

**ELM COMMUNITY  
CHARTER SCHOOL**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

**Submitted to SUNY Charter School Institute on:**

**November 3, 2023**

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Priscilla Walton (Principal) and Kayla Cobb (Assistant Principal), prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Zaineb Hussain	Board Chair	Executive, Academic
Michael Dorcelly	Secretary	Executive, Academic
Anupa Jacob	Treasurer	Executive, Finance
Derian de la Torre	Member	Finance, Development
Pam Chan	Member	Academic
Grace Yun	Member	Academic
Kyla Chirico	Member	Development

**Priscilla Walton has served as the Founder & Principal since 2017.**



## SCHOOL OVERVIEW

Narrative description of the school, e.g., mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of any notable changes to the charter’s academic program – especially those designed to accelerate learning to mitigate the effects of interrupted instruction caused by the COVID-19 pandemic.

## 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
2020-21	48	78	56	55										237
2021-22	45	51	74	53	52									275
2022-23	69	70	80	78	52	29								378

## GOAL 1: ENGLISH LANGUAGE ARTS

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

### BACKGROUND

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. This approach is foundational in gradually building our own literacy curriculum tailored for our students’ specific needs and ultimately is aligned to our educational philosophy that emphasizes a balance of mastery and inquiry-based learning..

Starting in kindergarten, all students will receive at least two hours of literacy instruction each day and engage in the following literacy components: Writing Workshop, Phonics (K-2), Guided Reading, Close Reading (3-5), and Humanities.

Elm has created its own curriculum based off of Teachers College Writing Project (TCRWP) to support all students in becoming proficient writers. TCRWP employs a balanced literacy approach, is aligned to New York Next Generation 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.



Elm also builds in-house Humanities curriculum for K-5. Some of the program is adapted from Lavania’s Insight Humanities program which teaches inquiry-based literacy through an in-depth study of content, followed by opportunities for students to use that content knowledge in support of mastering a life skill - such as debating skills, presentation skills, research skills, and storytelling skills. Our end goal with our humanities program is to cultivate student leaders with the capacity to express their ideas, opinions, and thoughts. Furthermore, our program highlights multiple modes of expression, valuing both written and spoken forms of expression.

Governing our rigor and programmatic direction are our ELA benchmark assessments and F&P assessments (grades 1-5). Each assessment provides different information on student understanding, misconceptions, and independent achievement levels. At the end of each quarter (cycle), leaders and teachers gather to analyze the data in order to determine new homogenous small groups (mastery), new heterogeneous small groups (inquiry), as well as identify at-risk learners who are in need of differentiated instruction or need to move up in Rtl tiers of support. Additionally, assessments provide helpful information on the next cycle’s priorities and teacher development foci.

This year, we expanded our staffing to include two interventionists, which allowed for greater diversity of small groups, as well as greater support in tier 3 of Rtl, which requires a change in curriculum for learners still struggling in tier 2 (small groups).

## ELEMENTARY ELA

### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/ IEP	Admin error	Medically excused	Other reason	
3	72	-	2	-	-	-	4	78
4	50	-	1	-	-	-	1	52
5	32	-	0	-	-	-	0	32
All	154	-	3	-	-	-	5	162

### Performance on 2022-23 State English Language Arts Exam



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	40	56%	57	32	56%
4	50	27	54%	42	26	62%
5	32	24	75%	30	24	80%
All	154	91	59%	129	82	64%

### ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

### 2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 <sup>nd</sup> Year	District 24 NYC Public Schools

<sup>1</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).



