

Technology Plan Components to Support Learning	Hybrid Learning	Remote Learning
Scholars will connect to live remote learning sessions via Google Meet.		✓
For technology support, students can request support via a Google Form that is submitted to the technology team.	✓	✓
If online instruction becomes unavailable due to power outages or any other event, the student will be given a make-up period for work completion.	✓	✓
Teachers establish course content in a learning management tool such as Google classroom (Grades 2-10) or Seesaw (Grades K and 1). Students also use online resources to support their learning, conduct simulations, access text, build projects, and share their writing and performances.	✓	✓
Daily synchronistic time with the teacher as well as specific learning assignments, small group instruction and one-to-one conferring.	✓	✓
Students will use their assigned Chromebook device as their notebook for all classes. Students will use the provided grade-specific templates for note-taking. Upon transitioning back to 100% in-person learning, scholars will continue to complete assignments with a system that blends use of a traditional notebook and a chromebook.	✓	✓
The family engagement coordinator will continue to poll families regarding connectivity to wifi and will deliver devices to the homes of scholars who are physically unable to collect chromebooks prior to school opening.	✓	✓

Teaching and Learning

Continuity of Learning Plan

CPCS' has ensured continuity of learning for all students by expanding our 1:1 student to device program for all grades. Whether in-person, hybrid or remote, class and course content will continue to be aligned with NYS Learning Standards. We use primarily digital versus paper student (and teacher) curricula resources to allow for Chromebooks to become student notebooks- while recognizing that scholars in grades K and 1 may sometimes benefit from paper copies. Scholars (and families) receive explicit instruction in technology as all work is submitted digitally - regardless of learning environment - remote or in-person. Scholars and families will be able to submit help desk tickets for technology support. These tickets will be addressed by site specific technology coordinators. Scholars

and families will be able to reach teachers via email, Schoology, and Google Voice telephone numbers as needed.

Our Hybrid Learning Model Defined

- If needed, CPCS will follow an AAC/BBC rotation hybrid model which allows for approximately half of the student population to receive in-person instruction, while the other half receives remote instruction.
- Remote instruction may contain both synchronous and asynchronous learning activities. *See below for a definition of these terms.*
- Each class will be divided into three groups, Groups A, B, and C. Most students will be assigned to Group A or B.
- Group C will include students who would most benefit from in-person instruction (students with disabilities, English Language Learners, students performing below benchmark, etc.). Students in Group C will receive in-person instruction four days every week.
- Students assigned to remote learning will log into the live instruction classes to promote educational equity and to maintain community amongst students. The exact number of students in each group will always conform to the most up-to-date CDC guidelines on social distancing.
- All student schedules (regardless of the learning environment) will allow substantive time for interactions amongst students and between students and their teachers (in whole class, small group, and one-to-one settings).
- All student schedules (regardless of the learning environment) will allow time for students to receive feedback and support from teachers.

Synchronous- *happening at the same time*. Scholars will be learning the same thing at the same time, and will be guided by a teacher.

Asynchronous- *not happening at the same time*. Scholars will be learning independently and at their own pace.

Day	Group A	Group B	Group C
Monday	In-Person Learning (Full Day)	Remote Learning (Full Day)	In-Person Learning (Full Day)
Tuesday	In-Person Learning (Full Day)	Remote Learning (Full Day)	In-Person Learning (Full Day)
Wednesday	Remote Learning (Full Day)	In-Person Learning (Full Day)	In-Person Learning (Full Day)
Thursday	Remote Learning (Full Day)	In-Person Learning (Full Day)	In-Person Learning (Full Day)
Friday	Remote Learning (Full Day) [AM- Synchronous; PM*- Asynchronous]		

Full Day: 8:00 AM - 4:00 PM

AM Session: 8:00 AM - 11:30 AM

PM Session: 12:30 AM - 4:00 PM

Grades K-5 - Continuity of Learning Highlights:

- Grades K-5 will begin in-person instruction on August 23, 2021.
- Scholars in kindergarten will be dismissed at 12:00pm on August 23rd and August 24th.
- Scholars will receive daily instruction across all content areas regardless of the learning environment (in-person).

