



**THE ACADEMY CHARTER  
SCHOOL UNIONDALE**

**2018-19 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Chameita Avin, principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's Board of Trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Robert Stewart	Acting Chair
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**Chameita Avin has served as the principal since 2018.**

The Academy Charter School Uniondale (“The Academy”) opened in the fall of 2018 with 180 students in grades K-2. Located in Uniondale, NY, The Academy serves students with a sizable population of English Language Learners (19%), Students with Disabilities (5%), and Economically Disadvantaged (82%) students.

The Academy improves student academic achievement by focusing on the development of three important areas of children’s growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community.

The Mission of The Academy:

To create world class scholars who will learn today, lead tomorrow and serve in the future.

### Key Design Elements

The school’s instructional program is specifically designed to meet all the New York State Learning Standards. Our goal is to exceed student performance levels as outlined in the Charter Accountability Plan and that students are well prepared to succeed in college and the character to be good citizen by contributing to their community.

**There are key design elements as follows.**

- **Extended Learning Time** – The school operates on a longer schedule compared to a regular public school. This includes an eight-hour instructional day from 8am to 4pm, over 182 days. This has made it possible to offer longer periods of instruction in literacy and mathematics. The daily literacy block in grades K-8 includes 135 - 180 minutes, of reading, writing and foundational skills. In mathematics is scheduled in double blocks of 90 minutes daily. Struggling students receive support during the school day via response to intervention programs. Students are encouraged to attend the scheduled after school program four to five days per week (1-2 hours daily), from October to May. Moreover, students are also provided the opportunity to participate in the performing arts and sports activities. The Academy offers an extended year program including Saturday school, summer school, support during the spring and winter intersessions.
- **Teacher Student Ratio/Moderate Class Size** – The elementary grades (K-5) are staffed with two (2) adults (a certified teacher and a teaching assistant) in every class. Moreover, class sizes are kept small 25 to 27 students. This allows for intensive instructional support for students in the form of small groups and individualized instruction.
- **Standard Based Instruction** – In core content subjects’ teachers (English Language Arts, Mathematics, Science and Social Studies), instruction is provided according to the New York State Learning Standards. Over the years literacy instruction has been guided by the Engage NY instructional guidelines. All curriculum used are research-based and deeply aligned with the content and instructional framework. In the Arts teachers follow the New York City Blueprints for the Arts. The school has administered a robust system and has used data to inform instruction. Students across all grade levels participate in universal screening to identify weaknesses and the

data is used to identify students for academic support services. There is ongoing assessment through the school year to measure student progress and inform the instructional program.

- **Ongoing support for teachers** – The Academy has implemented a professional development program that is ongoing and has three components: pre-service training, in-service training/coaching, and consultant based/ offsite opportunities for teachers and leadership staff. The goal of the professional development program is to provide teachers, and instructional leaders with the content knowledge needed to effectively teach all students geared towards improving learning and student outcome. There is a two (2) week pre-service schedule that includes extensive training pertaining to the school’s instructional program. This provides a comprehensive introduction for new teachers and reinforcement for returning teachers. Throughout the school year coaching support is provided by full time in-house coaches and school leaders. Moreover, the school’s schedule includes faculty conference time which is scheduled on Wednesdays two days per month from 2:00 – 4:00 p.m. The agenda varies and include specialized workshops on topics that are generic to the whole staff. Offsite workshops focus on academic and compliance related. These workshops and conferences are scheduled at any point during the school year.
- **Character Development** – Students receive ongoing instruction and participate in discussions related to key core values (Courage, Responsibility, Respect, Perseverance, Integrity, Diversity and Excellence) geared towards character development using selected curriculum for about 20 mins during the school day. Overtime this has led to a robust school culture including minimal disruptive behavior and a culture of celebration as reflected in monthly scheduled assemblies to reward students.
- **Service Learning** – These include a wide range of activities and events that are approved by the guidance counselors. Assignments are arranged with a variety of organizations and other school-based projects outside of the regular school day. The school’s principal works with community-based organizations and assigned specific projects by grade level.
- **S.T.E.M Curriculum** – The school teaches a standalone STEM program (*Project Lead the Way*), students in all grade levels two to three periods per week. It allows students to be creative in classroom and promotes innovative thinking. At the Academy, we strive to educate our students and provide them with the skills necessary to meet the demands of the 21st century; students learn to explore, experiment and solve problems logically.
- **Performing Arts** – The school offers programs in the arts (Visual art music and drama), align to the New York City, Blueprints for the Arts. This includes hands-on learning, through the use of instruments, and voice (band and chorus) culminating in several community-based productions per year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2016-17	N/A						
2017-18	N/A						
2018-19	78	52	50	N/A	N/A	N/A	180