	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	56%	57	41%	3528
4	62%	42	45%	3692
5	80%	30	46%	3602
All	64%	129	44%	10,822

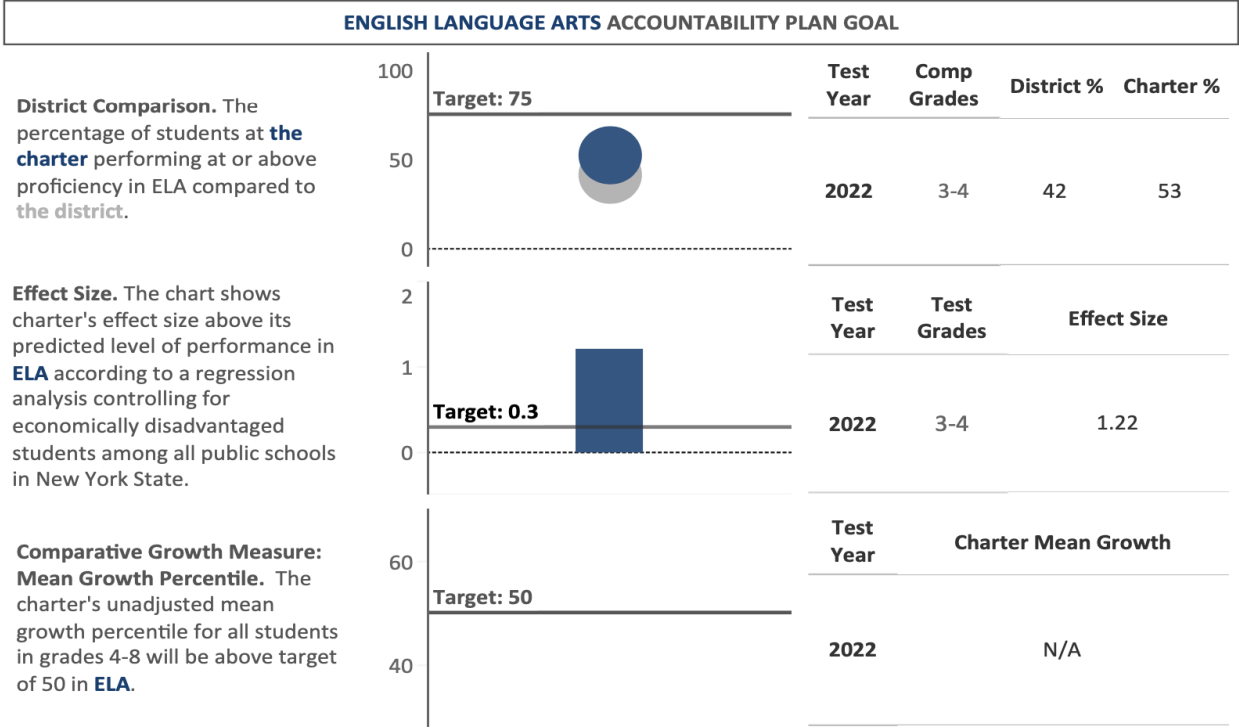
**ELA Measure 4 - Comparative**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

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<sup>3</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.



2021-22 English Language Arts Comparative Performance by Grade Level

**ELA Measure 5 - Growth**

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

**ELA INTERNAL EXAM RESULTS**

Aligned to Elm’s balanced literacy approach, the School’s assessments include ELA benchmarks as our indicator of success for mastery-based curriculum and program, and Fountas & Pinnell (F&P) as our indicator of success for our performative or inquiry-based curriculum and program.

**F&P PROFICIENCY SCORES BY GRADE**

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Kindergarten	37%	73%	78%	72%
1st Grade	44%	42%	53%	59%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2nd Grade	59%	67%	68%	77%
3rd Grade	61%	61%	52%	54%
4th Grade	69%	66%	68%	65%
5th Grade	79%	75%	76%	81%

Based on the data, many of the grades (K-2, 4-5) grew >15% throughout the year, with each cycle's criteria increasing in rigor. For example, Kindergarteners achieve proficiency in cycle 1 when reaching a level A, but achieve proficiency in cycle 4 when reaching a level D. The two grades that showed little to no significant growth were second and third grade. Ongoing reflection throughout the year concluded a few factors that contributed to this lack of progress including: greater need for teacher development around standards-based teaching (vs. teaching to a question type), gaps of knowledge regarding differentiated instruction methods, and the makeup of new and novice teachers.

