



**STOREFRONT ACADEMY
CHARTER SCHOOL
SOUTH BRONX**

**2023-24
ACCOUNTABILITY PLAN
PROGRESS REPORT**

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on:

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The below listed Storefront Academy team members prepared this 2023-2024 Accountability Progress Report on behalf of the charter school’s board of trustees:

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- Yoselyn Fernandez, Assistant Principal, Storefront Academy Bronx (SASB)
- Marie Lucas, Director of HR, Compliance, Operations, Storefront Academy Charter Schools (SACS)
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Carol Singletary has served as Principal of Storefront Academy Charter Schools South Bronx since SY 2019-20. Prior to her principalship, she was the school’s vice principal from 2016 to 2018 and assumed the principal-in-residence position in SY 2018-19.

SCHOOL OVERVIEW

Storefront Academy Charter Schools - Bronx (SACS Bronx) is a public charter school which opened to students and families in Fall 2015. The school is located at 609 Jackson Ave, Bronx, N.Y, 10455 in the Mott Haven neighborhood of the South Bronx. SACS Bronx educates students from kindergarten to fifth grade. Our goal is to serve students through eighth grade.

The mission of Storefront Academy Charter School – Bronx (SACS Bronx) is to provide children of varied academic strengths a quality education option that prepares them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members, SACS Bronx instills a powerful sense of self and gives its students the tools to own their futures and create meaningful adult lives. SACS Bronx’s vision is to provide a rigorous, joyful, and intentional learning environment for all students – one that paves the way for high school, college, and life success. The following core values are an extension of this vision, and they shape the daily practices of students and staff:

Honesty: We teach the importance of being truthful, regardless of the circumstances or consequences. We believe honesty supports positive interactions, self-awareness, and growth.

Respect: We accept and learn from all members of our community, even when they are different from us or we do not agree with their perspectives. We practice care and safety in handling relationships, opportunities, and property.

Responsibility: We do our best to make good choices, work toward our goals, and meet the expectations of our learning community. We are accountable for what we say and do.

Concern for Others: We consider the needs and feelings of others. We understand our community benefits from our kindness and consideration.

Diligence: We believe that trying our best improves our outcomes for today and tomorrow. We consistently put our best effort into everything we do.

Perseverance: We push ourselves to succeed despite difficulties and challenges. We believe that “productive struggle” develops problem-solving skills for life.

During SY23-24, the school served 275 students in grades K-5. Most SACS Bronx students live in neighborhoods surrounding the school building. However, approximately thirty percent (30%) of our students commute from other parts of the Bronx, Manhattan, Queens, Brooklyn, and Westchester by school bus (22%) and other modes of transportation (8%). SACS Bronx serves mostly economically disadvantaged students (92%). In addition, twenty-one percent (21%) have disabilities (SWDs) and twenty-four percent (24%) are recorded as English Language Learners on New York’ City’s Automate the Schools System (ATS). Furthermore, during SY23-24, SACS Bronx provided English Language Learner services to eighteen additional students based upon Home Language Questionnaires. The school submitted tickets to ATS to have these students added to the roster which would raise the percentage of English Language Learners to thirty-one percent (31%).

KEY DESIGN ELEMENTS

SACS Bronx was founded upon four key design elements (KDE) that drive our academic program and school culture. We support our teaching staff in implementing these KDEs in daily work and expect them to tailor teaching and learning, professional goals and development, and school culture to the four elements described below:

