



Elm Community Charter School

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Trustee's Name	Board Position
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Priscilla Walton has served as the **Founder and Principal** since **2017**.

As a school seeking to invest in Queens, our vision is to see every child in the central Queens area discover their passions, talents, and power to enrich their community. We believe that in order to truly invest in this community's growth and development, we must aim high, committing to reaching every child that walks through our doors.

Thus, our mission is to cultivate student leaders with the character and capacity to form their own identity, seize any opportunity, and shape the world around them through integrated studies and collaborative learning. Our goal is to provide a rigorous and holistic academic program that will enable our students to choose a middle-school program of their choice.

Currently, Elm is serving Kindergarten through Second Grade. In full capacity, Elm will serve grades Kindergarten through Fifth Grade.

Elm is founded upon 5 key design elements that drive our academic program and school culture:

Collaborative Learning: Elm believes that students learn best when they are challenged to discuss, debate, and form conclusions and opinions with others similar to and different from themselves. Collaborative learning ultimately develops students' ability to think critically and creatively, while also building their social skills, confidence, and capability to articulate their ideas clearly. At Elm, our academic program highlights collaborative group work, with rubrics that hold teachers and students accountable to focusing on a group's collaborative learning process rather than solely the product.

Student-Led Integrated Studies: At Elm, we believe that students learn best when they are engaged in interdisciplinary studies and pushed to use higher order thinking skills, adapting their knowledge and understanding to conflicting perspectives and real-world scenarios. Our essential learning periods are our Integrated Studies blocks: Humanities and STEM. During these blocks, students design and conduct their own experiments and projects, explore divergent solutions and conclusions, and show their understanding of content through the development of their own evidence-based conclusions. When students take ownership over their education, it can yield a greater love for learning and academic success.

Data-Driven Small Group Learning: At Elm, we believe students learn best when instruction is tailored to their specific needs. Teachers will receive weekly training on data collection and analysis using standard-based grading and reading leveled assessments. Our schedule also creatively and strategically creates space for smaller class sizes including, splitting classes in half up to 2 hours a day and providing small group instruction up to 3 hours a day. Our staffing plan allows for a lead and associate teachers in every classroom, giving teachers the flexibility to implement a myriad of teaching options including parallel teaching, and co-teaching.

A Focus on Self-Exploration and Self-Awareness: We believe students learn best when they are self-aware, knowing what frustrates and motivates them in order to do their best throughout the day. At the foundation of successful collaborative learning must be social and emotional intelligence. Our schedule devotes considerable time guiding students through their emotions around failure, disagreements, and conflicts. The goal is to cultivate students' self-awareness so that they are able to articulate their feelings, preferences, and ideas with one another. The development of students' emotional intelligence will be nurtured through Yale's RULER program on Emotional Intelligence.

Creative Courses (Doing and Making to Think Differently): At Elm, we believe students learn best when they can make things with their hands and voices, experiencing topics through the arts. We aim to provide students with a well-rounded education through our Creative Courses, which consist of fine arts, chorus/vocal and music theory, woodwork/shop class, blocks, physical education and organized sports, and Spanish. Our schedule ensures that specials teachers are able to join collaborative planning meetings, as well as facilitate small groups of students who choose to present their knowledge through an arts project rather than an academic performance task.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17														
2017-18														
2018-19	53	48	0	0	0	0	0	0	0	0	0	0	0	101

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students will be proficient readers and writers in English Language Arts.

BACKGROUND

Elm will use Teachers College Reading and Writing Project (TCRWP) to support all students in becoming proficient readers and writers. TCRWP employs a balanced literacy approach, is aligned to New York Common Core Learning Standards, and provides students with multiple opportunities throughout a day to strengthen their listening, speaking, reading, and writing skills in various forums. This is especially beneficial for our ELLs, whom we call our Emergent Bilingual Learners (EBLs), as they expand their receptive and expressive language skills.

The balanced literacy approach was chosen for Elm because of the structured workshops and explicit lessons providing all students a model of excellence, an opportunity to practice independently or in collaborative groups, and the dedicated time for teachers to provide 1:1 or small group support to meet the individual needs of students. It is a good foundation in gradually building our own literacy curriculum tailored for our students' specific needs.

