



**Genesee Community Charter School  
Flour City Campus**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Shannon Hillman, School Director, prepared this 2022-23 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Michele Hannagan	Chair	Executive, Personnel
Annemarie Wess	Vice Chair	Personnel, Governance
Allison Shultes	Secretary	Finance
Kevin Sutherland	Treasurer	Finance
Jessica Wanner	Parent Representative	Personnel
Tasha Stevens	Community Member	Personnel, Governance
VACANT	RMSC Rep	

**Christine Farrell has served as the School Director since 2022**

**Shannon Hillman has served as the Executive Director since 2021**

## SCHOOL OVERVIEW

Genesee Community Charter School - Flour City Campus is located in Rochester, NY. This replication school officially opened its doors to K-2 students in September of 2022. It shares a mission with its flagship school, also located in Rochester:

*Flour City Campus provides an integrated educational experience that values diversity, community responsibility, and intellectual rigor. Our place-based curriculum, focused on science and local history, engages students in investigation and discovery using the cultural and natural resources of our community. We teach children to become reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers.*

As the mission statement above articulates, students at the Flour City Campus engages in learning expeditions that involve investigating topics through local contexts. Teachers are provided with over 300 hours of professional development so that they can skillfully plan for interdisciplinary learning expeditions where students engage in concepts through high-quality texts, relevant field studies, and peer collaboration. As an EL Education partner school, all professional development for teachers is planned with the intention of accomplishing the goals of the work plan that is co-developed with school leaders and coaches from the EL network.

In addition to Expeditions, EL Education, and Professional Development, Genesee Community Charter School - Flour City Campus continues to value its other key design elements such as Place-based curricular framework, Arts-Integration, Culture and Character Development, Diverse Student Population, partnership with the Rochester Museum & Science Center, and Family Participation & Involvement.

There are no notable changes to the school’s academic program at this time.

## ENROLLMENT SUMMARY

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	N/A	N/A	N/A											
2021-22	N/A	N/A	N/A											
2022-23	25	25	30											

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will be proficient readers, and will be articulate writers and communicators, in the English language arts.

#### BACKGROUND

As an EL Education partner and champion of its model and curriculum, Genesee Community Charter School - Flour City Campus adopted the K-2 Foundational Skills Literacy Curriculum for all teams to implement during the 2022-23 school year. Additionally, the school aligned EL Education's ELA modules to the time period of study for each expedition. In addition to weekly professional development as a whole staff, teachers met weekly with our Literacy Coordinator to receive direct instructional coaching on using the EL Education Foundational Skills curriculum as well as the EL Education K-2 Modules. For both of these curricula, regular assessments are embedded and aligned to the New York State Next Generation Standards as well as the types of questions students will see in the New York State English and Language Arts Exams in third through sixth grade.

#### METHOD

Genesee Community Charter School - Flour City Campus uses iReady as a holistic and adaptive assessment. Most students take a diagnostic assessment each fall, winter, and spring (except Kindergarten that only takes the diagnostic in the winter and spring). The staff uses the data provided to determine individual instructional needs and to measure students academic growth over the course of a school year.

In addition to iReady assessments, our staff also uses the benchmark assessments within the EL Education K-2 Foundation Skills Curriculum to determine the phonemic awareness skills that students have mastered. When students have shown that they have mastered recognizing, segmenting, and blending phonemes in each cycle, they will move on to the next set of cycles in the program. Every student is progress monitored during instruction, and they are benchmarked three times per year.

When students are age-eligible, the school will use New York State exams to compare diagnostic and benchmark scores when determining trends and academic achievement holistically and individually.