- Parents will receive information about how to stay informed about their child's progress through various technology tools (Google Classroom and Powerschool)
- Priority standards for the 2021-22 school year will be selected based on I-Ready student performance data and additional data gathered by teachers.

Curriculum, Educational Program and Resources

CPCS' comprehensive educational program is based on the NYS Common Core Standards and provides instruction on the essential literacy and mathematics skills and understandings necessary for success on both school-wide and state assessments. The CPCS curriculum also includes integration of visual and performing arts, science, social studies and physical education. Our reading and writing unit plans were designed by teaching staff which aligns to science and social studies. Teaching staff follow a Balanced Literacy approach using the Gradual release model. This curriculum comes alive in the hands of our talented teachers who are committed to ensuring that our students reach their highest potential. We are dedicated to accommodating children's diverse needs, the way they learn, their experiences and interests, and to facilitating continuous educational growth. Below are curricula programs and resources utilized to deliver instruction, intervention, and enrichment.

- Reading: WONDERS Reading passages with a supplement trade books, novels and complex texts to create lifelong readers and writers
- Writing: Writing City
- Wilsons Foundations - Grades K-3; Tier II and Tier III (Double Dose)
- Mathematics: GO MATH K-5 with a supplement of EnGage NY modules
- AIS, SETTS: Reading A-Z (reading)
- NEWSELA- Leveled text based on lexiles- Grades 2-5
- Science: Amplify- Grades K-5
- Social Studies: Houghton Mifflin Harcourt NYS Edition and NYC Scope and Sequence

Grades 6-10 - Continuity of Learning Highlights:

- Grades 6-10 will begin in-person instruction on August 23, 2021
- Tools and strategies already deemed effective from March 2020-June 2021 will be utilized.
- Additional tools needed to provide SDI for students with IEPs will be added where needed.
- Parents will receive information about how to stay informed about their child's progress through various technology tools (Google Classroom, Powerschool)
- Priority standards for the 2021-2022 school year will be selected based on end of year I-Ready student performance data and additional data gathered by teachers.

Curriculum, Educational Program and Resources

The Challenge Based Learning Model provides the framework through which students will engage in the core curriculum. The NYS CCSS curriculum modules, particularly and initially in ELA and Math, will be adopted and adapted for use. These are yearlong in nature and deeply and extensively prepared with content, resources, assessments and curriculum maps. Essential Questions and a Blended Learning model will be supplemented by other applied learning experiences that are cross-disciplinary and longer-term school-wide investigations and studies undertaken by the students, and facilitated by their teachers. Challenge Based Learning emphasizes exploring topics from many angles and through the lens

of multiple disciplines, which allows students to appreciate the natural connections between subject areas that might not always be evident. Although teacher involvement throughout the Challenge Based Learning process is crucial, it is a fundamentally different relationship and changes as students progress through its stages.

Early on—when teachers introduce Challenge Based Learning to students and set up the challenge—they are actively guiding the process by making decisions, communicating information, teaching skills, and answering questions about how the process works and what is expected. In the middle stages, students take charge of planning and researching their own work and teachers serve primarily as a mentor working alongside the students, helping them through the rough spots and keeping them on track. In the later stages, students are deeply engaged in their own work while you monitor the mastery of required knowledge and skills through appropriate assessments. Finally, teachers transition into the role of product manager supporting the students as they implement, evaluate, and publish their solutions and results. Students start by identifying the big idea; one that is important on a global scale and that students can work with to gain the deep multidisciplinary content knowledge and understanding that is required by the standards for their grade level. Next, they work together to formulate the essential question, which serves as the link between their lives and the big idea. The question should be answerable through research, help focus students' efforts, and provide a framework for the challenge.

The following programs and resources are utilized to deliver instruction, intervention, and enrichment: EngageNY for ELA and Math with support from the Junior Great Books, Read 180, Sound Reading, and Go Math Resources. For science, we follow Amplify Science and for Social Studies we follow the WeTeach NYC Passports with the support of the New York State Scope and Sequence.

