

Elm Community Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Priscilla Walton, Kayla Cobb, and Catherine Bittar prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Chris Kong	Chair, Executive & Finance
Debbie Thomas	Vice Chair, Executive & Facilities
Michael Dorcelly	Secretary, Executive & Academic
Anupa Jacob	Treasurer, Executive & Finance
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Priscilla Walton has served as the Founder and Principal since 2017.

SCHOOL OVERVIEW

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 Third Grade. In full capacity, Elm will serve 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.

Due to the Governor’s Executive Order to close schools due to COVID-19, we suspended in-person instruction in March 2020. True to our school’s mission, our priority during remote learning, was for our learners to continue to grow and learn. Throughout our school closure, we provided our learners with synchronous and asynchronous lessons each day that consisted of literacy, math, STEM, Creative Courses (Art, Music, and Movement & Sports), and enrichments activities.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18														
2018-19	53	48	0	0	0	0	0	0	0	0	0	0	0	101
2019-20	78	55	56	0	0	0	0	0	0	0	0	0	0	189

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 the 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).

While remote learners participated in both asynchronous and synchronous literacy instruction. Asynchronously learners received guidance for independent reading, genre-based writing activities, and read alouds and comprehension questions. Synchronously, learners also participated in guided reading small groups at least once a week. To support teachers with remote literacy instruction, Elm continued to provide teachers with professional development on conducting remote instruction, monitoring progress during remote instruction, and assessing learners virtually.

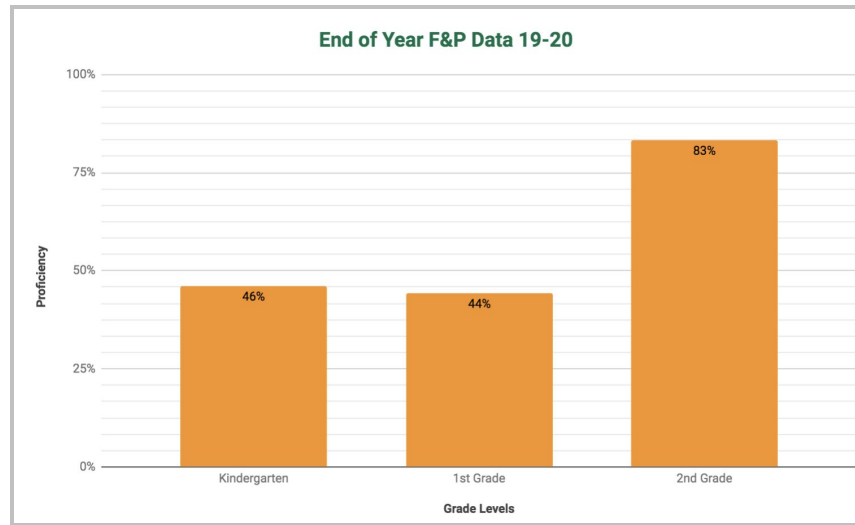
METHOD

Elm CCS completed its second operational year, serving Kindergarten through Second Grade. In the 2019-2020 school year, Elm did not have any grades participating in state testing. According to our accountability plan, we currently 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. During the 2019-2020 school year, we were able to assess learners on reading and writing in-person, three times throughout the year. The final assessments for reading and writing were conducted virtually.

RESULTS AND EVALUATION

While there has been significant progress in the refining of curriculum and assessments this past year, overall, Elm has not met their goals for literacy proficiency. By the end of each grade level, 80% of learners should be at or above grade level benchmarks determined by the Fountas & Pinnell Benchmark Assessment System. The below graph shows our end-of-year data.



- 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 the Year 2, 46% of Kindergarteners met this goal. On average, Kindergarteners grew three F&P levels throughout the school year.
- By the end of 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 2, 44% of First Graders met this goal. On average, our first graders grew four F&P levels throughout the school year.
- By the end of Second Grade, 80% of learners should be reading at or above a Level M according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 2, 85% of Second Graders met this goal, exceeding our internal goal. On average, our second graders grew three F&P levels throughout the school year.