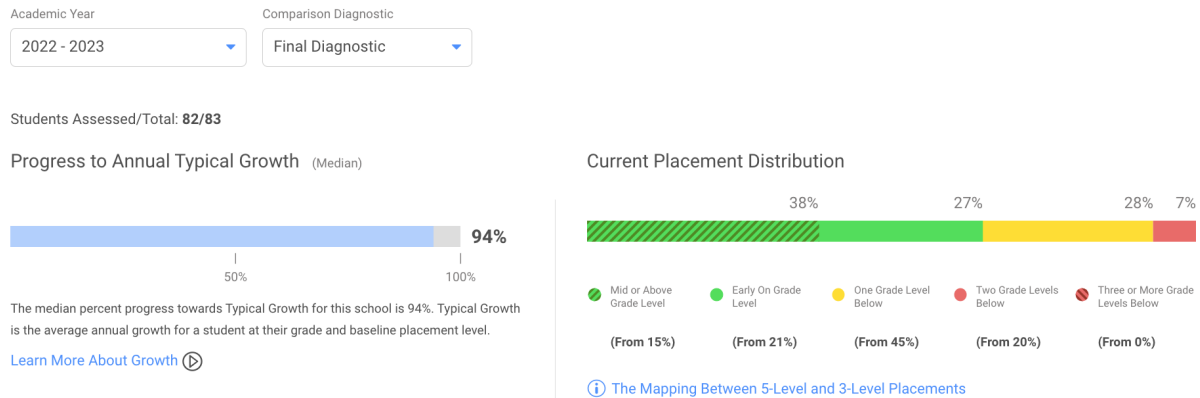
#### RESULTS AND EVALUATION

Based on i-Ready results, by June, 2023 - 65% of students tested on or above grade level in reading. 7% (from 14% in the fall) of students are more than two grade levels below in reading.

One of the growth measures the school will be using for the 2023-24 school year is: *Each year, the school's median percent of Annual Typical Growth on the i-Ready assessment of all 3<sup>rd</sup> through 6<sup>th</sup> grade students will be equal to or greater than 100%.*

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In its first year, GCCS - Flour City Campus almost met this goal with the median percentage growth rate at 94% by year-end for Kindergarten - second graders. The second grade class was the lowest scoring class in reading at the beginning of the year with 38% of students two or more grade levels below, however, they made the most growth. By year end, 68% of second graders had met or exceeded their typical growth ranging from 113 - 341% and no one was three or more grade levels below in reading.



The school’s aim was to have students who scored two or more grade levels behind in the fall reach a 110% growth rate by Spring. First and second graders who entered two or more grade levels below did not collectively reach this median. The median was 80% growth for these two grade levels.

Based on the year-end results of the K-2 Foundational Skills Benchmark Assessments, 100% of Kindergarteners, 78% of First Graders, and 86% of Second Graders achieved at least a year’s growth in foundational skills.

## ADDITIONAL CONTEXT AND EVIDENCE

Overall, the school is satisfied with these “baseline” results for year one. These will be good comparison numbers to use as the school expands enrollment and improves on curriculum implementation. The 2023-24 school year will also give the school a baseline comparison when third grade takes the New York State ELA exam this year.

## ACTION PLAN

After each benchmark assessment is complete, teachers and school leaders will collaboratively analyze results to determine next steps for instruction.

Based on the results of the Foundations benchmark assessment, groups of students will be formed so that they receive instruction in the phase of phonemic awareness that they are shown to be decoding text. Students that are well-below grade level expectations will be identified as needing Tier 3 intervention provided by our academic support team.

Trends from the iReady diagnostic results will be used to determine Tier 1 goals for each grade level. Teachers will use these Tier 1 goals to inform their instruction and help them determine learning targets moving forward. Data from iReady diagnostics will also be used for identifying groups of students who are not meeting grade level expectations and have similar instructional needs. After a goal is determined for each group, classroom teachers will be responsible for providing these groups of students with Tier 2 interventions. These students will be progress monitored at least every two weeks and adjustments will be made to instructional plans as needed.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will be proficient mathematicians who are able to apply their understanding of mathematical concepts to investigation, discovery and problem-solving.

#### BACKGROUND

Although EL Education does not provide a mathematics curriculum, the organization does promote Illustrative Mathematics as an aligned program to the EL Education model. Genesee Community Charter School - Flour City Campus adopted the Illustrative Mathematics curriculum for the 2022-23 school year after careful consideration of standards alignment, instructional strategies and classroom structure, and progressive methodology. Grades K - 2 fully implemented the program with students beginning in the fall of 2022. Regular assessments are embedded and aligned to the New York State Next Generation Standards as well as the types of questions students will see in the New York State English and Language Arts Exams in third through sixth grade.