### ELA BENCHMARK PROFICIENCY SCORES BY GRADE

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
2nd Grade	8%	25%	16%	28%
3rd Grade	8%	29%	46%	36%
4th Grade	20%	15%	25%	60%
5th Grade	22%	16%	22%	63%

According to the data, all grades increased the number of students achieving proficiency on ELA benchmarks by more than 20%. Assessments were adapted from Lavinia Group's passage materials that mimicked the New York State test, consisting of passages of different genres, multiple choice questions, and short response questions. After receiving the state test results, the leadership team believes that Elm's internal assessments are of appropriate rigor, with all components of the assessment closely aligned to the New York State standards and assessments. However, there is significant discrepancy between the third grade state test results and Elm's internal third grade benchmarks. This will require adjustments in the 2023-24 ELA benchmark assessments.

Another portion of our accountability plan is to consistently assess the effectiveness of our program by analyzing data of Elm students enrolled in our school for 2 or more years. The data below shows this subgroup for F&P testing results.

	All Students	Enrolled in at least their Second Year
Grades		

	Percent Proficient <sup>4</sup>	Number Tested	Percent Proficient	Number Tested
K	72%	69	N/A	N/A
1	59%	70	68%	37
2	76%	80	78%	45
3	54%	78	53%	57
4	65%	52	71%	45
5	83%	29	85%	27
All	67%	378	71%	211

According to this data, the School believes that our academic program is effective especially when students are enrolled in two or more years. We see that in all grades, there is a variance of increases in proficiency when students are enrolled in at least their second year at Elm. For example, in second grade, 59% of students are proficient, while 68% of students enrolled a minimum of 2 years achieved proficiency. Similarly, in 4th grade, while the data did not increase significantly over the cycles, 71% of students enrolled for a minimum of two years scored proficiency compared to 65% of students scoring proficiency

Overall, while not achieving our 80% goal in all grades, Elm continues to grow in reading levels in F&P as well as ELA benchmark assessments. Our focus on phonics instruction this year paired with data analysis protocols raised achievement in most grade levels. We plan to address all gaps of knowledge, teaching methods, and at-risk supports that significantly impacted the lack of achievement in all grades, but particularly third and fourth grade.

Overall, our end of year assessments showed:

- 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 5, 72% of Kindergarteners met this goal.
- 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 5, 59% of First Graders met this goal.
- 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 5, 76% of Second Graders met this goal.
- By the end of Third Grade, 80% of learners should be reading at or above a Level P according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 5, 54% of Third Graders met this goal.
- By the end of Fourth Grade, 80% of learners should be reading at or above a Level S according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 5, 65% of Fourth Graders met this goal.

<sup>4</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.



- By the end of Fifth Grade, 80% of learners should be reading at or above a Level V according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 5, 83% of Fifth Graders met this goal.

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Overall, Elm did not meet the first goal of all grades achieving 75% proficiency (specifically, students who are enrolled in at least their second year). Elm’s fifth grade students did exceed this goal by 5% with 80% proficiency across the grade. Fourth grade fell below the goal by 13% with 62% proficiency. Third grade achieved 56%, falling 19% below the goal.



There were a variety of factors that contributed to the achievement of these state scores, including a change in mastery-based curriculum, teacher development regarding daily data analysis, and flexible and responsive small group instruction based on daily data analyzed. While achievement scores increased and yielded decent results, there is still much work to do within each grade. This includes alignment of curriculum and assessments to a clear scope and sequence of standards, the data does show growth over time, with fifth grade exemplifying the strongest proficiency data compared to third grade.

### ELA ACTION PLAN

Overall, we found that the strongest levers in student achievement were our consistent data analysis protocols and practice, our flexible and responsive small group instruction based on data collected daily, and our curriculum called Close Reading. However, we want to address the gaps of knowledge that were also present in content, instructional practice, and teacher knowledge.

**Standards-based Teaching:** While all our curriculum and assessments were standards aligned, there was a lack of alignment of standards across multiple curriculum. Thus, for the 2023-24 school year, a scope and sequence of the ELA standards was created. All assessments and curriculum align to these standards, ensuring that standards are addressed through multiple curriculum, and ultimately mastered strategically throughout the year.

