



WILDFLOWER NEW YORK CHARTER SCHOOL

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Iris Chen, TWF Partner; Corina Velazquez, Teacher Leader; Mario Benabe, Teacher Leader; and Aura Cely, Teacher Leader prepared this 2021-22 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Vivian Louie	Board Chairperson
William Haft	Board Treasurer
Stephanie Lancet	Board Secretary
Claudia Hamilton	Board Member
Terence Nance	Board Member
Javier Saldana	Board Member

Corina Velazquez, and Mario Benabe have served as the school leaders since 2020. Aura Cely, one of the original school founders has returned for the 2022-2023 academic school year.

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Wildflower New York Charter School students will meet grade level expectations in English.

BACKGROUND

Wildflower New York Charter School's Montessori literacy curriculum follows a specific sequence from early systematic phonics to repeated practice with whole words in controlled and repetitive readers leading to comprehension of text, including both fictional and non-fictional reading materials.

Some of the features that are unique to the Montessori literacy curriculum are the following:

- (1) starting to teach children to write and then to read beginning at the early elementary level and Pre-k, which is considered to be part of the "sensitive period" for learning language, when children are fascinated with their connection to new vocabulary.
- (2) using various activities in which children must identify an object's beginning sound, middle sound, ending sound, or all three sounds in a three-letter word and then think of their own words with similar sounds, which teaches students how to orally analyze and discriminate sounds in words and fosters phonological awareness.
- (3) teaching children to ask questions in conversational activities with the teacher, using "who," "when," "what," "where," "how," and "why" questions to expand and enhance vocabulary knowledge.
- (4) using systematic phonetic patterns with an emphasis on letter sound rather than letter name, which enhances phonological discrimination of the sounds in the words.
- (5) using multisensory input to enhance student memory of sounds, with sandpaper letters which children trace while saying the sound of the letter.
- (6) using three-dimensional wooden, moveable alphabet letters so that children can "write" without a pencil if they are not ready to handle a writing instrument.
- (7) presenting consonant sounds in blue and vowel sounds in contrasting red on sandpaper letters and other reading materials to help children to visually discern the differences between making "open mouth" vowel sounds and "closed mouth" consonant sounds, which are phonologically and motorically different.
- (8) introducing puzzle words for common sight words that cannot be sounded out.
- (9) using object boxes with three-letter words at first, and then words with consonant and vowel digraphs to practice reading and writing common phonograms in increasingly more difficult phonetic patterns.
- (10) conducting oral and silent reading practice of functional phrases in the classroom and virtually.
- (11) providing limited use of systematically controlled text once the child is decoding simple words.

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(12) after the age of six, providing student-leveled literacy tasks highlighting the grammatical and morphological aspects of words in text for reading and writing.

(13) introducing preselected, classic children’s literature, and culturally relevant literature to enhance student motivation for reading as they move into learning higher level comprehension skills; And

(14) using non-fiction reading materials for comprehension, which are connected to concepts being learned simultaneously in geography, science, or social studies.

Wildflower New York Charter School supplements its ELA program by using the Heggerty Phonemic Awareness method. The curriculum covers all consonants, short vowels, digraphs, blends, and rime patterns with long vowel words being introduced in the later weeks of this curriculum. Additionally, the curriculum introduces R-controlled vowels, special vowel sounds, and multisyllabic words. The 10 components in each of the Heggerty lesson includes:

- 8 phonemic awareness skills
- 1 letter name and letter sound recognition activity
- 1 language awareness activity developing an understanding of words, sentences, and learning nursery rhymes

Daily lessons teach early, basic and advance skills such as:

- Rhyming and onset fluency
- Isolating final or medial sounds
- Blending and segmenting words, syllables and phonemes
- Adding and deleting phonemes; and
- Substituting phonemes

Lastly, Wildflower New York Charter School uses the Fountas & Pinnell Classroom™ (FPC) Guided Reading Collection. This is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including but not limited to — interactive read-aloud; reading minilessons; shared reading; phonics, spelling, and word study; guided reading; book clubs; and independent reading collections.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State English language arts examination in 2021-22. However, the school did implement a number of other ELA assessments, including Fountas & Pinnell Benchmark Assessment (F&P) and NWEA Measures of Academic Progress (MAP) Assessment.