- **KDE 1: Scholar-Led Learning:** Research shows that children truly understand new knowledge and skills when they are the driving force behind their learning, across disciplines. At SACS Bronx, scholars are challenged to discuss, debate, and form conclusions and opinions with others similar to and different from themselves. They design and conduct collaborative experiments, projects, and research to arrive at solutions or conclusions. Scholars demonstrate content knowledge and skills through the development of their own evidence-based conclusions in all subjects. Some examples of SACS Bronx’s scholar-led learning activities are “turn and talk”, gradual release group (“you do”), group projects, and group presentations (reciprocal teaching).
- **KDE 2: Social-Emotional Learning:** Self-awareness is critical to student learning. Knowing what frustrates and motivates students helps them to self-regulate and/or seek support in learning to perform their best throughout the day. SACS Bronx uses the [Yale Center for Emotional Intelligence’s RULER program](#) and [Mood Meter](#) to support the development of scholars’ emotional intelligence. Each class also starts the day with a Morning Meeting using the Responsive Classroom four components: greeting, sharing, group activity, and morning message. Additionally, since SY 2021-2023 all fourth and fifth grade girls are invited to participate in Self-Esteem Rising’s [Beautiful Me](#) program. The Beautiful Me program includes three sessions each designed to emphasize a different aspect of self-confidence and self-care. A series of activities and discussions encourage and empower participants. The addition of a Dean of Students and Culture, enabled us to launch a twice weekly Senior Advisory for fifth graders in the second quarter of SY 2023-24. We mobilized a large team of staff from various roles to join in leading small group discussions and activities curated by the dean in collaboration with our counselors and fifth grade teachers. Students explored pertinent topics such as self-esteem, the qualities of strong friendships, middle school transition, goal setting and progress monitoring, organizational skills, responsible decision making, and internet safety.
- **KDE 3: Creative Arts (Doing and Making):** Children engage deeply when they can make things with their hands and voices, and experience topics through the arts. During SY2023-24, all scholars engaged in experiential learning and self-expression through weekly dance, music, and visual arts classes. Scholars collaboratively explored a wide range of genres under each discipline. Content and instruction aligned with the [NYS Arts Learning Standards Guidance](#) and the [NYC Blueprints for Teaching and Learning in the Arts](#). Many of the lessons were also aligned to our *Insight Humanities* thematic units to deepen scholars’ appreciation of the cultural and historical impact of the arts and ELA focus standards to support literacy learning. Musical creations include jingles, raps, and melodies to support spoken word. During SY2023-24 our dance and music teachers received coaching and access to an extensive resource bank to enhance student learning in collaboration with representatives from Juilliard. Our arts teachers use rubrics and written feedback to assess creative processes and products. In the visual arts, students explore Art History by viewing and discussing notable examples of art referencing varied genres and cultural influences. Students then produce watercolor pieces, mixed media masks, puppets, collages, and sculptures from recycled materials. In December 2023, SACS Bronx hosted a holiday show that featured dance and musical performances by all students. In February 2024, we hosted a Black History Month focused Student Art Exhibition which was well attended by families, friends, and community

members. Our students always take great pride in sharing their art and discussing its inspirations. Consequently, our visual and performing arts showcases are becoming an integral component of our programming.

- **KDE 4: High-Quality, Sustainable Partnerships:** SACS Bronx appreciates the potential to enhance our provision of a dynamic academic program and school culture through high quality partnerships. During SY2023-24 our partnerships with Our Kids Read and the Einstein Program helped us extend the learning of many of our scholars. Additionally, a partnership with Impact Coaching Network and Southeast Bronx Neighborhood Centers enabled students to participate in Chess Club and additional physical education activities.
- **The Einstein Program:** During SY2023-24, SACS Bronx continued its partnership with the Einstein Program, a privately funded, New York-based organization that offers free tutoring and mentoring to underserved students. An Einstein tutor provided small group Math instruction to fourth and fifth graders to augment school-based interventions. We also encouraged parents of students in the MTSS/RTI process to utilize Einstein’s individualized one-to-one tutoring and mentoring services which are offered remotely. These services are based upon completion of the Einstein Learning Inventory which identifies each student’s learning style. Einstein tutors are certified teachers who support Reading, Math, and Science learning.
- **Our Kids Read (OKR):** SACS Bronx also entered its second partnership year with Our Kids Read. Through Our Kids Read, volunteer mentors (“Reading Buddies”) are matched with children who are not reading on grade level. The Reading Buddy program offers students a chance to work with a mentor who models strong reading skills. In addition to providing students an opportunity to practice these reading skills, the program cultivates positive mentor-mentee relationships based on the joy of reading. For the Reading Buddy sessions, Our Kids Read draws from a collection of 400 diverse eBook selected by children themselves (all featuring positive African-American, Latinx and Indigenous characters). Moreover, Our Kids Read donates physical books directly to students as well as classroom libraries.
- **Impact Coaching Network (ICN):** During the third trimester of SY 2023-24, SACS Bronx was able to partner with ICN to establish weekly Chess Classes for our upper elementary students. Many of our older students were first exposed to Chess during Summer RISE 2023 and quickly fell in love with the game. Under the leadership of Coach Russ, ICN was founded with the vision of establishing a network of high performing chess programs, where each school embodies their own unique chess culture while still maintaining a network wide commitment to excellence. In response to high student interest, SACS Bronx aspires to expand its collaboration with ICN to join the impressive network of schools that have established strong Chess Clubs with students who successfully compete both locally and nationally.
- **Southeast Bronx Neighborhood Centers (SEBNC):** SACS Bronx solidified its partnership with Southeast Bronx Neighborhood Centers, Inc. a not-for-profit multiservice agency, whose mission statement is to provide services that enhance the quality of life and facilitate empowerment of the constituents of the Southeast Bronx. Many of our families benefit from direct participation in SEBNC services including Universal PreK 3 and 4, after school sports, recreation, and music programming, and computer literacy and career development. SEBNC also provides the SACS Bronx access to their facility for large-scale recreational and cultural activities that are not possible in our school building.