Starting in kindergarten, all Elm students will receive at least two hours of literacy instruction each day and engage in the following literacy components: Reading Workshop, Writing Workshop, Interactive Reading, and SFA (K-1), Guided Reading (2-5), or Literature Circles (3-5).

METHOD

Elm CCS is in its second operational year, serving Kindergarten through Second Grade. Currently, Elm does not have any grades participating in state testing. According to our accountability plan, we are unable to provide state testing data to show our growth toward NY State Tests.

However, starting Year 1, Elm has implemented a series of assessments that we believe will prepare our learners for the NY ELA State Test. Reading is assessed quarterly using the Fountas & Pinnell (F&P) Benchmark Assessment System. Writing is assessed quarterly using internally created on-demand writing pieces, which evaluates learners main idea, structure, development, and language conventions.

RESULTS AND EVALUATION

By the end of Kindergarten, 80% of learners should be reading at or above a Level D according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 1, 78% of Kindergarteners met this goal, with learners growing an average of five F&P levels throughout the year. We were 2 percentage points below our goal.

By the end of the First Grade, 80% of learners should be reading at or above a Level J according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 1, 52% of First Graders met this goal, with learners growing an average of seven F&P levels throughout the year. Although we did not meet our internal goal, throughout the year, First Graders grew an average of 7 levels.

For writing, by the end of the year 75% of Kindergarteners and First Grade learners should be able to demonstrate proficiency in their writing. In Kindergarten, 79% of learners demonstrated proficiency, exceeded our internal goal. In First Grade, 69% of learners demonstrated proficiency, falling 6 percentage points below our goal.

ADDITIONAL EVIDENCE

This section is not applicable as a result of the school being in operation for only one year.

ACTION PLAN

In Year 2, we will continue to focus on phonics, reading comprehension, and writing proficiency through our small group reading lessons four times a week, Reading Workshop lessons twice a week, and small group Writing Workshop lessons twice a week. Learners that are still below proficiency during our quarterly assessments will begin our Fountas & Pinnell Leveled Literacy Intervention to further support their literacy needs.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Elm will utilize two main components for Math: Cognitively Guided Instruction (CGI) and TERC Investigations. Students in each grade will have approximately two hours of math instruction

each day along with opportunities to apply their new mathematical skills in the integrated blocks.

CGI will operate in direct alignment with New York State's Common Core Learning Standards for Mathematics, which are based on the Common Core State Standards for Mathematical Practice.

TERC Investigations is a math program that will teach students fundamental math skills through explorations. The focus of this curriculum is on students building a strong conceptual foundation that they can use to solve problems in their everyday experiences. The TERC Investigations curriculum will also be tailored to have a greater emphasis on mastering math skills.

METHOD

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However, starting Year 1, Elm has implemented a series of assessments that we believe will prepare our learners for NY Math State Test.

Cognitively Guided Instruction (CGI) is assessed quarterly through a counting and Number Stories assessments. Counting is part of our inquiry-based math curriculum that teaches counting and cardinality, which are part of the Common Core Math Standards. Counting proficiency is determined based on learners ability to count accurately with 1:1 correspondence. Number Stories is also part of our inquiry-based math curriculum that teaches number sense and base ten, which are part of the Common Core Math Standards. Number Stories proficiency is determined based on proficiency with join, separate, part-part-whole, and compare problem types.

TERC Investigations is our mastery-based math curriculum that teaches the Common Core Math Standards. Proficiency is assessed quarterly using an internal benchmark assessment that is adapted from assessments created by Stephanie Z. Smith and Marvin E. Smith.

RESULTS AND EVALUATION

The end of the year goal for Counting was 100% proficiency. In Kindergarten, 99% of our learners demonstrated proficiency, just shy of our goal. In First Grade, 100% of our learners demonstrated proficiency, meeting our goal.

The end of the year goal for Number Stories was 100% proficiency for join, separate, part-part-whole, and compare problem types (first grade only). In Kindergarten, 94% of our learners demonstrated proficiency, 6 percentage points below our goal. In First Grade, 92% of our learners demonstrated proficiency, 8 percentage points below our goal.