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at the school will be proficient in the reading and writing of the English language

#### BACKGROUND

The Integrated Language Arts Program of The Academy Charter School is based on the premise that students come to school with a wide range of language abilities. To this end, speaking, listening, reading and writing form the basis for the curriculum in the English Language Arts. Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The Academy Charter School uses a balanced learning approach whereby we incorporate research-based literacy programs along with the *New York State Next Generation Learning Standards* to ensure that our students are prepared as they progress towards college and career readiness.

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *ReadyGen* curriculum, and other standards-based supplementary texts from the *EngageNY* modules, the *Scholastic Guided Reading Program*®, and the *Wilson Language Foundations*. The *Teachers College Writers Workshop* is the main writing resource in the balanced learning approach to instruction. Students complete multiple learning experiences in which they are able to utilize their classroom library, school library, and various media sources connected through various multi-media systems. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent and guided reading activities. The daily (K-2) instructional block for literacy is 180 minutes and includes 45 minutes of guided and independent reading, 45 minutes of shared reading, 45 minutes of literacy and 45 minutes of Foundations.

Professional development and planning are going and occur daily by grade level. The lead teacher and coach provide teachers with modeling opportunities, guidance for lesson planning, and oral and written feedback. Moreover consultants the various curriculum publishers and BOCES provide conduct ongoing workshops through the school year.

## METHOD

The 2018-2019 school year was the first year of instruction, thus, there were no mandated testing grades for participation in the New York State Testing Program in English Language Arts.

Teachers constantly assess students' performance and use the data to inform instruction. This includes unit assessments from the *ReadyGen* curriculum, the *Renaissance* STAR Reading assessment which is administered three times per year (Beginning of Year in September, Middle of Year in January/ February, and End of year in June). Moreover, teachers utilize the data from *Heinemann* Fountas and Pinnell® system to monitor students reading progress and provide intervention.

## RESULTS AND EVALUATION

The Academy administered two *Renaissance* STAR reading assessment exams in the 2018-19 school year. Students took the beginning of the year assessment exam in September 2018 and the end of the year assessment exam in June 2019.

### Reading – Normal Curve Equivalent (NCE)

Grade	Beginning of Year	End of Year
Kindergarten	42.0	51.1
1 <sup>st</sup>	43.2	53.2
2 <sup>nd</sup>	46.0	60.4

## ADDITIONAL EVIDENCE

Because the 2018-19 school year was the first year of instruction at The Academy, we are unable to show year-to-year trends on our students' ELA assessments.

## ACTION PLAN

The Academy Charter School Uniondale will continue to improve its academic performance by *strengthening* the English language arts curriculum to align with the New York State *Next Generation English Language Arts Learning Standards*. Moreover, Tier 1 instruction will be strengthened by improving professional development to include more modeling for struggling teachers. We will create smaller class size in the first grade cohort moving to the second grade to support struggling students in smaller instructional groups. Strategic intervention will continue to occur based on going comprehensive data analysis from various sources including *Fountas and Pinnell*, *STAR Reading*, and writing samples, and in-house created interim assessments.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

## BACKGROUND

The Mathematics program at The Academy is based on the premise that students come to school with a wide range of abilities. Through a developmentally appropriate and rigorous approach in Mathematics, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in Mathematics. The Academy uses a combination of the *Envision 2.0* and *Eureka Math* and supplementary materials from the *EngageNY* modules in meeting the *New York State Next Generation Learning Standards*. Students complete learning experiences in which they are able to utilize manipulatives and technology for practice and application. The daily (K-2) instructional block for mathematics is 180 minutes including modeling, small group instruction and student practice.