RESULTS AND EVALUATION

Wildflower New York Charter School did not serve testing grades for the New York State English language arts examination in 2021-2022.

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Goal 1: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3-8 exams.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State English language arts examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 1: Absolute Measure

Each year, the School's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State English language arts examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 1: Comparative Measure

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

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tested grades in the local school district.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State English language arts examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 1: Comparative Measure

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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State English language arts examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 1: Growth Measure

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 state's unadjusted median growth percentile.

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METHOD

Wildflower New York Charter School did not serve testing grades for the New York State English language arts examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

2020-21 English Language Arts Mean Growth Percentile by Grade Level

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE ENGLISH LANGUAGE ARTS 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 state's grade 3-8 exams.	N/A
Absolute	Each year, the School's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB 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 exam will be greater than that of students in the same tested grades in the local school district.	N/A
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 small degree) according to a regression analysis	N/A

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	controlling for economically disadvantaged students among all public schools in New York State.	
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 state's unadjusted median growth percentile.	N/A

ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Wildflower New York Charter School students will meet grade level expectation in Mathematics.

BACKGROUND

Wildflower New York Charter School's mathematics curriculum introduces mathematical concepts, number theory, and computation through the use of Montessori materials (sometimes referred to as manipulatives), which allow the children to practice in order to gain understanding. Our approach provides students with the opportunity to follow the Montessori Scope and Sequence with a degree of fidelity. For virtual learning we have adapted the physical materials in the environment so that students have materials at home to explore mathematical concepts.

The Montessori mathematic materials allow our students to experience mathematical concepts concretely therefore, allowing an easier transition into abstract concepts. The Montessori math materials are tangible expressions of abstract ideas. The general breakdown of our math curriculum consists of the following:

Numbers to Ten

The foundation of math is numbers to ten. The exercises in this section must be firmly rooted in the child before continuing through the math materials. The child learns the names of the numbers and the fact that each number represents a certain quantity. The child learns to associate the language, written symbol, and quantity of each number from 0 to 9. Sensorially he/she is shown even and odd numbers, as well, the child learns to fix a number in his/her mind and remember it after a long period of time.

The Decimal System

The Decimal System introduces the child to the bead materials and the associated cards for each category. The child learns that zero can give a greater value to a number, and they also learn the language of the larger numbers. The Collective Exercises show the child how to exchange (10 units/ones exchanges for 1 ten), and gives the child a sensorial impression of addition, multiplication, subtraction, division, and the relationship between the operations.

The Teens and Tens

The section on Teens and Tens parallels the work with Association of Beads and Cards. The child learns to associate quantities, names, and symbols of the teens and tens. As well, the child is introduced to the colors of each individual bead bar which is important for future exercises. This section finishes off by consolidating the child's knowledge when they work on the linear and skip counting of the square and cube chains from the bead cabinet.

The Exploration and Memorization of Tables

This section focuses on the exploration and memorization of addition, subtraction, multiplication, and division tables. The materials in this area give the child the opportunity to explore essential number combinations for each mathematical operation and continue to move the child towards less concrete materials.

Fractions

The last section of the math area introduces the child to fractions and has the child explore the materials in order to discover the rules of each fraction operation.

WNYCS's teacher leaders then ensure that each area of the math environment follow the general pattern of methodology consistent with Montessori presentations as follows:

1. Quantity/practice: The student is first introduced to the concept of quantity and its physical representation, e.g., number rods.
2. Symbol/practice: Symbols are introduced separately from the quantity, e.g., laminated number cards.
3. Association of quantity and symbol practice: Student is introduced to the association of quantity and symbol after enough practice with each concept separately, e.g., number rods and laminated number cards.

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4. Assessment: Student will be asked to recall the information learned through an informal or formal assessment, e.g., memory game of numbers or activities submitted through Seesaw, a digital student portfolio with daily assignments.