Academic Intervention Services

CPCS will continue to provide academic intervention services to all students who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science. The following data is utilized to identify eligible students:

- I-Ready ELA and Math Assessments (K-10)
- Fountas and Pinnell Running Records (K-5)
- Read 180 Reading Inventory (6-10)
- Sound Reading (6-10)

Scholars will receive academic intervention services in a variety of ways. Sample approaches may include but are not limited to:

- Co-teaching (most K-8 classrooms have a lead teacher and a teacher's assistant)
- Individualized instruction (via breakout sessions during remote learning)
- Small Group Instruction
- Before school or after school assistance
- Fountas & Pinnell Leveled Literacy Intervention (K-5)
- GO MATH Intervention
- Foundations (K-2)
- Read 180
- Junior Great Books - Socratic Seminar

- Sound Reading
- Extra help sessions (6-10)
- Tier 3: High-Impact Tutoring (based on iReady data) (K-10)
- Sound Reading (6-10)

Scholar progress will be monitored by the Child Study Team (CST). The CST is composed of school administrator/s, special education liaison, teachers, family engagement coordinator, guidance counselor, and social worker. Decisions related to the frequency and intensity of AIS will be made by classroom teachers, support staff and building administrators.

CPCS will provide parental notification indicating a need for Academic Intervention Services by September 30, 2021. At least once each term, parents will be given an opportunity to conference directly with the classroom teacher or other professional staff providing academic intervention services. Beginning at the 10-week period, parents will receive progress reports during the regular school year. These reports will be by mail, telephone, parent conference, e-mail, or be a part of the student's regular report card. Additional AIS progress reports will be completed and made available at the 20, 30 and 40 week period during the school year. Parents will also be kept apprised of their child's progress weekly through emails, phone calls and Powerschool anecdotes. When AIS is discontinued, the parent will be notified of the criteria for discontinuation of the services, the current performance level of the student, and the assessment (s) that were used in determining the student's level of performance.

Grading

CPCS will maintain its current grading policies as outlined in our Scholar and Families Handbook.

Assessments

CPCS will continue to assess student performance by administering the following internal assessments which will be completed digitally utilizing the Performance Matters component of Powerschool. Parents will continue to receive regular updates on scholar progress.

- I-Ready Diagnostic Assessments
- Fountas and Pinnell Running Records (K-5)
- Reading Inventory (6-10)
- Unit summative assessments
- Performance Matters for creation of class exams, quizzes
- Informal assessments

Physical Education Activities

CPCS will continue to address all five National Standards for Physical Education by selecting associated activities that require little or no use of shared equipment by students. CPCS has shifted the focus of the curriculum to Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate for the current climate.

Resources to support physical education programming:

- [Online Physical Education Network](#)

https://openphysed.org/curriculum_resources/instant-activitieselementary-k-5. A collection of instant activities to get students moving quickly.

- [Shape of America](#). Provides guidelines for implementing a high quality physical education program that provides students with instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportspersonship, and self-efficacy.
- [PECentral.org](#). Provides teacher resources and lesson ideas.

Career and Technical Education

Challenge continues to develop our early college and career and technical education high school program. Ninth graders will take the Career and Financial Management (CFM) course along with additional CTE-aligned electives. Laboratory and/or clinical instruction will begin in the 2022-23 school year. We are actively seeking partners to assist us with developing a comprehensive career course that will meet NYS career awareness and exploration goals in grades K-10. Scholars will record their career-related learning as part of the content of their Individual Achievement Plans.

In order to maintain a focus on the career development of our scholars, we will utilize virtual options to facilitate career exploration activities should in-person opportunities be limited. Students will be able to select career exploration activities related to areas of interests identified by their “Interest-A-Lyzer” from the Renzulli Learning Survey, and researched during their Enrichment Clusters (EC). ECs are mini course electives which are developed from the data gathered in the Renzulli Learning survey. Teachers take the survey as well and are matched to student groups based on their interest. Each EC is guided by a syllabus developed by the teacher of the EC. We will continue this work in the 2021-22 school year as part of our implementation of the Schoolwide Enrichment Model (SEM).