Professional development and planning are going and occur daily by grade level. The lead teacher and coach provide teachers with modeling opportunities, guidance for lesson planning, and oral and written feedback. Moreover consultants the various curriculum publishers and BOCES provide conduct ongoing workshops through the school year.

## METHOD

The 2018-2019 school year was the first year of instruction, thus, there were no mandated testing grades for participation in the New York State Testing Program in Mathematics.

Teachers constantly assess students' performance and use the data to inform instruction. This includes unit assessments from the *Envisions 2.0* and *Eureka* curriculums, and the *Renaissance STAR Math* assessment which is administered three times per year (Beginning of Year in September, Middle of Year in January/ February, and End of year in June).

## RESULTS AND EVALUATION

The Academy administered two *Renaissance STAR* mathematics assessment exams in the 2018-19 school year. Students took the beginning of the year assessment exam in September 2018 and the end of the year assessment exam in June 2019.

### Mathematics – Normal Curve Equivalent (NCE)

Grade	Beginning of Year	End of Year
Kindergarten	N/A	N/A
1 <sup>st</sup>	47.8	57.0
2 <sup>nd</sup>	45.1	63.5

## ADDITIONAL EVIDENCE

Because the 2018-19 school year was the first year of instruction at The Academy, we are unable to show year-to-year trends on our students' mathematics assessments.

## ACTION PLAN

The Academy Charter School Uniondale will continue to improve its academic performance by

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*strengthening* the Mathematics curriculum to align with the New York State *Next Generation Mathematics Learning Standards*. Moreover, Tier 1 instruction will be strengthened by improving professional development to include more modeling for struggling teachers. We will create smaller class size in the first grade cohort moving to the second grade to support struggling students in smaller instructional groups. Strategic intervention will continue to occur based on going comprehensive data analysis from various sources including *Envision 2.0* and *Eureka* unit assessments, *STAR Math*, and in-house created interim assessments.

### GOAL 3: SCIENCE

#### Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

#### BACKGROUND

The science curriculum used by the school during the 2018 – 2019 school year was the Macmillan/McGraw-Hill, *Inspire Science* textbook series. Students receive three (3) forty-five minutes of instruction per week; one period was dedicated to lab activity and two (2) periods for theory Unit assessments and school-designed interim assessments are used to measure students' progress and inform instructional planning.

#### METHOD

The 2018-2019 school year was the first year of instruction, thus, there were no mandated testing grades for participation in the New York State Testing Program in Science.

Though no formalized quantitative data is available, qualitative review and unit exams indicate that the weakest performance area is in the lab related activities.

#### RESULTS AND EVALUATION

Though no formalized quantitative data is available, qualitative review and the results from unit exams indicate that the weakest performance area is in the lab related activities.

#### ADDITIONAL EVIDENCE

Because the 2018-19 school year was the first year of instruction at The Academy, we are unable to show year-to-year trends on our students' science assessments.

#### ACTION PLAN

The Academy Charter School Uniondale will continue to improve its academic performance by *strengthening* the Science curriculum to align with the New York State *Next Generation Science Learning Standards*. Moreover, Tier 1 instruction will be strengthened by focusing professional development on more lab related activities through modeling for teachers and hands on experiences for students.

## GOAL 4: ESSA

### Goal 4: ESSA

The Academy will be in good standing pursuant 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

N/A. Because the 2018-2019 school year was the first year of instruction and there were no mandated testing grades for participation in the New York State Testing Program, the accountability status has not been determined for the 2018-2019 school year.

### ADDITIONAL EVIDENCE

Because the 2018-19 school year was the first year of instruction at The Academy, we are unable to show year-to-year trends pursuant to the state’s ESSA accountability system.

Accountability Status by Year

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

