grade level.
- Identify and implement a support plan for students not making progress towards language acquisition goals.

Materials/Resources

- ❖ Cornerstone textbooks
- ❖ TEAM workbook
- ❖ Words Their Way
- ❖ Wilson (Foundations)
- ❖ NYSESLAT workbooks
- ❖ Google classroom and Class Dojo as online tool to communicate directly with ELLs

Learning trajectory

- Implement best ELL strategies to support their students via phone/web the areas of need
- Modify student work to support concept mastery
- Engage parents to support home learning

Professional Development & Support (Teachers)

- Weekly PLC meetings to review strategies and implementation for ELL student learning
- Articles, Webinars, Videos
- Weekly progress monitoring and goal setting for student caseloads
- Review of NYSESLAT testing benchmarks and implement year long instructional plan to achieve school wide proficiency goals

SPED program

Instructional Goals

Ongoing and continued support for students with disabilities that are aligned to their Special Education needs as well as internal measures of student proficiency

- Consistent and effective communication from special educators with families and students.
- Providing support to families in assisting in academics via the home learning plan.
- Supporting social-emotional needs to ensure successful remote learning transition.
- Increase online resources geared to higher level of academic support, including differentiation and other SPED supports.
- Consistent monitoring of students access and completion of tasks to compare to previously collected data.
- Assess growth based on IEP mandated goals.

- Working with related service providers to ensure services are maintained via Tele-therapy in areas of speech therapy, occupational therapy, physical therapy and counseling during remote learning
 - *Contract agencies should provide tele-therapy to students with IEP/IESP Speech, OT, PT and Counseling mandates **where clinically appropriate** and feasible following the same guidelines, procedures, and best practices described above and utilized by DOE providers. Services should commence **on or after March 23, 2020** and until further notice, consistent with the student's IEP/IESP.).*
 - *Speech, OT, PT and Counseling will require consent. Once given, students can use video chat or call, while counseling can rely mainly on phone calls.*
 - *SETSS providers will continue to provide services through creation of resource materials and support calls.*

Materials/Resources

- ❖ Access to licensed special educators through phone calls, emails, video conferencing, text messages or other online communication
- ❖ Online resources that support students with special needs in both social emotional learning, academics, and tele-therapy supports.

Learning trajectory

There are two learning trajectory goals for Special Education

- Trajectory 1 Goal: Effectively support scholars with disabilities at a high level and support both academic and social emotional needs via home learning.
 - Special educators will increase contact via individual check-ins to offer guidance and support where needed geared to individual learning goals. Tracking both contact and where students are in need of additional support. When possible student work samples will continue to be collected as artifacts to support progress toward IEP goals.
- Trajectory 2 Goal: Effectively refine, adapt and modify authentic curriculum to support students with special needs.
 - Support creation of curricular materials for special needs students that align to the UDL framework. This work will be done in collaboration with other stakeholders (ie Instructional coaches, teachers, etc.)

Professional Development & Support (Teachers):

- Structuring remote supports
- Using online technology tools for remote learning
- Best practices and compliance measures for communicating with families and students with IEPs
- Additional training in social emotional, including trauma supports to help families with high needs students.
- Assessing student progress for IEP documenting

- Building teacher pedagogy around online teaching to support the needs of all learners
- Maintaining continued support on drafting and implementing IEP mandates and SDI instruction.

Technology

Below is a table of our Technology plan to supplement home learning. Through consistent support from teachers, targeted instructional plans to support and scaffold assigned work, and opportunities for authentic engagement of content, students will maintain learning for the duration of the closure period.

Resource	Description of Learning Plan	Description of Support for Learners
Learning A-Z.com RazKids Reading A-Z Learning AZ: Literacy and Science Learning Resources for K-6 Teachers	(K-5) Used in conjunction with ELA learning goals to maintain daily reading goals, as well as learning activities aligned to skills.	<ul style="list-style-type: none"> ● Differentiated levels allow students to continue to work on reading goals ● Students have choice in reading materials ● Used in conjunction with Renaissance Learning program, Accelerated Reader, to track progress of independent reading goals
I-Ready Online http://iready.com/	(1-8) Used as a supplement to provide students with targeted, individualized instruction in ELA and MATH concepts. Used as an assessment tool to ensure progress/growth goals are being met and students are receiving any necessary intervention support. Used as a communication tool for families to discuss areas of instructional need.	<ul style="list-style-type: none"> ● Reviewing students' diagnostic reports ensuring students are passing their I-ready lessons with at least 80% ● Receiving any additional lessons for areas students need the most support with ● Reviewing students' reports and knowing when students are in danger of having a domain turned off ● Weekly monitoring and calls to families regarding I-Ready will need to occur
Google Classroom https://edu.google.com/products/classroom/?modal_active=none	Middle School teachers are working with their students as an extension of instruction that has already been happening in their respective classrooms	<ul style="list-style-type: none"> ● Lessons, resources, and assignments are posted and graded for student feedback ● Open forum communication between teachers and students for increased student engagement ● Assessing student mastery of concepts taught

<p>Delta Math https://deltamath.com/</p>	<p>MS Math educators are utilizing this platform for two phases of instruction; delivery of new content as well as assessment.</p>	<ul style="list-style-type: none"> ● Delivery of new content through vetted instructional videos; DM also offers cross links to Khan Academy and YouTube ● Platform allows for educators to differentiate content by scholar. ● Monitoring, Assessment and Follow-Up: In subsequent academic conversations, the educator uses a host of metrics to give actionable feedback. These include pacing, error analysis, tendencies. The user friendly disaggregation tools allows educators an opportunity to see trends among groups of scholars and within individual scholars.
<p>Class DoJo https://www.classdojo.com/</p>	<p>Elementary teachers are working with their students as an extension of instruction that has already been happening in their respective classrooms and/or will happen remotely</p>	<ul style="list-style-type: none"> ● Lessons, resources, and assignments are posted ● Open forum communication between teachers and students for increased student engagement ● Assessing student mastery of concepts taught ● Collaborative domain for integrated learning experiences