Special Education

CPCS will continue to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes specially designed instruction and related services to meet their individual needs and to prepare them for successful transition to life, college, and career. ICT and SETTS are available in grades K-5. An additional section of ICT was added to grades K and 5 for the 2020-21 school year to meet the needs of scholars. ICT is also available in grade 6-8 and SETTS is available in grades 6-10. Mandated counseling services are provided by school counselors. Related services are provided by outside providers. Special education liaisons will communicate with the families of all students with disabilities to ensure families are aware of their child’s educational program and will receive regular communication in their preferred language, about their child’s progress. Communication will take place via ParentSquare, phone calls, email, and mail. CPCS is exploring an innovation model for grades 6-10 that capitalizes on our co-teacher and intervention models which has proven to be beneficial to students and which has led to declassifications. A new role has been added to our charter team of leadership -- Director of Special Education Grades K-10 for the purpose of overseeing compliance, procedures and protocol that directly relate to all aspects of Special Education services and supports. Special education liaisons at all school sites will continue to collaborate closely with the guidelines set by the CSE (Committee of Special Education) and delivered by the Director of Special Education.

Special education students will be provided with the opportunity to attend in-person instruction four times per week to ensure that all related services are provided. In-person services will be conducted by service providers using proper social distancing guidelines. Scholars whose family’s opt for remote learning only will receive instruction and services remotely to the best extent possible.

Collaboration with CPCS families has always been an integral part of the special education process

and this will continue. To address the unique needs of students with disabilities, staff will continue to work with families to collaboratively identify the most essential services for each student. Parents who speak a language other than English will be offered translation services.. The Special Education Liaison will provide information (upcoming IEP meetings, progress reports, etc.) to parents in their preferred language. Parent outreach includes phone calls, emails, mail or video conferences. The Director of Special Education will provide most current District Data and community resources to support the Special Education Liaison's Grades K-10 and Family Engagement Coordinator to work together to determine with the parent the most appropriate means of communication.

IEP Meetings

The Director of Special Education Grades K-10 will support the Special Education Liaison's Grades K-10 as they continue to partner and advocate for families as we collaborate with the CSE to determine the most practical format to conduct IEP meetings approved by the DOE. Virtual IEP meetings will be conducted in the DOE approved platform.

- Parents will continue to be informed of upcoming meetings in three ways: by mail, email, reminders via Powerschool/Schoology, and by telephone. Initial contact will be made as soon as the Committee on Special Education (CSE) has scheduled the IEP meeting.
- Teachers and all responsible parties including but not limited to guidance counselors and speech therapists will be informed about the upcoming meeting in a timely manner electronically and by phone call.
- Coverages will be provided to ensure teacher participation.
- Teacher reports will be collected and shared prior to the meeting.
- Scholars in the upper grades will participate in IEP meetings.
- Social Emotional Learning Curriculum and Tools will be implemented, tailored, and aligned to meet the students with IEPs individual goals and interventions.

Related Service Providers

Outside providers who travel to CPCS will wear a face covering where social distancing requirements cannot be achieved or maintained. They will be provided with sanitizing products and designated workspaces. Classroom visits will only be made when necessary.

CPCS Related Service Providers are expected to:

- Communicate regularly with students on their caseload and/or their parents to ensure they have success with remote learning.
- Communicate with teachers so that learning expectations can be adjusted as needed.
- Communicate weekly office hours (email, Google Classroom, phone call, etc.) with students/families
- Design and implement learning opportunities that address the IEP services of students
- Provide timely feedback to support students' learning
- Document communication, consultation, and learning opportunities for IEP related services through SEISS and Google Forms as a means of back-up communication.
- Provide classroom teachers and parents resources/lessons/activities to foster students' IEP skill development in related service areas.

- Maintain records of student's attendance to related service sessions
- Provide The Director of Special Education Grades K-10 with monthly academic benchmark assessments as well as behavioral anecdotes and extensive progress monitoring reports that align to students related service goals as mandated on their IEPs.