**Data Analysis:** During our End of Year Reflection, teachers voiced that much of their high level teaching happened when data was collected and analyzed daily in order to produce strong differentiated instruction. In the 2023-24 school year, we created informal weekly data trackers and data analysis methods that ensured regular analysis in order to empower teachers to create responsive instruction on a daily basis. Additionally, within the school schedule, more opportunities for data analysis meetings in both grade-level and individual meetings. Finally, In the 2022-23 school year, we focused our efforts on building out a robust phonics program and training. In the 2023-24 school year, we will focus on creating standardized informal and formal assessments in order to track phonics mastery.

**Teacher Development:** There were several gaps of knowledge and teaching methods that were observed throughout the 2022-23 school year. With more than 80% staff returning in the 2023-24 school year, the leadership team created the school's annual priorities and Professional Development calendar to reflect the gaps noticed. We believe that by addressing the below gaps through engaging workshops / training, coaching, and study meetings, we can continue to increase proficiency levels at our school.

- **Gaps of Knowledge:** Across the grades, there were gaps in content knowledge. We plan to address this with regular unit launches focused on standards and content misconceptions.
- **Differentiated Instruction:** Across the grades, there was a lack of differentiated instruction methods. We plan on teaching common and effective teaching methods that are data-driven and scaffold instruction for at-risk learners.
- **Standards-based Teaching:** Across the grades, we noticed teaching was often focused on procedural understanding rather than conceptual understanding. We plan on training teachers



on standards in order to create standards-based questions that lead to conceptual understanding.

## 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 Math Workshop. During the 2022-23 school year, learners in each grade will have approximately 90 minutes of math instruction three days a week.

CGI is an inquiry-based math program that 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.

Math Workshop is a mastery-based academic component that will teach learners fundamental math skills. The focus of this curriculum is on learners building a strong conceptual foundation that they can use to solve problems in their everyday experiences. The curriculum will be tailored from EngageNY in Grades Kindergarten through 4, to have a greater emphasis on mastering math skills, and Context for Learning Mathematics in Grade 5.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	75	-	3	-	-	-	-	-	78
4	49	1	2	-	-	-	-	-	52
5	32	-	0	-	-	-	-	-	32
All	156	1	5	-	-	-	4	-	162



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	75	44	59%	61	40	66%
4	49	30	61%	42	28	67%
5	32	23	72%	30	23	77%
All	156	97	62%	133	91	68%

#### Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

#### Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

### 2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

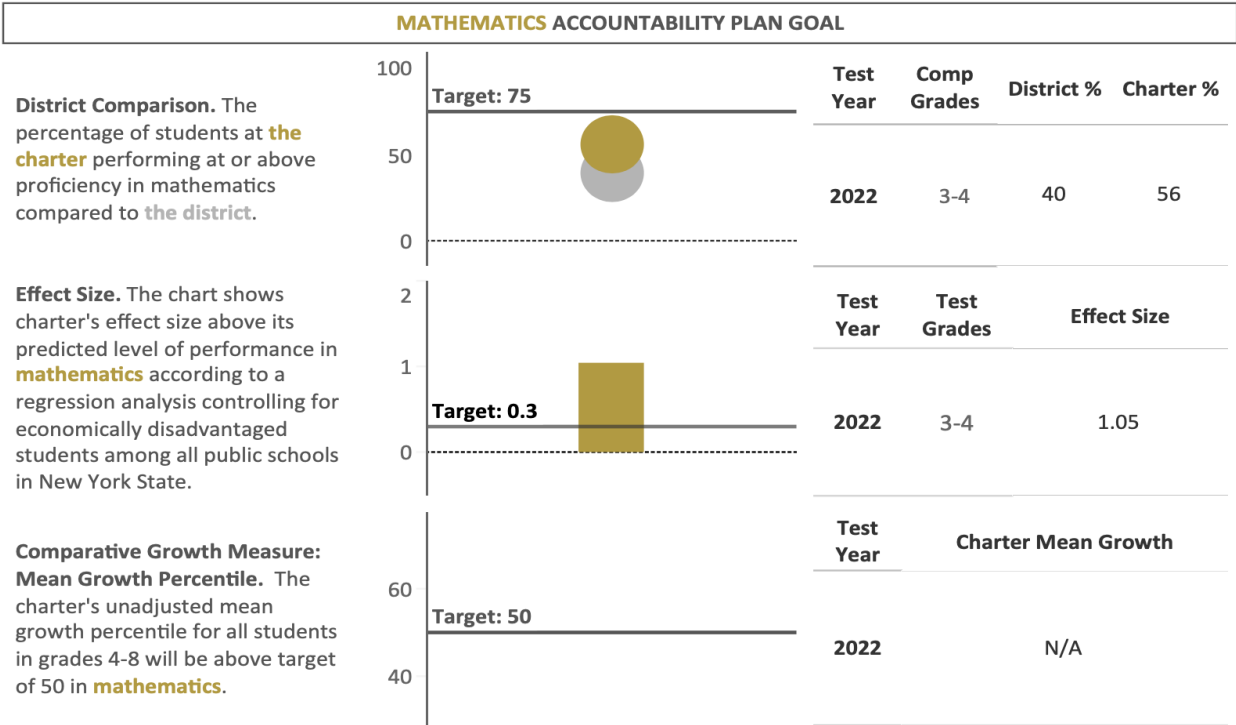
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		District 24 NYC Public Schools	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66%	40	47%	3,802
4	67%	28	46%	3,966
5	77%	23	47%	3,859
All	68%	91	47%	11,627