In Kindergarten and First Grade, the end of year data was unfortunately lower than in our first year. Some factors of this decrease may include:

- Change in curriculum and assessments: During our second year (2019-20), the instructional leadership team focused on fine tuning the literacy curriculum and assessments. This included, increase in rigor for rubrics, teacher training regarding standards for inquiry-based assessments, and a greater emphasis on integration of critical thinking skills throughout each lesson.
- Decreased hours of synchronous instruction: The sudden switch to remote instruction resulted in significantly fewer hours of synchronous small group instruction.
- Virtual Testing: Elm's end of year assessments were conducted virtually as opposed to in-person, which negatively impacted the implementation of testing, with learners often confused by a new method of assessment, and limitations to our performance task assessments that required various materials.

ADDITIONAL EVIDENCE

In addition to our end of year data, we also analyzed the School’s data from 2018-19 to 2019-20 in order to consider whether curriculum selection needed any adjustments. Furthermore, we focused on our results from Cycle 2 in both years to have a more apples-to-apples comparison of in-person instruction to in-person assessments.

Based on the Cycle 2 assessment results for Kindergarten and First Grade, we have concluded the following:

- In Kindergarten, increases in proficiency remained similar, with an approximate increase of 30% proficiency in both years.
- In first grade, there was a 9% increase in learner proficiency between Year 1 and Year during Cycle 2. This may show that curricular and schedule changes, as well as teacher development adjustments for the 2019-20 school year were successful in aiding academic growth and achievement.

F&P Proficiency Year 1 to Year 2

	Cycle 1		Cycle 2		Cycle 3	
	Year 1 (18-19)	Year 2 (19-20)	Year 1 (18-19)	Year 2 (19-20)	Year 1 (18-19)	Year 2 (19-20)
Kindergarten	30%	17%	62%	47%	69%	46%
First Grade	36%	40%	39%	48%	50%	44%
Second Grade		67%		79%		85%

ACTION PLAN

Based on this data analysis, we plan to implement the following changes in Year 3:

Small Group Instruction: As part of our academic program, one of the School’s most powerful levers is small group instruction. In the 2020-21 year, we will have the following changes:

- Guided Reading: In Kindergarten, Guided Reading will begin at the beginning of the school year. Instead of waiting for formal reading levels, typically assessed in October, the School will prioritize the concept of print skills along with Shared Reading to build decoding and comprehension skills.
- Shared Reading: In Kindergarten, the year will also begin with Shared Reading. In Shared Reading, learners gain sight word fluency, decoding skills, and comprehension skills while reading engaging texts.

Increased Literacy Blocks: Based on feedback from teachers and literacy consultants, we will be increasing the frequency of a few of our literacy blocks:

- Guided Reading: The frequency of small group guided reading will increase from two times weekly to five times weekly.

- Close Reading: The frequency of close reading will increase from two times weekly to five times weekly.
- Writing Workshop: The frequency of writing workshop will increase from two times weekly to four times weekly, with more time to confer with learners.

Intervention Blocks: Gaps in learner knowledge will be addressed on a daily basis. Teachers will have a 40-45 minute intervention block five times weekly to meet with learners on a 1:1 or small group basis to remediate skills from the current day.

Teacher Development: In our school's third year of operations, the School planned and has hired a Director of Humanities & Literacy, who will be writing the literacy curriculum, providing professional development and coaching to teachers regarding literacy. We believe that the addition of this key leader will provide the support needed for teachers to implement high quality literacy instruction.

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.

Beginning in March 2020, we provided asynchronous CGI Number Stories daily and utilized online platforms like Khan Academy and IXL Math to teach the fundamental math skills typically taught in our TERC Investigations math block. While remote, we increased the frequency of both CGI and Math Workshop weekly, from two to three times a week to all five days of the week.

METHOD

Elm CCS is in its third operational year, serving Kindergarten through Third Grade. In the 2019-2020 school year, Elm did 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 Math State Test.

Cognitively Guided Instruction (CGI) is assessed quarterly through Counting and Number Stories assessments. Counting is a part of our inquiry-based math curriculum that teaches counting and

cardinality, which are a part of the Common Core Math Standards. Counting proficiency is determined based on learners ability to count accurately with 1:1 correspondence. Due to the school's sudden closure in March 2020, the TERC assessments were only administered two times throughout the year.

Number Stories is also a part of our inquiry-based math curriculum that teaches number sense and base ten, which are a 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. In the 2019-20 school year, only the Number Stories assessment was assessed quarterly, with the final assessment conducted virtually.

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. Due to the school's sudden closure in March 2020, the TERC assessments were only administered two times throughout the year.

