



HARLEM VILLAGE ACADEMIES

**Harlem Village Academy West 2
Charter School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 14, 2020

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BOARD OF TRUSTEES

Robert Ollwerther, Chief Operating Officer, prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
David Zwiebel	Chair
Daniel Pianko	Treasurer
Dr. Deborah Kenny	Secretary
Dr. Andrew August	Member
Aria Gee	Member
Erica Newman	Member
Ronald Sernau, Esq.	Member

Deborah Kenny has served as the Executive Director since 2019.

SCHOOL OVERVIEW

It is the mission of Harlem Village Academy West 2 Charter School for our students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who make a meaningful contribution to society. In order to accomplish this mission, we have established clear, measurable goals, which are outlined in this document. The school leadership and faculty continually strive to maintain our community’s focus on achieving these goals. Harlem Village Academy West 2 opened in the fall of 2019 with Kindergarten and First Grade. The school serves approximately 113 students. The programmatic adjustments the school made as a response to the transition to remote learning in March 2020 include comprehensive deployment of Google Classroom and Zoom web conferencing to deliver instruction and support within adjusted class schedules and normed expectations.

ENROLLMENT SUMMARY

The school’s BEDS Day enrollment is shown in the table below.

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	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	60	53	-	-	-	-	-	-	-	-	-	-	-	113

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will meet or exceed state performance standards for mastery of skills and content knowledge in the area of English language arts. Students will also demonstrate proficiency in advanced skills in the area of English language arts necessary for admission into and success in college.

BACKGROUND

The purpose of the HVA literacy curriculum is to develop sophisticated student thinking and a passion for reading. Students who are immersed in a book at school are more likely to continue reading during their free time, thereby reading an hour or more each day. When students are avid readers they acquire a breadth and depth of knowledge and vocabulary as well as improving their fluency, grammar, and syntax—all of which organically strengthens their comprehension. This is accomplished through the core components of balanced literacy instruction: independent reading, guided reading, shared reading, read aloud, writing workshop, phonics and vocabulary. All these components were continued once we transitioned to remote learning in March 2020.

METHOD

Our goal for lower elementary is to develop students as avid, capable readers. To that end we focus on student reading stamina, family engagement, read aloud, independent reading. We work to increase the number and quality of books students read. Our student libraries are comprised of a variety of texts in both level and content and when we shifted to remote learning we quickly implemented two different virtual library platforms (Epic! and Sora) to ensure students continued to read at home. We intentionally do not track the number of books students read in lower grades as it can be a negative incentive to “game the system” and pick books based on length versus ensuring students are choosing books based on quality. For curriculum we use reading mastery for phonics which includes a verbal assessment during lessons to help tailor content to each student’s phonics skills, writing workshop through Teacher’s College and shared reading/ guided reading/ read aloud with a curriculum designed in house.

Additionally, we have students fill out reading logs to support the development of avid, skillful readers through consistent, meaningful, and enjoyable in-school and at-home reading. Research shows that students must practice reading for hours each day in order to become better readers, and the reading they do at home is crucial practice time. Furthermore, this at-home reading helps children deepen their love of books and reading. Reading logs are a form of student work, providing insight into students’ habits, preferences, strengths, and areas for improvement. They are a way for teachers and parents to get to know students as readers and a way for students to get to know themselves as readers. Additionally, logs are a way to communicate between home and school and to inspire family members to support strong at-home reading habits.

RESULTS AND EVALUATION

By shifting to virtual library platforms, we were able to access individual student data that directly described what books students were reading, how long they were reading for and the quality of books. We spent time teaching students to strategically select books that they were excited to read. Teachers also followed up on the information captured in reading logs every day, and used that information to inform independent reading check-ins in order to recommend better books, match students with similar reading interests, recognize and address patterns in in-school and at-home reading habits. Ultimately, this helped us to increase the number of books students were reading and create a strong culture of reading, even during remote instruction.

ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West 2. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will meet or exceed state standards for mastery of skills and content knowledge in the area of mathematics. Students will demonstrate further proficiency in advanced skills in mathematics necessary for admission into and success in college.