**Math Measure 4 - Comparative**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.



**Math Measure 5 - Growth**

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

**MATHEMATICS INTERNAL EXAM RESULTS**

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Math Benchmark

By the end of each grade level, 80% of learners should demonstrate proficiency on the Math Benchmark Assessments. The table below shows this end of year data.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>5</sup>	Number Tested	Percent Proficient	Number Tested
K	97%	69	N/A	N/A
1	86%	70	84%	38
2	44%	80	48%	43
3	62%	78	68%	59
4	54%	52	56%	45
5	62%	29	67%	27
All	68%	378	65%	212

Overall, at the end of Year 5, the end of year Math Benchmark assessments showed:

- 97% of all Kindergarteners demonstrated proficiency, exceeding the goal by 17 percentage points.
- 86% of all First Graders demonstrated proficiency, exceeding the goal by 6 percentage points. Those enrolled for at least their second year exceeded the goal by 4 percentage points.
- 44% of all Second Graders demonstrated proficiency, 36 percentage points below the goal. Those enrolled for at least their second year were 32 percentage points below the goal.
- 62% of all Third Graders demonstrated proficiency, 18 percentage points below the goal. Those enrolled for at least their second year were 12 percentage points below the goal.
- 54% of all Fourth Graders demonstrated proficiency, 26 percentage points below the goal. Those enrolled for at least their second year were 24 percentage points below the goal.

<sup>5</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.



- 62% of all Fifth Graders demonstrated proficiency, 18 percentage points below the goal. Those enrolled for at least their second year were 13 percentage points below the goal.
- All students were 12 percentage points below the goal, and those enrolled for at least their second year were 15 percentage points below the goal.

The table below shows the proficiency rates for each grade level throughout the 2022-2023 school year.

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Kindergarten	65%	87%	85%	97%
1st Grade	25%	62%	63%	86%
2nd Grade	14%	43%	47%	44%
3rd Grade	33%	42%	22%	62%
4th Grade	45%	28%	28%	54%
5th Grade	50%	82%	63%	62%

- Kindergarten and 1st Grade show strong growth throughout the school year, with both grades exceeding the goal by the end of Cycle 4.
- Although 2nd grade made 30 percentage points worth of growth throughout the school year, performance from Cycle 2 through Cycle 4 shows negligible growth, ending the year furthest from our goal. This data highlights a need for intervention.
- 3rd to 5th grades show varied performance with some improvements and declines, suggesting a need for target support and consistent monitoring of student performance.

### ACTION PLAN

For the 2023-24 school year, Elm plans to implement the following changes to respond to this data, building on the strengths from last year while aligning with our core design elements and educational goals.