RESULTS AND EVALUATION

Overall, while progress was made towards our end-of-year goals, Elm did not meet the end of year goals for number stories (math). The end of year Number Stories goal for all grade levels was 100% proficiency for grade-appropriate number stories problem types.

- In Kindergarten, 50% of learners demonstrated proficiency, not meeting the goal by 50%.
- In First Grade, 67% of learners demonstrated proficiency, which was 33% lower than the end of year goal.
- In Second Grade, 89% of learners demonstrated proficiency, which was 11% lower than the end of year goal.

Some factors for gaps in proficiency may include:

- **Decreased hours of synchronous instruction:** The sudden switch to remote instruction resulted in significantly fewer hours of synchronous instruction, which is a key lever of number stories where learners grow by learning from their peers.
- **Virtual Testing:** Elm's end of year number stories assessment was conducted virtually as opposed to in-person, which negatively impacted the implementation of testing. While in-person, typically, our Kindergarteners and First Graders would have used physical manipulatives to help them solve the number stories. Unfortunately, when conducting the assessments virtually, learners did not have access to the physical manipulatives that were crucial to help solve them the number stories and demonstrate base-ten understanding, which was one of the key areas assessed.

ADDITIONAL EVIDENCE

In addition to our end of year data, we also took a deep dive into the School's Number Stories data from 2018-19 to 2019-20 to gain insight on the effectiveness of our Math program from year to year. The analysis of the year to year data focused on the results from Cycles 1 and Cycle 2 in both years to have a more apples-to-apples comparison of in-person instruction to in-person assessments.

Comparing the data from year to year, we have concluded the following:

- In both Year 1 and Year 2, across cycles, all grade levels exceeded the quarterly benchmark goals, which shows that our number stories curriculum is working.
- Across both cycles, there was an increase in proficiency for all grade levels. This shows that our quarterly goals are on target and the School was progressing towards the remaining quarterly cycle goals for the rest of the 2019-20 school year.

Year 1 and Year 2 Number Stories Proficiency in Cycles 1 and 2

	Cycle 1		Cycle 2	
	Year 1 (18-19)	Year 2 (19-20)	Year 1 (18-19)	Year 2 (19-20)
Kindergarten	n/a	n/a	Goal: 25% Actual: 77%	Goal: 25% Actual: 28%
First Grade	n/a	Goal: 25% Actual: 40%	Goal: 50% Actual: 63%	Goal: 50% Actual: 58%
Second Grade	n/a	Goal: 25% Actual: 56%	n/a	Goal: 50% Actual: 82%

ACTION PLAN

Based on the data analysis, we plan to implement the following changes in Year 3:

- **Focus on Mastery:** Elm plans to focus on our mastery-based curriculum for Math Workshop, which is adapted from TERC Investigations, to target standards not covered in the previous year along with standards that must be taught in learners’ current grade level.
- **Intervention Blocks:** Gaps in learner knowledge will be addressed on a daily basis. Teachers will have a 40-45 minute intervention block each day to meet with learners on a 1:1 or small group basis.

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.

Beginning in March 2020, we provided asynchronous STEM daily. We also began a weekly STEM challenge for all learners to keep them engaged in the engineering process of our performance tasks.

METHOD

Elm CCS is in its third operational year, serving Kindergarten through Third Grade. In the 2019-2020 school year, Elm did 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 content-based assessments along with performance tasks aligned to Next Generation Science Standards.

During our school closure, learners were not assessed on new content in Science. Instead, we used learners' last content assessment and performance task from March 2020 to determine end of year proficiency.

RESULTS AND EVALUATION

Overall, we saw progress toward our Science proficiency goals. Our end of year goal for Science was 85% proficiency.

- In Kindergarten 85% of learners demonstrated proficiency, meeting our end of year goal.
- In First Grade, 87% of learners demonstrated proficiency, meeting our end of year goal.
- In Second Grade, 77% of learners demonstrated proficiency, missing our end of year goal by 8 percentage points.

Different from our first year (2018-19), there was a greater focus on STEM in the 2019-20 year, resulting in a switch to a more rigorous and inquiry-based curriculum (Amplify Science), as well as a complete change in science benchmark assessments in order to reflect the Next Generation Science Standards (NGSS) accurately. We are excited for these changes, while also recognizing that this skews the year-to-year data comparison. We believe that these long-term changes will ultimately set our students up for success on their fourth grade state science exams.