NOTABLE CHANGES TO THE ACADEMIC PROGRAM

During SY23-24 SACS Bronx continued to use the rigorous Lavinia Group [Insight Humanities](#), [Close Reading for Meaning](#), curricula and the Small Group Strategic Reading resources along with correlated routines and progress monitoring systems to drive literacy instruction. Our curriculum coupled with ongoing cultivation of a culture of data analysis and feedback for improvement in teacher capacity and student outcomes yielded a fifty-three percent (53%) proficiency rate for grades 3-5 on the New York State ELA assessment compared to the thirty percent (30%) proficiency rate for District 7.

Despite teacher shortages that necessitated the use of temporary staff, the instructional leadership team highlighted the urgency of accelerating learning while addressing gaps in foundational skills. Teachers and instructional leaders engaged in professional development and intellectual preparation centered on student work study and data analysis to strategically differentiate instruction. The instructional team also strengthened systems of student goal setting, coaching, feedback for learning, and progress monitoring to cultivate independence and persistent efforts.

For Math instruction SACS-Bronx enhanced its application of the Lavina Group's [Math for Meaning: Story Problems](#) during SY23-24. Teachers increased their capacity to facilitate students centered Cognitively Guided Instruction through study of a range of Math strategies often seen in grades 2-6 student work and collaborative analysis of student work. We continue to see that the [Story Problems](#) and Cognitively Guided Instruction methodology offer students increased access to grade level Math problems. Students grow in confidence, independence, and critical thinking around Math. We believe [Story Problems](#) contributed significantly to our sixty-six percent (66%) proficiency rate on the New York State Math exam compared to the thirty-six percent (36%) proficiency rate for District 7.

The Master Schedule was also restructured to increase small group targeted intervention and explicit instruction in foundational reading and math skills. School-wide forty-five-minute Strategic Reading blocks and twenty-five minute What I Need (W.I.N.) intervention periods four days per week were implemented. In grades K-2, in addition to daily thirty minute Wilson's Foundations instruction, Classroom Teachers joined English Language Learner Teachers in providing Foundations "Double Dose" groups to target gaps identified by unit assessments. Likewise, teachers use part of the Envision Math block for 1 to 1 or small group station teaching while other students engage in differentiated independent practice.

Actions to accelerate learning

- Cultivating a Culture of Data Use:
 - *Planning for Timely Analysis and Response to all School-wide Assessments:* SACS Bronx continued to grow teachers' use of data by scheduling timely data analysis, reflection, and planning of responsive instruction cycles immediately following school-wide interim assessments in addition to NWEA MAP and Fountas and Pinnell Fall, Winter, and Spring assessments.
 - *Engaging in Collaborative Student Work Study:* Teachers and Instructional Leaders engaged in weekly student work study, responsive action planning, and progress monitoring. Teachers developed their capacity and practice in using rubrics to categorize student work and identify responsive next steps.