- **Station Teaching:** In the 2022-23 school year, we implemented station teaching in Kindergarten and 1st Grade, which we attribute to the high performance in those grade levels. Recognizing the positive impact that station teaching had on student performance in Kindergarten and 1st grade, we will continue this practice in the 2023-24 school year. This instructional strategy, which uses small groups, aligned to one of our school’s key design elements, allows for differentiated instruction that meets learners at their individual levels. Through station teaching, learners have the opportunity to engage with diverse learning activities, tailored to specific skill sets, to foster a deep understanding and a more meaningful learning experience. We aim to continue refining this approach to optimize learner engagement and academic outcomes.
- **Targeted Teaching Time (TTT):** Targeted Teaching Time will be regularly incorporated into all Math Workshop lessons. TTT is designed to provide focused instruction where teachers can



provide individualized support to learners who are struggling with particular concepts. This dedicated time allows for the application of targeted interventions, identifying, and addressing individual learning gaps. With ongoing assessments and strategic planning, our teachers will be equipped to deliver more effective, individualized coaching that aligns with our goals.

- **Unit Launches & Adult Intellectual Preparation:** Elm leaders will facilitate unit launches at the beginning of each unit to ensure teachers are well-versed in the upcoming standards. Unit launches will provide teachers with a deep dive into the content and standards that will be addressed. During unit launches, teachers will unpack the complexity of standards and begin to develop comprehensive plans to ensure a complete implementation of the lessons. Unit launches should essentially ensure teachers are as confident in their knowledge as they are competent in their teaching, setting the stage for a successful learning experience for our learners.

**SUMMARY OF THE MATHEMATICS GOAL**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

**EVALUATION OF THE MATHEMATICS GOAL**

In Grade 3, 66% of all learners in at least their second year at Elm received a proficient score on the Mathematics Exam. Amongst these learners in at least their second year at Elm, 13% were Emergent Bilingual Learners and 7% received Special Education services.

In Grade 4, 67% of learners in at least their second year at Elm received a proficient score on the Mathematics Exam. Amongst the learners in at least their second year at Elm, 10% were Emergent Bilingual Learners and 7% received Special Education services.



In Grade 5, 77% of learners in at least their second year at Elm received a proficient score on the Mathematics Exam. Amongst the learners in at least their second year at Elm, 10% were Emergent Bilingual Learners and 3% received Special Education services.

The results indicate that Elm did not meet the accountability goal of 75% of learners in their second year achieving proficiency in Grades 3 and 4. Specifically, in Grade 3, the proficiency level was 9% below the goal, while in Grade 4, it was 8% below. However, a notable success was achieved in Grade 5, where the proficiency rate surpassed the goal by 2%.

Despite not meeting the goal for Measure 1, Elm met our goal for Measure 3, outperforming District 24 Public Schools in Grade 3, 4, and 5. In comparison with district outcomes, Elm surpassed the district's performance by 19% in Grade 3, 21% in Grade 4, and by an impressive 30% in Grade 5.

Moreover, Elm showed a year-to-year improvement in test scores. For learners enrolled in at least their second year, Grade 3 saw a significant increase of 13% in the proficiency rate and Grade 4 saw a 7% increase.

While Elm is not meeting all of the accountability goals, we feel that we have made progress throughout dedication to small group instruction in mathematics, which facilitates personalized and focused learning. We also put a heightened emphasis on short response questions that compel learners to consistently elaborate on their mathematical understanding.

### MATHEMATICS ACTION PLAN

**Curriculum:** In the 23-24 school year, Elm plans to deepen learners' conceptual understanding of mathematics by extending the Context for Learning curriculum to Grades 3 and 4, building on the proven effectiveness within Grade 5 in the 22-23 school year. To ensure a smooth transition, the school will provide professional development to teachers on the new curriculum before the start of each new unit and throughout the cycle.

**Supports for At-Risk Learners:** With the early identification of at-risk learners as a priority, Elm will use each cycle of internal benchmark assessments to identify learners who may need additional support. Targeted plans will be developed, drawing on strategic teaching methods and interventions. These plans will be delivered by interventionists and homeroom teachers, ensuring at-risk learners receive focused attention through one-on-one and small group settings, aligning to our school's key design element of small group instruction.