#### METHOD

Genesee Community Charter School - Flour City Campus uses iReady as a holistic and adaptive assessment. Most students take a diagnostic assessment each fall, winter, and spring (except Kindergarten that only takes the diagnostic in the winter and spring). The staff uses the data provided to determine individual instructional needs and to measure students academic growth over the course of a school year.

In addition to iReady assessments, our staff also uses mathematics screeners and Bridges Math Intervention Assessments to determine individual skill strengths and gaps.

When students are age-eligible, the school will use New York State exams to compare diagnostic and benchmark scores when determining trends and academic achievement holistically and individually.

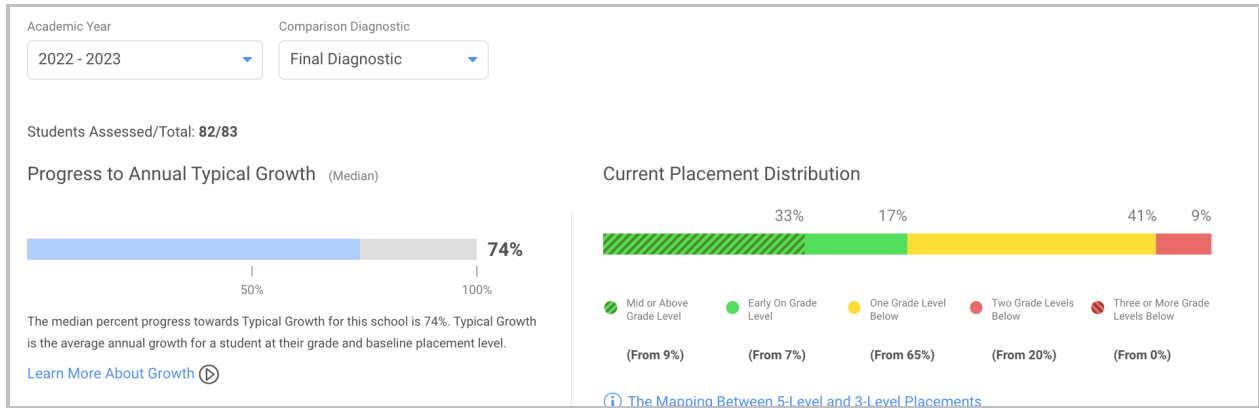
#### RESULTS AND EVALUATION

Based on i-Ready results, by June, 2023 - 51% of students tested on or above grade level in math. 8% (from 28% in the fall) of students are more than two grade levels below in math.

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One of the growth measures the school will be using for the 2023-24 school year is: *Each year, the school’s median percent of Annual Typical Growth on the i-Ready assessment of all 3<sup>rd</sup> through 6<sup>th</sup> grade students will be equal to or greater than 100%.*

In its first year, the median percentage growth rate was 74% for the school. The first grade class had no one on grade level at the beginning of the year. By year end, 10% were two or more grade levels below in math and over 50% of students had met or exceeded their typical growth ranging from 100 - 253%.



The school’s aim was to have students who scored two or more grade levels behind in the fall reach a 110% growth rate by Spring. The school did not meet this goal. The median typical growth was 68% for students who were two or more grade levels behind in math.

**ADDITIONAL CONTEXT AND EVIDENCE**

Overall, the school is mostly satisfied with these “baseline” results for year one. These will be good comparison numbers to use as the school expands enrollment and improves on curriculum implementation. The 2023-24 school year will also give the school a baseline comparison when third grade takes the New York State Math exam this year.

**ACTION PLAN**

Trends from the iReady diagnostic results will be used to determine Tier 1 goals for each grade level. Teachers will use these Tier 1 goals to inform their instruction and help them determine learning targets moving forward. Data from iReady diagnostics will also be used for identifying groups of students who are not meeting grade level expectations and have similar instructional needs. After a goal is determined for each group, classroom teachers will be responsible for providing these groups of students with Tier 2 interventions. These students will be progress monitored and adjustments will be made to instructional plans as needed.