ADDITIONAL EVIDENCE

In Year 1, learners attained 91% proficiency in Kindergarten and First Grade by the end of the year. Based on learners' high proficiency, Elm made our assessments more rigorous to challenge our learners and better align to Next Generation Science Standards. The slight dip in proficiency, can be attributed to more rigorous content assessments and more challenging design tasks.

ACTION PLAN

Curriculum & Assessment Adjustments

This year (2020-21) our Director of STEM will focus on creation of benchmark assessments aligned to NGSS, as well as continually adapt the Amplify: Science curriculum by adding more rigorous assessments and design challenges.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

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

Elm Community Charter School’s ESSA status this year is: Good Standing - Made Progress.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2017-18	N/A
2018-19	N/A
2019-20	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

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

Goal S: Absolute Measure

90% of Elm families participating in the Learning Survey will indicate “satisfaction” to the school’s program.

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 173 families, the School was able to collect 149 parent responses.

During our annual end-of-year leadership reflection meeting, the Principal, Director of Operations, and Instructional Leaders 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

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
149	173	86%

2019-20 Parent Satisfaction on Key Survey Results

INCLUSIVE LEADERSHIP	
The principal encourages feedback from the community through regular meetings.	97%
The principal is strongly committed to shared decision making	90%
The principal works to create a sense of community in the school.	97%
The principal at their school promotes family and community involvement in the school.	97%
OUTREACH TO PARENTS	
School staff regularly communicate with them about how families can help their child learn.	97%

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Families get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child.	77%
Families have had the opportunity to volunteer time to support their school.	83%
Families are greeted warmly when they call or visit their school.	97%
Teachers work closely with them to meet their child's needs.	98%
Families feel well-informed by the communications they receive from their school.	95%
The school communicates with them in a language and in a way that they can understand.	99%
PARENT INVOLVEMENT IN SCHOOL	
Families have communicated with their child's teacher about their child's performance.	97%
Families have seen their child's projects, artwork, homework, tests, or quizzes.	97%
Families are likely to attend a general school meeting or school event.	97%
Families are likely to go to a regularly scheduled parent-teacher conference with their child's teacher.	97%
PARENT-PRINCIPAL TRUST	
Families feel respected by their child's principal.	98%
Families trust the principal.	96%
Families say the principal is an effective manager who makes the school run smoothly.	96%
PARENT-TEACHER TRUST	
Families feel respected by their child's teachers.	99%
Families say the school staff work hard to build trusting relationships with families like them.	97%
Families say that teachers and families think of each other as partners in educating children.	96%
ADDITIONAL SURVEY QUESTIONS	
Families say that their child's race, ethnicity, culture or background is valued at their school.	97%
Families say that their child feels like they belong at their school.	99%
Families say that their school offers a wide enough variety of programs, classes, and activities to keep their child interested in school.	95%
Families say that their school will make them aware if there are any emotional or psychological issues affecting their child's academic performance.	95%
Families say that at their school their child is safe.	97%
Families say their school is kept clean.	99%
Families say that School Safety Agents promote a safe and respectful environment at their school.	97%
Families say that they are satisfied with their child's school bus transportation service this year.	72%
Families say that they are satisfied with the response they get when they contact their school.	97%
Families say that they are satisfied with the education their child has received this year.	99%
Families say that they are satisfied with the overall quality of their child's teachers this year.	98%
Families say that their school sets high standards for academic success for all children.	99%
Families say that discipline is applied to students fairly at their school.	96%
Families of a child with an IEP say that they are satisfied with the educational planning and IEP development process at their school.	94%

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Families of a child with an IEP say that their school works to achieve the goals on their child's IEP.	88%
Families of a child with an Individualized Education Program (IEP) say that their school offers a wide variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for their child.	67%
<p>Families responded they would most like their school to make the following improvements:</p> <ul style="list-style-type: none"> ● 26%: Smaller class size ● 23%: Stronger enrichment programs (e.g. afterschool programs, clubs, teams) ● 12%: More hands-on learning ● 10%: Better communication with parents/guardians ● 9%: Stronger school leadership ● 8%: More challenging courses ● 7%: Higher quality teaching ● 3%: Safer school environment ● 2%: Stronger arts programs 	

EVALUATION

With an overall average of 94% satisfaction across all family-facing questions on the Learning Survey, Elm exceeded our goal of having 90% of Elm families participating in the Learning Survey indicating “satisfaction” to the school’s program. The individual areas that received a lower than 90% satisfaction score included:

1. Families having the opportunity to visit their child’s classroom or volunteer time to support their school
2. Families’ satisfaction with their child’s school bus transportation service.
3. Families of a child with an IEP saying their school works to achieve the goals of their child’s IEP or offers a wide variety of activities and services to help improve life outcomes for their child.