- o *Norming Use of Daily Progress Monitoring Systems:* Instructional Leaders and teachers emphasized use of progress monitoring systems through consistent review of data trackers. The instructional team increased accountability for leveraging responsive next steps for targeted student coaching, small group instruction, or whole group reteach, in daily plans and weekly meeting notes.
- o *Leveraging Classroom Data Walls and Student Goal Setting:* SACS Bronx’ Instructional Leadership Team worked with teachers to introduce Classroom Data Walls. The format varied for K and 1. However, across all grades teachers taught students that the data wall was used to help members of the class learning community grow toward the goals set during teacher - student conferencing. In addition to Classroom Data Walls, students in grades 2-5 monitored and reflected upon their progress toward goals with charts and graphs in their What I Need (W.I.N) Intervention Folders and individualized Reading and Math Goal Cards.
- o *Adoption of PowerSchool for Report Cards and Progress Reports:* SACS adopted PowerSchool for SY 2022-23 and utilized it to generate report cards and progress reports from teacher gradebooks. In SY 2023-24 staff will receive additional training to make greater use of the PowerSchool platform including its attendance and social emotional learning applications.

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
2021-22	28	48	46	56	42	58								278
2022-23	39	25	41	44	48	34								231
2023-24	46	42	38	43	54	52								275

GOAL 1: ENGLISH LANGUAGE ARTS

Storefront Academy Charter Schools students will demonstrate effective reading, writing, and verbal communication skills.

BACKGROUND

Curriculum

SACS Bronx uses the Lavinia Group’s [Insight Humanities](#) and [Close Reading for Meaning](#) curricula, [Wilson’s Foundations](#), and daily Guided/Strategic Small Group reading for core literacy instruction. During SY23-24 SACS Bronx supplemented this with [Newsela](#) and Learning A to Z’s [RAZ-Plus](#) ELLs to differentiate instruction and further support development of language proficiency.

Insight Humanities: The Lavinia Group’s Insight Humanities curriculum is a multicultural, project-based, and integrated reading, writing, and social studies curriculum. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions. The curriculum provides comprehensive unit overviews, writing exemplars, scripted daily lesson plans, project samples, book lists, and suggested field trips to extend learning.

Close Reading for Meaning: Lavinia’s Close Reading method uses genre as a framework, to teach students how to use a variety of strategies to unpack complex texts that are at or above grade level. Teachers use a carefully designed *Roadmap of Questions*, to prepare students to attend to both the essential meaning and the author’s craft. After engaging in a shared experience with their teachers, students are given the opportunity to apply the Close Reading for Meaning™ method to a new text, honing their ability to tackle any text confidently and independently.

Strategic Reading Groups: In SY 24-25 SACS Bronx improved systems for school-wide small group reading periods to ensure optimal use of every instructional minute. Every student had an opportunity to work with an adult to continue to grow their reading skills. Students who needed to focus on foundational reading skills met with a teacher daily. Students who had strong reading accuracy but continued to struggle with comprehension questions met with a teacher two-three times a week and engaged in a book club with their peers the rest of the week to work on comprehension goals.

Instruction

At SACS Bronx, teaching is student centered. Teachers launch mini lessons with high energy using relevant and relatable real-world events. Teachers model and engage students in guided practice per the gradual release process. They use entrance tickets, checks for understanding, and over the shoulder observations to gauge how and when to move students to independent practice. During independent or small group practice, teachers coach students around specific learning goals and anticipated misconceptions. Teachers amplify student voices through Turn and Talk, Think-Pair-Share, Stop-Jot-Share, class discourse, and student-led group presentations. They coach students through inquiry and community service projects to support progress toward grade level learning standards. Classroom teachers and Interventionists also use explicit instruction in targeted skills mastery groups.