BACKGROUND

HVA has strategically designed a sophisticated scope and sequence and curricular materials. For workshop, our curriculum is sequenced uniquely for HVA, but pulls resources from Eureka, Children's Mathematics, Contexts for Learning Mathematics, and Fosnot's work from the series Young Mathematicians at Work. Our workshop curriculum is also adapted year to year based on teacher feedback and student mastery. Our problem solving and fluency resources are teacher created, pulling inspiration from many resources. Students are deeply engaged in problem solving, reasoning, proving, and discussing mathematics. Student work is aligned with grade level tasks that connect to a clear trajectory of long- and short-term learning targets. The questions and tasks posed to students elicit the use of higher order thinking skills for all students. Our mathematics program includes the following components: Fluency, Problem Solving, Jars, Routines and Games and math workshop. All these components were continued once we transitioned to remote learning in March 2020.

METHOD

Data analysis is at the core of progressive assessment as HVA's model provides equitable access for all students. From discourse to math games to summative assessments, we continuously analyze what students are stating, doing, and questioning in the classroom.

We facilitate math coaching groups and one-on-one interventions that are truly effective through error analysis which goes farther than just identifying what students get right or wrong on an assessment; it is the process of finding the root cause of a student's mistake. Through error analysis we appropriately provide targeted interventions that improves student outcomes.

In error analysis, we find student errors frequently fall into one of three categories: calculation, comprehension, and conceptual errors. The process of analysis of errors requires deeper reflection and more careful planning because it is not enough to identify what concept the error is related to. We determine where in the trajectory the student's understanding broke down, which enable us to identify specific conceptual misunderstandings as well as appropriate supports to help fill in any gaps that may be present.

RESULTS AND EVALUATION

Error Analysis drove our remote learning instruction. We found that math was challenging to teach remotely and worked tirelessly to reach children mathematically. We originally put a plan in place for students to show their work digitally as we knew that typing in an answer was not sufficient, the main goal had to be around thought process and understanding how a student worked through mathematical thinking to arrive at a certain answer. We tried a variety of approaches including taking pictures of student work and sending it to the teacher and showing work on zoom calls. These methods were not sufficiently addressing our high expectations so we spent a large amount of funding to send student tablets and styluses to ensure students could complete their math work in an effective manner. Student's new devices drastically improved our ability to teach math in a way that emphasizes showing work, which in turn helped our lower students to improve their conceptual understanding and fluency with numbers and operations.-Teachers were able to track student's thought process as they worked through a mathematical problem and used their work to evaluate what concepts each student had mastered. This data was used to refine lessons and ensure each week that students were mastering the standards attributed to each lesson.

GOAL 3: SCIENCE

Goal 3: Science

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

BACKGROUND

Our approach to science instruction is based on a core tenet of progressive pedagogy: that students learn science by doing scientific work. Thus, our science curriculum is inquiry-based and centered on scientific habits of mind such as questioning, designing, testing and analyzing. Students learn about and use the scientific method to design experiments gather data and develop reliable methods to answer questions. They are required to explain their thinking based on evidence and justify their conclusions.

METHOD

Students were scheduled for science once per week. During remote learning, student learning continued through zoom and Google Classroom. In early childhood the key to developing scientific thinking is to integrate higher order questions and student capacity to use questions in order to test hypotheses. This process continued during remote learning as lessons included science experiments on zoom while facilitating student thinking routines to ensure depth of understanding.

RESULTS AND EVALUATION

Students were provided opportunities to engage in science once per week. As students were in Kindergarten and First Grade during the 2019-20 school year, evaluation of student participation was holistic, with teachers supporting their consistent engagement. Due to the nature of the subject and way we were able to teach it in a remote environment we determined no course grade would be given for the year. Additionally, we chose to switch our science curriculum to Amplify for the following year to improve science education in both a remote and in person environment.

ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West 2. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

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

Harlem Village Academy West 2 opened in August 2019, therefore does not have an ESSA accountability status for the 2018-19 school year.

ADDITIONAL EVIDENCE

As the 2019-20 accountability status is based on 2018-19 results, this measure does not apply to Harlem Village Academy West 2.

Accountability Status by Year

Year	Status
2017-18	---
2018-19	---
2019-20	---