Students then continue to use Montessori math manipulatives at the upper elementary level, reinforcing the concrete understanding of the mathematical process. Children in these grades can understand and use abstract mathematical concepts, and depending on their level of understanding, are guided by the teacher toward that goal. Topics in UE math includes basic math operations as well as understanding decimals and fractions, estimation and rounding, and further exploration of geometry.

- Measurement
- Study of Polynomials
- Multiplying, Squaring and Algebraic studies
- Cubing and Square Root
- Geometry
- Ratios and Proportions
- Study of Area, Perimeter, and Volume
- Probability
- Graphing
- Powers and Exponents
- Percentages
- Detail Knowledge of Geometric Figures
- Short, long and Group Division
- Decimals
- Factoring
- Fractions

Using NWEA Measures of Academic Progress (MAP) Math Assessment we are able to monitor and track students' progress towards our accountability goals.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State Mathematics examination in 2021-22. However, the school did implement the NWEA Measures of Academic Progress (MAP) Math Assessment.

RESULTS AND EVALUATION

Wildflower New York Charter School did not serve testing grades for the New York State Mathematics examination in 2021-22.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3-8 exams.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State Mathematics examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State Mathematics examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Comparative Measure

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

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State Mathematics examination in 2021-22.

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RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Comparative Measure

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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State Mathematics examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Growth Measure

Each year, under the state's Growth Model the School's mean unadjusted growth percentile in Mathematics for all tested students in grades 4 - 5 will be above the state's unadjusted median growth percentile.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State Mathematics examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

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ADDITIONAL EVIDENCE

Not applicable.

2021-22 Mathematics Mean Growth Percentile by Grade Level
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EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF MATHEMATICS GOALS

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 state's grade 3-8 exams.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB 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 exam will be greater than that of students in the same tested grades in the local school district.	N/A
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
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 - 5 will be above the state's unadjusted median growth percentile.	N/A

ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan.

GOAL 3: SCIENCE

Goal 3: Science

Wildflower New York Charter School students will meet grade level expectations in Science.

BACKGROUND

Wildflower New York Charter School science curriculum begins with the exploration of physical and life sciences then leads students into biology, zoology, botany and scientific experiments. Students explore science with hands-on demonstrations and experiments both virtually and in-person. Science in our Montessori classrooms is not taught in isolation but rather through an interdisciplinary approach with lessons integrating astronomy, the earth sciences, and biology with history and geography. Our students learn to consider the formation of the universe, development of the planet Earth, the delicate relations between living things and their physical environment, and the balance within the natural world.

By the time the time our students enter the lower Elementary classroom they are ready and prepared to build on the scientific knowledge they have gained. Montessori elementary education presents the child with keys to the universe through what Dr. Montessori termed “Cosmic Education”. Our science curriculum is ignited by five great lessons that provide the springboard for the entire Montessori elementary curriculum. The five Great Lessons cover the beginnings of the universe, origins of life, evolutions of humans, development of language, and history of mathematics. These stories are presented every year and as the children mature and grow, they absorb the concepts with increased levels of comprehension. Understanding of the interconnectedness of all life and physical aspects of the universe is enhanced as our student reach upper elementary.

As a supplement to our science education Wildflower New York Charter School students engage in a comprehensive exploration of computer science, without computers using Montessori inspired materials developed by TWF partners and MIT’s Media Lab. Our computer science curriculum addresses a broad range of foundational of computational concepts so that children understand the logic behind how computers actually work. Including programming, binary counting, Boolean logic, sorting, patterns, image representation, and data structures.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will

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perform at proficiency on the state's grade 3-8 exams.

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State Science examination in 2021-22. However, the school did implement the NWEA Measures of Academic Progress (MAP) Science Assessment.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 3: Comparative Measure

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

METHOD

Wildflower New York Charter School did not serve testing grades for the New York State Science examination in 2021-22.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

2021-22 Science Mean Growth Percentile by Grade Level

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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SUMMARY OF SCIENCE GOALS

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 state's grade 3-8 exams.	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 exam will be greater than that of students in the same tested grades in the local school district.	N/A

ACTION PLAN

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: ESSA

Wildflower New York Charter School will make adequate yearly progress.

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

Wildflower New York Charter School has not yet received an ESSA status.

ADDITIONAL EVIDENCE

Not applicable.