To accelerate learning while addressing gaps in foundational skills we more strategically differentiated Close Reading instruction:

- Foundational Reading Skills – phonics and phonemic awareness. More frequent and consistent progress monitoring and use of data for flexible groupings and targeted skills instruction
 - *Parent Workshops*: Based upon positive parent response, the Assistant Principal coordinated parent workshops for K-2 teachers to share information about the role of phonemic awareness, phonics, and sight word acquisition in early reading. Teachers modeled and engaged parents in hands-on activities they can do at home to help accelerate students’ Foundations and Sight Word mastery.
 - *Increased support and monitoring of Foundations and Sight Word Acquisition (Grades K-2)*: Instructional Leaders worked with teachers to strengthen pacing, progress monitoring, and differentiation via targeted skills instruction based upon Foundations Unit Assessment data. Teachers in grades K-2 conducted daily 1:1 Sight Word Drills.

- o *Strategic phonics and word work for students 3+ levels below grade (Grades 2-5):* During SY23-24, Academic Intervention and English Language Learner Teams provided early morning tutoring in phonics and word attack in addition to Strategic Guided Reading Group periods.
- o *Differentiation of Close Reading curriculum (Grades 2-5):* In our third year of implementing the Close Reading curriculum, Instructional Leaders worked with teachers to norm use of graphic organizers and modify the scope and sequence of instruction. The instructional team also piloted use of the Strategic Reading Plan with companion texts at varied instructional levels. This enabled students reading below grade level to learn Close Reading strategies while engaging texts at their instructional levels. Likewise, texts were provided in Spanish (as well as English) for students who have stronger comprehension skills in that home language. This approach exposed struggling readers to topics and text structures that helped them access the more rigorous grade level curriculum.

Assessment

SACS Bronx administered the NWEA MAP and Fountas and Pinnell assessments at the beginning, middle and end of the school year. SACS Bronx has also developed Interim Assessments given three to four times per year which are known as *Academic Challenges* to our students. For students in grades two-five, these interim assessments incorporate released State exam questions. Our kindergarten and first grade interim assessments focused on foundational reading skills. We also used data from [Insight Humanities](#) End of Unit exams and projects, [Close Reading](#) student work study and progress trackers, and Edmentum's Exact Path Skills Mastery reports to plan strategic small group instruction.

Professional Development

All teachers participate in a summer institute for professional development every August. In SY 2023-24, all new teachers and select returning teachers participated in Lavinia professional development workshops 101 or 201 for Lavinia's Insight Humanities, Close Reading for Meaning and Guided Reading for Meaning based upon their experience and facility with the curricula and related teacher practices. Teachers who previously participated in level 201 workshops and have had strong student outcomes, served as peer mentors. Additionally, a team of veteran teachers facilitated workshops of the Wilson's Foundations curriculum. In SY23-24, the master calendar included a weekly two-hour block, in addition to daily planning periods, to prioritize the development of a school-wide culture of data use, collaborative planning, and teacher development.

SACS implements a professional learning community (PLC) approach. SACS teachers engage in common planning and intellectual preparation periods to review student work and progress monitoring data to plan responsive instruction and support integration critical thinking skill development across the curriculum. As part of our intellectual preparation protocol teachers discuss and generate solutions to anticipated student misconceptions. Additionally, teachers engage in "teach backs" to practice their lesson launches and student coaching moves to receive feedback from their peers and instructional leaders. During SY23-24, teachers and leaders continued to norm our common language and approach drawing from Zaretta Hammond's *Culturally Responsive Teaching*, the use of conferencing and goal setting to motivate students, student work study protocols and progress monitoring review to plan responsive learning cycles as part of our PLC framework for continuous improvement. Teachers visited each other's classrooms with a focus on best practices in differentiating instruction to ensure students access rigorous text, amplifying student discourse, and implementing consistent feedback cycles across

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grade levels. In addition to job embedded professional development, teachers and counselors attended workshops and webinars provided by the Collaborative for Inclusive Education and NWEA MAP and shared strategies and resources with peers. Instructional Leaders also participated in the National Charter School Conference in Boston in June 2024.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent (75%) 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.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/I EP	Admin error	Medically excused	Other reason	
3	39	0	4	3	0	0	0	43
4	51	0	2	1	0	0	1	54
5	47	5	0	4	0	0	0	52
All	137	5	6	8	0	0	2	149

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	39	15	38%	30	14	47%
4	51	40	78%	41	32	78%
5	47	17	36%	41	16	38%
All	137	72	53%	112	62	55%

¹ 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.