The end of the year goal for TERC was 85% proficiency. In Kindergarten 89% of learners demonstrated proficiency, exceeding our goal by 4 percentage points. In First Grade, 63% of learners demonstrated proficiency, 26 percentage points below our goal.

ADDITIONAL EVIDENCE

This section is not applicable as a result of the school being in operation for only one year.

ACTION PLAN

We will continue implementing our CGI program, as we saw growth in learners ability to count. For TERC Investigations, we have revamped the curriculum to be more rigorous and aligned to Common Core Math Standards. We began revamping the curriculum in the middle of the last school year and saw a 30% increase in learner proficiency. With the revamped curriculum, we aim to see higher proficiency starting in the beginning of the year so that we will be closer to meeting our EOY goal for all grade levels.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of the scientific method to design, conduct, and analyze experiments, and represent conclusions.

BACKGROUND

Elm's engaging science curriculum will be inquiry and project based. The curriculum will build students foundational science skills by completing experiments that will answer scientific questions related to life, earth, and physical science. In Year 1-2, leadership will guide and collaborate with STEM teachers to develop an innovative and rigorous curriculum. Currently, Elm has adopted Amplify as our science curriculum due to its emphasis on experiments and inquiry-based learning, as well as it's direct alignment to New York State's CCLS and Next Generation Science Standards (NGSS). Pacing calendars, assessments, units and lessons will be developed in-house and eventually achieve horizontal alignment with Humanities.

Field studies are also an integral part of our science program, offering learners an opportunity to apply their learning to the real world. Field studies allow learners to explore their learning outside of the classroom, empowering learners to positively impact the world around them.

METHOD

Elm CCS is in its second operational year, serving Kindergarten through Second Grade. Currently, Elm does not have any grades participating in state testing. According to our accountability plan, we are unable to provide state testing data to show our growth toward NY State Tests.

However, starting Year 1, Elm has implemented a series of assessments that we believe will prepare our learners for the NY Science State Test. Each quarter, learners are assessed using internally created assessments based on Next Generation Science Standards.

RESULTS AND EVALUATION

The end of year goal for Science is 85% proficiency. Across Kindergarten and First Grade, 91% of learners demonstrated proficiency, meeting our goal.

ADDITIONAL EVIDENCE

This section is not applicable as a result of the school being in operation for only one year.

ACTION PLAN

We will continue to implement our inquiry-based program, using our Next Generation Science Standards (NGSS) aligned curriculum, Amplify. To further challenge our learners, we will continue to revamp our curriculum adding more rigorous assessments and design challenges.

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

This section is not applicable as a result of the school being in operation for only one year.

ADDITIONAL EVIDENCE

This section is not applicable as a result of the school being in operation for only one year.

Accountability Status by Year

Year	Status
2016-17	N/A
2017-18	N/A
2018-19	N/A

APPENDIX A: OPTIONAL GOALS

Goal P: Parent Satisfaction

Elm Charter School Parents will be satisfied with the school program.

Goal P: Absolute Measure

- 90% of Elm families participating in the Learning Survey will indicate “satisfaction” to the school’s academic program.
- 90% of all Elm Charter School students not moving out of district 24 return the following September.

METHOD

Annually, NYC DOE provides a School Learning Survey and Framework for Families and Teachers to complete. At Elm, we diligently distributed these surveys at School-Family Events and collected results anonymously. Out of 101 families, the School was able to collect 89 parent responses.

During our annual end-of-year leadership reflection meeting, the Principal, Director of Operations, and Assistant Principal met to analyze results from the survey and next steps. Data results, analysis, and action plan are then shared with the Board.

As Elm moves toward our potential permanent location in District 24, it is one of the School’s goals to retain as many district 24 students as possible. Our enrollment process, which utilizes a platform called School Mint, allows us to track each family’s school district based on home address. Each week, Elm’s operations team analyzes the enrollment and registration in order to adjust our recruitment efforts to reflect this goal.