**Small Group Instruction:** We plan to maintain our focus on targeted small group instruction for math, which has proven to be effective and aligned to the school's key design elements. Within these small groups, instruction is tailored to match the individual proficiency levels of the learners, ensuring that each learner receives support that is most relevant to their needs. For those learners who face the greatest challenges, our approach includes the possibility of using an alternative curriculum that better suits their learning requirements.



## 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. Currently, Elm has adopted Amplify as our science curriculum due to its emphasis on experiments and inquiry-based learning, as well as its 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.

### ELEMENTARY SCIENCE

#### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The Grade 4 Science Test was not administered in Spring 2023 to facilitate the transition to the new Grade 5 Elementary-level Science Test, which aligns with the new NYS P-12 Science Learning Standards.

#### Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The Grade 4 Science Test was not administered in Spring 2023 to facilitate the transition to the new Grade 5 Elementary-level Science Test, which aligns with the new NYS P-12 Science Learning Standards.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school’s attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A



ADDITIONAL CONTEXT AND EVIDENCE

In lieu of state tests, Elm administers Science Benchmarks at the end of every cycle to assess learner proficiency on relevant Next Generation Science Standards. The table below shows the results of these benchmarks.

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	83%	88%	85%	88%
1	53%	54%	60%	64%
2	55%	71%	73%	74%
3	62%	42%	81%	56%
4	24%	74%	73%	78%
5	79%	89%	90%	98%

- In Kindergarten, the data shows consistent, high performance throughout the school year.
- In Grade 1, there were initial challenges with only 53% of learners achieving proficiency in Cycle 1. However, there was a gradual improvement across the cycles, ending with 64% proficiency. Although the improvement trajectory is positive, there may be areas for curriculum development or instructional support.
- Grade 2 started with 55% proficiency in Cycle 1, but showed a substantial increase in Cycle 2, reaching 71% and maintaining a steady rise to 74% by Cycle 4.
- Grade 3, showed varying performance throughout the year, with a big drop from 62% proficiency in Cycle 1 to 42% proficiency in Cycle 2, then another drop from 81% proficiency in Cycle 3 to 56% proficiency in Cycle 4. This fluctuation was due to teacher inconsistencies affecting these classes of learners.
- Grade 4 showed an initial concern, beginning at 24% proficiency in Cycle 1, the lowest across all grades and cycles. However, it exhibited a remarkable turnaround reaching 74% proficiency in Cycle 2 and growth to 78% proficiency by Cycle 4.
- Grade 5 excelled throughout the school year, starting strong at 79% proficiency, steadily improving, and ultimately achieving an impressive 98% proficiency by Cycle 4.

ACTION PLAN

In light of the strong test results from the STEM benchmarks in the 22-23 school year, Elm will maintain the implementation of best practices, which have significantly contributed to these outcomes. Among these practices, we will put a strong focus on the Next Generation Science Standards (NGSS) and strong plans for the targeted teaching time.



Building on the strong foundation of the NGSS attained during the 22-23 school year, in the 23-24 teachers will launch units collaboratively to deepen their collective understanding of the NGSS intricacies. This collaborative approach may enhance the consistency and fidelity of standards across classrooms, addressing the performance fluctuations observed in Grade 3 and ensuring steady growth in Grades 2 and 5. Further, the Science and Engineering Practices embedded within the NGSS will be a primary focus, to ensure that learners are not only learning the content, but also how to think and act like scientists and engineers.

In addition to these curricular strategies, there will be more focus on the targeted teaching time. This strategy ensures that teachers are equipped to identify learners who are struggling and to design targeted support for these learners within each lesson.

By continuing to use these effective practices, Elm is well-positioned to build on the successes of the previous years in STEM, addressing any areas of need and enhancing the overall educational program to benefit all learners.

## GOAL 4: ESSA

### ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

Elm Community Charter School ensures that all state reporting, city reporting, and accountability reports are provided in a timely manner.