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
136	23%	24%	27%	26%

$$\begin{aligned}
 \text{PI} &= 24\% + 27\% + 26\% = 77\% \\
 & \quad \quad \quad 27\% + 26\% = 53\% \\
 & \quad \quad \quad + 13\% = 13\% \\
 & \quad \quad \quad \text{PI} = 143\%
 \end{aligned}$$

RESULTS AND EVALUATION

ELA Measure 2 - Absolute (Met 143 vs 113): SACS Bronx students exceeded the Absolute Measure 2 with a PI of 143 which is 30 above this year’s MIP. Fourth grade had the most notable performance with thirty (30) students who earned a level 4 and ten (10) who earned a level 3. Of the students who earned a Level 4, five (5) are current English Language Learners and five (5) are now former ELLs. The fourth-grade teachers were in their second year as a team. Our fourth graders benefited greatly from their teachers’ deep knowledge of the core curriculum alongside the most consistent engagement in

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

collaborative intellectual preparation, study of student work and assessment data, and student conferencing to goal set and progress application of specific feedback for growth. In contrast, our third and fifth grade teams were new to working with each other and the curriculum was also new to most of them. This was the case because anchor teachers changed their minds about returning in response to certain practices adopted by the now former Interim Chief Executive Officer. Due to the citywide teacher shortages, substitute teachers filled out the third and fifth grade teams for the Fall term. Consequently, our third and fifth grade students did not have the same level of consistency in their instruction.

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.³

2023-24 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	47%	30	33%	686
4	78%	41	33%	733
5	38%	41	24%	818
All	55%	112	30%	2237

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)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and Mathematics results for all schools and districts statewide.

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 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 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.5	450.0	437.0	1.26
4	95.7	468.0	440.0	2.71
5	88.2	445.0	440.5	.48
All	94.2	445.4	439.3	1.59

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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

school-wide to yield a school’s mean growth percentile. For a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	84.5	50.0
5	74.5	50.0
All	80.8	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

METHOD

SACS Bronx administered the assessment three times during the academic year. Test windows occurred in September and provided a beginning-of-year baseline for student performance. The second testing window occurred January-February serving as the school’s mid-year benchmark. The last testing window occurred in May-June measuring a full year of the students’ performance growth. NWEA MAP performance data can be found in the tables below.

NWEA - ELA

2023-24 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	128	63	Yes [+16]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	103	63	Yes [+8]

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	63	39	62	No [-1]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁷	2+ students	75%	114	43	No [-32%]

End of Year Performance on 2023-24 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁸	Number Tested	Percent Proficient	Number Tested
3	47%	43	52%	33
4	44%	54	45%	42
5	27%	51	33%	39
All	39%	148	43%	114

Measure 1 - NWEA MAP ELA Goal (Met 63 vs 50). SACS Bronx’s median growth percentile for all 3rd through 5th grade students was 63, which exceeded the target of 50 by 13 percentile points.

Measure 2 - NWEA MAP ELA Goal (Met 63 vs 55). SACS Bronx’s median growth percentile for all 3rd through 5th grader students whose achievement did not meet the RIT proficiency equivalent in the fall was 63, which exceeded the target of 55 for this measure by 8 percentile points.

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁷ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁸ 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.

Measure 3 - NWEA MAP ELA Goal (Unmet 62 vs 63). SACS Bronx’s median growth percentile of 3rd through 5th grade students with disabilities was 62, which fell 1 percentile short of the median growth of 3rd through 5th grade general education students.

Measure 4 - NWEA MAP ELA Goal (Unmet 43 vs 75). SACS Bronx’s 3rd through 5th grade students in at least their second year at the school missed the goal of 75% proficiency by 43% per the RIT proficiency equivalent set by the most recent linking study comparing NWEA Growth to New York State standards.

SUMMARY OF THE ELA GOAL

SACS Bronx exceeded the ELA Goal per four out of five Measures for the New York State exams. The one Measure the school has not yet met is the absolute measure that 75% of all tested students in at least their second year will perform at proficiency. SACS Bronx outcomes have improved significantly since 2022. The school’s proficiency rate of 55% on the 2024 exam is 8% higher than on the 2022 assessment. However, the school has reflected upon the 5% decrease in the proficiency rate since 2023 and will further problem solve around the type of staffing challenges that can impact outcomes.