Accommodations, Modifications, Supplementary Aids and Services, and Technology

CPCS will continue to ensure that all scholars receive the accommodations, modifications, and aids needed to access and excel in their educational program. Select tools/strategies intended to reduce or even eliminate the effects of a student's disability (especially in the remote learning environment) have been identified. CPCS plans on maintaining its membership with The Collaborative for Inclusive Education as well as maintaining ongoing in-house professional training and progress monitoring which has confirmed that future training and professional development options will focus on enhancing learning for students with disabilities in the remote learning environment. Teachers continue to be expected to match specific accommodations and modifications to specific student needs on their written lesson plans.

Differentiation

CPCS teachers will continue to be required to employ differentiation strategies to meet the unique needs of learners. Below are examples of differentiation strategies for students with disabilities in the event of a remote learning environment:

1. If a student needs to do research or look up information prior to coming to class, the student will have access to electronic resources that are targeted for his or her reading level.
2. Create online learning stations where students will rotate to practice different skills. These stations may be guided or independent.
3. Record yourself with a video explaining how you practice a skill (mini-lesson) that you also want students to replicate.
4. Provide audio versions of the texts to be read in class. This will be used online so that students who forget the texts in school will always have access.
5. Allow access to online readers for students who would benefit from listening to as well as reading a text.
6. Think about how work is presented digitally so that students are not overly stimulated or distracted by too much type, too many colors, etc. Repurpose the work so that it is easily digested at a quick glance on a digital platform.
7. Allow students to use speech-to-text features to type in a Google Document.
8. Check for understanding by having students respond in the message box or rate their level of understanding.
9. Follow RTI (Response to Intervention) procedures to assess how to best support students with specific data driven benchmarks.
10. Use closed-captioning while teaching remotely so that students will read the words as well as listen to you. Use closed-captioning when available on videos shown online.
11. Provide digital versions of anchor charts to reinforce key concepts, process, key vocabulary words.
12. Provide students with extended time to complete a task when needed .

13. Provide students with on-task prompts when necessary.
14. Create organizational checklists to maintain students' order of tasks and accountability.
15. Provide individual one on one time with students who require additional scaffolding for best learning outcomes.
16. Provide Small group instruction sessions for on-going support and progress monitoring.
17. Implementation of SDI (Specially Designed Instruction) strategies and interventions that benefit all students .

Contact your scholar's principal for a comprehensive list of differentiation strategies.

Bilingual Education and World Languages

Challenge will continue to follow the guidelines in the *Summary of the ELL Identification Steps-Revised for Charter Schools* document published by the Division of English Language Learners and Student Support. As a response to COVID, we have added a virtual enrollment option for families via SchoolMint. The Coordinator of Student Enrollment receives and reviews all enrollment documents. Home language surveys that indicate a primary language other than English are forwarded to our ELL Coordinator. The ELL Coordinator then administers the NYSITELL to eligible students in grades K-4 and 4-10-- and provides services where applicable. Students who are deemed ineligible sometimes receive services based on teacher referral and supporting evidence. These processes will continue when we reopen.

Our hybrid schedule if applicable will allow for in-person instruction for which English Language Learners will receive priority. If applicable remote ELL instruction will also occur. Instructional goals will be established for all students based on their English proficiency data and will align with NYSED's Unit of Study for ELL students. Our ELL Coordinators and other teachers who work with our scholars will employ strategies and tools shared by The Collaborative for Inclusive Education. Our membership with the Collaborative offers professional development specific to the needs of ELL students and they have confirmed that such resources will continue to be provided for the remote learning environment if and when needed. In an effort to build a collaborative partnership with families, the ELL Coordinators utilize Linguistica International to communicate with families verbally and Google Translate to communicate with families via text messaging. Challenge is exploring expanding the ELL service team. There are currently two additional staff members who are TESOL certified. The program will be expanded where needed to meet the needs of all scholars K-10

Staffing

Teacher and Principal Evaluation System

Teachers receive eight to ten mini observations per year. Mini-observations are brief and unannounced observations of teacher practice, conducted by principals, assistant principals, and other assigned instructional leaders. Teachers receive actionable feedback within 24 hours to improve their practice. Teachers in need of intense support are coached by principals, assistant principals, and other instructional leaders.

All teachers receive a formal mid-year and end-of-year evaluation utilizing Charlotte Danielson's Framework for Teaching. Evaluations are a collaborative process where teachers are asked to