Steps to Ensure Student Participation and Adhesion to the Educational Continuity Plan

Student Attendance Policy

BSNBCS Teachers and Support Staff make regular calls to families to certify students' attendance and engagement in home learning. Assignment completion is also used to verify a student's attendance for the day. BSNBCS will base students' grades primarily on their academic performance. Students cannot fail their courses because of absence. We will not include attendance in grade calculations and we will not include absences due to COVID-19 in their grade calculations. For the duration of the closure period, BSNBCS will not include attendance in any grade calculations for the rest of the year.

Evaluation of Student Work

All remote assignments carry the same weight as in-person assignments. Students are expected to participate in BSNBCS home learning, as they are expected to attend school when it is in session. Grades will be assigned for home learning and academic progress will be monitored by teachers during the closure period learning with appropriate flexibility to adapt this protocol to home conditions as students may not all have the same degree of access or support from their families. If a student is sick or unable to join remote learning for any reason, families should contact their child's teacher or a member of the Student Support Team via email for guidance and support.

In grades K-2, teachers will make regular phone calls to check on student progress. They will talk with students' guardians and with the students to discuss lesson contents provided in the printed materials received by the students. Families will also submit photos of student's home projects using the Class Dojo app, and these submissions will be reviewed by teachers contemporaneously. When the school closure period is over, families will return printed materials and teachers will review for completion and quality of concept acquisition to ensure students can successfully transition back to learning in the school building.

In grades 3-5, teachers will make regular phone calls to check on student progress. They will talk with students' guardians and with the students to discuss lesson contents provided in the printed materials received by the students. When feasible, with access to devices and technology, students will have the ability to submit work online through personal projects using the Google for Education suite (Google Classroom, Google Slides, Google Draw, etc.) and to complete of some assessments using online tools (iReady, STAR, etc.).

In grades 6-8, teachers will make regular phone calls to check on student progress. They will talk with students' guardians and with the students to discuss lesson contents provided in the printed materials received by the students. When feasible, with access to devices and technology, students will have the ability to submit work online through personal projects using the Google for Education suite, primarily Google Classroom, and to complete some assessments using online tools (iReady, STAR, etc.) as well Google Forms' Quiz. Adaptations will be made periodically to ensure student learning is at the focus of all we do and we can continue to support them through home learning.

BSNBCS Plan for Resuming Normal Academic Programming

Upon notification from New York State and City officials that it is safe for BSNBCS to resume normal operations in our facility at 82 Lewis Avenue in Brooklyn, the School will take the following steps:

- All families will be contacted by phone, email, ClassDojo and LiveSchool to inform them of the return to school date;
- All staff members will be informed via email of the student return to school date;
- Should the health restrictions be lifted in advance of the first return date for students, BSNBCS staff will meet in person for a Professional Development day, to identify the plan for the first week of school and resettling students academically and socially-emotionally.
- Our grade-level Professional Learning Communities will meet to plan activities to re-establish routines and expectations, including supports for our at-risk and vulnerable students;
- The Teaching and Learning team will facilitate grade-level implementation of return to school activities and insure K-8 and pedagogical alignment, as a continuation of the school's Educational Continuity Plan.

If the school is not able to re-open until the next academic year, our team will use normal beginning of year procedures to welcome students back to the building for our first day, tentatively scheduled for August 31st 2020. Our Teaching and Learning team will extensively use diagnostic testing early in the school year to determine the best pacing and remediation strategies to address potential proficiency gaps in comparison to what we normally see at the beginning of the school year.

Academic Instruction

Resuming instruction will include:

- An intensive review and remediation of work that was assigned during our Learning from Home program
- Units of Instruction will be revised for the returning months to include reteaching of "power standards" for the grade level proficiency standards and promotional criteria
- Assessments will be given upon return to assess students who need further levels of academic intervention (in addition to the RTI program that is already scheduled), as well as assess any further instructional shifts that need to take place to meet BSNBCS' promotional criteria.
- Professional development will be provided to all instructional staff to support shifts to scope and sequence planning, promotional criteria and social emotional development of students as they readjust to being back in school.

BSNBCS' promotional criteria

The follow assessments will be used to determine students' performance levels and their academic standing towards meeting grade level standards upon the reopening of BSNBCS:

- Grades K: F&P benchmarks, STAR diagnostic, Counting Inventories, Letter & Sound Inventories
- Grades 1-4: F&P benchmarks, STAR & I-Ready Diagnostics, ELA & Math grade level benchmarks
- Grades 5 -8: STAR & I-Ready Diagnostics, ELA & Math grade level benchmarks

The following timeline will be used to determine retention:

1. Any student who received a promotion in doubt notification prior to our school closure will be reassessed upon return; if they are still not meeting standards for promotion they will have a retention hearing in June of 2020.
2. Retention hearings will take place with all stakeholders who work with specific students that are promotion in doubt, ie; RTI teachers, ELL teachers, Classroom teachers, SETTS teachers, etc.
3. During the retention hearings, all stakeholders will review students' data in its entirety (academic, social-emotional, attendance, etc.), in addition to using Light's Retention Scale indicators to make a decision to either retain or promote a student. Decisions will be made in the best interest of students' academic, social-emotional and behavioral needs.
4. Parents will be notified of promotion decisions in June of 2020.