Elm believes families’ ability to visit their child’s classroom or volunteer to support the school will improve as Elm moves closer to the Elmhurst area. While Elm understands that school bus transportation is managed by the Office of Pupil Transportation, an entity the school has no control over, the school is continuously working to improve communication about bussing and serve as an effective intermediary between OPT and Elm families. Elm is committed to providing a strong program for all students targeted to their individualized needs. The school ensures that there is an ICT certified member of every grade team and will be working to strengthen the program it is able to offer to our students with IEPs.

Goal 5: Absolute Measure

90% of all Elm Charter School students not moving out of district 24 return the following September

METHOD

Elm tracks all students in ATS and uses SchoolMint for our enrollment progress and SchoolRunner for our student information system. Elm additionally keeps an internal system for tracking all mid-year enrollment changes and year-to-year retention data.

RESULTS

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate= 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
189	0	168	89%

EVALUATION

The 21 students who closed out the 2019-20 school year with us and chose not to return to Elm for the 2020-21 school year were for the following reasons:

- 2 learners(1% of enrollment): Were unhappy with the bussing to school
- 5 learners (3% of enrollment): Moved out of New York City (due to COVID-19)
- 14 learners (7% of enrollment): Said our new, Glendale location was too far away

Since our goal specifically excluded any students who moved out of district 24 from the calculation, our retention rate for this goal is 92%, which exceeds the 90% goal we set. The school is very happy with this result as Summer 2020 brought many challenges including Elm’s move from our Flushing site to our Glendale building as well as the COVID-19 pandemic, which made many families wary of sending their child on a bus to school.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	N/A
2018-19	93%
2019-20	89%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Elm typically tracks daily attendance on SchoolRunner every morning, with data entered by each homeroom teacher at the start of the day. The Spring of 2020 was unique because we switched to remote learning in mid-March, per the governor’s executive order. The data reported in this plan tracks attendance in the same way we were required to track data for the city:

- Start of School Year through Feb 2020: Days Present vs. Days Absent
- March 2020 through End of School Year: Days with Interactions vs. Days without Interactions

RESULTS

On average, our 189 students were present (or had interactions with teachers during remote learning) for 177 out of the 183 days of our school year, which is 97% of school days.

Grade	Average Daily Attendance Rate
K	96%
1	96%
2	97%
Overall	97%

EVALUATION

This result exceeds our goal of having a daily attendance frate of at least 95%. Only 30 Elm students (16% of total enrollment) did not individually meet the 95% goal.

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 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 through Second Grade, 84% of learners demonstrated proficiency across all three core values (87% in Kindergarten; 70% in First Grade; 96% in Second Grade).

Overall, while we maintained proficiency across all three core values, we did not meet the end of year goal. The end of year goal was for 90% of learners to demonstrate proficiency in all three core values. At the end of the year, 72% of learners demonstrated proficiency in all three core values (74% in Kindergarten; 53% in First Grade; 88% in Second Grade).

2018-19 Core Values Proficiency

Grade	Proficiency in Community	Proficiency in Identity	Proficiency in Creativity
Kindergarten	99%	86%	77%

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

First Grade	73%	62%	76%
Second Grade	96%	98%	93%
Average Proficiency	89%	82%	82%

EVALUATION

The most common growth areas related to the core values are listed below.

- Community: Learner needs to work on listening to others including adults and fellow classmates.
- Identity: Learner needs to practice reflecting on her or his decisions and how it affects self growth and others.
- Creativity: Learner does not ask questions to better understand answers or solve problems.

These growth areas will be addressed in our Social-Emotional Curriculum, developed by our School Counselor and centered around these school's Core Values.

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

In the 2019-20 school year, the School had planned to roll out a student leadership curriculum during our Social Emotional Learning modules and Humanities modules to be started during Quarter 4. Unfortunately, due to COVID-19, we were unable to implement it this year. We will attempt this again this year. This effort will be led by our Director of Humanities, who just joined us this year!

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 we have just finished our second year, we currently do not have any data.

EVALUATION

Not applicable. Please see above.