Students will also be given mathematics screeners to determine their skill level and conceptual understanding of prerequisite mathematics standards. The results of these screeners will be compared with students’ iReady diagnostic results to further reveal trends. The data collected from these screeners will serve as another point of data in determining students’ academic needs.

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## GOAL 3: SCIENCE

### Goal 3: Science

Students will understand and apply scientific methods to investigation and discovery with proficiency.

#### BACKGROUND

The GCCS Curriculum Framework is a key design element of both this proposed school and the flagship. This unique framework, developed by GCCS as an EL Education school, crafts an interdisciplinary program featuring social studies, science, literacy and language arts. Students at every grade level investigate the natural, social, political, and economic history of the local community. The structure intentionally provides opportunities for deeper learning and a framework on which children can build their understanding year after year. Learning expeditions involve intensive research, reading, writing, scientific exploration and real-world application. The framework offers challenging, interesting content for all students, regardless of their age and ability level, and is fully implemented at each grade level.

The Curriculum Framework aligns to the state learning standards for Science and Social Studies, with unique pacing of the standards by grade loops. In its first year, the school chose to adopt the EL Education Literacy Modules that align to Social Studies and Science standards as a way to drive purpose and agency among these disciplines through the form of an Expedition. Therefore, the teachers used the EL Education Modules as an anchor for developing expeditions for their first year of curriculum planning. Expeditions and Modules are assessed based on skills and content taught during the twelve week in-depth unit of study. The results of these assessments are reported to families during each marking period.

#### METHOD

Science assessments are embedded into expeditions and are created based on New York State Standards (and in preparation for the New York State Science Exam that will be administered in fifth grade). These assessments are built from the EL Education ELA Modules and enhanced to include additional social studies and science standards aligned to the unit

#### RESULTS AND EVALUATION

Genesee Community Charter School - Flour City Campus focused its attention on collecting valid assessment data for both literacy and mathematics in its first year. However, assessment data was collected and shared in progress reports for the other disciplines including science. For example, in the Spring of 2023, second grade focused their expedition on frog adaptations within each world biome. For example, each student was assessed on the following learning target: *I can conduct research on a specific type of frog*. This target aligns to NYS 2LS4-1 regarding diversity of life in Genesee Community Charter School - Flour City Campus

different habitats as well as W2.7 on conducting shared research projects. In analyzing academic achievement within this target, the School found that 28% of students were either accomplished or advanced in achieving this goal.

**ADDITIONAL CONTEXT AND EVIDENCE**

This section will be more closely monitored as the school expands enrollment. However, the Director of Curriculum and Instruction is working closely with School Leaders to formalize assessments and regular progress monitoring techniques so that the school can clearly identify trends and gaps in this area.

**ACTION PLAN**

In the Spring of 2023, the staff attended professional development where the Director of Curriculum and instruction unveiled the new Elementary Level Science investigations provided by New York State Education Department that need to be embedded into teacher’s instruction so students have more concentrated support in scaffolding to the New York State Science exam in fifth grade. Teachers conducted a crosswalk of these investigations with the curriculum framework to ensure that they would be purposeful and aligned to the content. The Director of Curriculum and Instruction will continue to hold teachers accountable to these investigations during expedition planning and through instructional coaching.

This fall, all staff were engaged in Professional Development that aligned with the concept of identifying the natural phenomena that occurs in our world and analyzing how we know what we know as scientific researchers. These “big ideas” will continue to be revisited throughout the school year as teachers plan for each expedition during whole staff professional development and during instructional coaching. The Director of Curriculum and Instruction will also be evaluating expedition plans and conducting walkthroughs to find evidence of cross cutting science skills such as authentic research and the scientific method.

**GOAL 4: ESSA**

**Goal 4: ESSA**

The school will remain in Good Standing according to the New York State 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. More information on assigned accountability designations and context can be found [here](#).

RESULTS AND EVALUATION

The school has just completed its first year and therefore does not have an accountability status from New York State yet.

Accountability Status by Year

Year	Status
2020-21	N/A
2021-22	N/A
2022-23	N/A