RESULTS

The results below are based on the 2018-19 NYC School Survey and Framework that was released to the public via the online 2018-19 School Quality Guide on August 8, 2019. Each school that participated in the survey and met the reporting requirements received a report, which includes 2019 NYC School Survey results, the latest Quality Review reports, and 2018–19 Framework ratings. Elm has exceeded our targeted goal of 90% families satisfied with the school’s overall program.

The results regarding district 24 families is based on data families input into School Mint, Elm’s enrollment and registration platform. School districts are determined by each family’s address, which is verified with 2 proofs of residence. Analysis of Elm’s returning D24 families shows that Elm exceeded our targeted goal of 90% D24 families returning. Currently, 95% of our D24 families returned in the 2019-20 School Year. Of the four families that did not return, three were due to the distance, one due to a move.

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Total Families	Response Rate
89	101	92%

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2018-19 District 24 Returning Families

Number of Total D24 Families	Number of Returning D24 Families	% Returning
82	78	95%

2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Effective School Leadership - inclusive principal leadership	93%
Teacher Outreach to Parents	94%
Parent Involvement in School	98%
Parent-Teacher Trust	96%
Parent-Principal Trust	96%

EVALUATION

The School is generally satisfied with the parent survey results, however, upon analysis of parent survey questions and results, the School proposes an additional annual survey that also inquires families regarding their satisfaction of Elm’s academic program, including instructional rigor and student engagement.

While we have exceeded our target goal of 90% of D24 families returning, Elm is committed to its continual support of D24 families. From both formal and informal data, it is evident that the greatest reason for D24 families transferring is due to distance. We believe that public transportation supplied by Office of Pupil Transportation (OPT) and our afterschool program provided some relief for D24 families struggling with the distance. The School will continue to do its due diligence to provide these services.

Goal C: Core Values

Students will demonstrate an understanding and application of the core values: community, identity, and creativity.

Goal C: Absolute Measure

- Data drawn from the school-wide behavior tracking system will indicate that 90% of scholars have demonstrated proficiency in 3/3 of the values

METHOD

Three core values form the foundation of Elm’s culture: Community, Identity, and Creativity. We have created actionable “I can” statements that help us embody these core values as staff while also enabling teachers to teach students how to concretely bring these values to life at our school. Through our Social Emotional Learning Curriculum, our students explore our core values and how to

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live it out each day in actionable ways. Behaviors are observed and logged daily and then recorded as a grade quarterly. The below results are according to end of year report card grades.

RESULTS

The results below are based on end of year core value ratings by teachers. Across Kindergarten and First Grade, 78% of learners demonstrated proficiency across all three core values (83% in Kindergarten; 73% in First Grade). The end of year goal was for 90% of learners to demonstrate proficiency in all three core values. We were shy of reaching this goal for both grade levels.

2018-19 Core Values Proficiency

Grade	Proficiency in Community	Proficiency in Identity	Proficiency in Creativity
Kindergarten	87%	91%	94%
First Grade	85%	85%	81%

EVALUATION

The most common comments related to the core values are listed below. These comments will be addressed in our Social-Emotional Curriculum, developed by our School Counselor and is centered around our school's Core Values.

- Community: Learner needs to work on listening to others including adults and fellow classmates.
- Identity: Learner knows skills he or she can use to calm down and refocus on the task at hand.
- Creativity: Learner does not ask questions to better understand answers or solve problems.

Goal S: Service & Leadership

Students will become resilient and self-aware leaders.

Goal S: Absolute Measure

- 100% of all students enrolled for at least 2 years will perform proficient on their annual end-of-year portfolio as measured by an in-house scoring rubric.
- 100% of students will participate in field studies to local Community Organizations as an essential part of our Humanities and STEM courses.

METHOD

This year, we will be able to implement an Elm leadership rubric that helps guide teachers in fostering and teaching Elm students in key leadership competencies. Over this school year, students will create a portfolio of skills learned and mastered, as well as reflections of self-awareness and leadership. Portfolios will be graded at the end of the year using Elm's leadership rubric.

RESULTS

Elm's goal is that 100% of students enrolled in at least 2 years will perform proficient on their annual end-of-year portfolio. As this is our second year, we currently do not have any data.

EVALUATION

Not applicable. Please see above.