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 [55%]
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.	Met [143 vs 113]
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 [54% vs 30%]
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 [Effect size 1.59]
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.	Met [80.8 vs 50]

EVALUATION OF ELA GOAL

ELA Measure 1 - Absolute: NYS Exam (Not Met 55% vs 75%): On the Spring 2024 New York State ELA Exam, Fifty-five percent (55%) of SACS Bronx students in at least their second year were proficient on the New York State ELA exam. Consequently, the school fell short of meeting the 75% requirement of Absolute Measure 1 by twenty percent (20%). Nevertheless, students in at least their second year performed three-percent higher than newer students, this suggests that the shifts in curriculum and instruction to increase rigor continue to improve student outcomes even with new or inconsistent staffing due to teacher shortages. In particular, the proficiency rate for returning third graders was nine

percent (9%) higher than new students. The proficiency rate for returning fifth graders was also two percent (2%) higher than new students. Though there was no variance in the proficiency rates, seventy percent (70%) experienced an increase in their scores over Spring 2023.

ELA Measure 2 - Absolute: NYS Exam (Met 143 vs 113): SACS Bronx students exceeded Absolute Measure 2 with a PI of 143 which is 30 above this year's MIP. Fourth grade had the most notable performance with thirty (30) students who earned a level four (4) and ten (10) who earned a level three (3). Of the students who earned a Level 4, five (5) are current English Language Learners and five (5) are now former ELLs. The fourth-grade teachers were in their second year as a team. Our fourth graders benefited greatly from their teachers' deep knowledge of the core curriculum alongside the most consistent engagement in collaboration.

ELA Measure 3 - Comparative: NYS Exam (Met 55% vs 30%): SACS Bronx met Comparative Measure 3. Third-Fifth graders in at least their second year at the school scored twenty-five percent (25%) higher than students in District 7, at fifty-five percent (55%) compared to thirty percent (30%). SACS Bronx' third and fifth graders outperformed their counterparts by fourteen percent (14%). Specifically, forty-seven percent (47%) of SACS Bronx' third graders were proficient compared to thirty-three percent (33%) for District 7 students. Likewise, thirty-eight (38%) percent of SACS Bronx' fifth graders were proficient compared to twenty-four percent (24%) for the District. Most notably, SACS Bronx' fourth graders scored forty-five percent (45%) higher than their counterparts, with seventy-five percent (75%) proficiency compared to thirty-three (33%) percent.

ELA Measure 4 - Comparative: NYS Exam (Met 1.59 vs 0.3): As measured by the available 2022-23 result, SACS Bronx exceeded the predicted level of performance on the State ELA exam by an effect size of 1.59. This exceeds the effect size threshold of 0.3 by 1.56. The school's actual performance Mean Scale Score of 445.4 exceeded the predicted performance by 6.1 for schools with similar economically disadvantaged statistics. Fourth grade students were again the largest contributors to this outcome by exceeding their predicted score by 28. Nevertheless, third graders with a higher percentage of economically disadvantaged students exceed their predicted score by 13. Fifth graders also exceeded their predicted score by 5, despite being the group most impacted by previously noted staffing concerns.

ELA Measure 5 - Growth: NYS Exam (Met 80.8 vs 50.0): At 80.8, the Mean Growth Percentile for SAC Bronx' fourth and fifth graders exceeded the 50.0 target by 30.8. This further suggests that the school's literacy teaching and learning practices and curriculum are helping students to experience year on year growth significantly above the target. The Mean Growth Percentile for fourth graders was 84.5, which was 34.5 percent higher than the target. At 74.5, the Mean Growth Percentile for fifth graders also significantly exceeded the target. The growth experienced by fifth graders is important evidence of learning though these students' overall achievement score was thirty-eight percent (38%).

ADDITIONAL CONTEXT AND EVIDENCE

During SY 2023-24 school-wide focus on routines, habits of learning, growth mindset, student efficacy, goal setting, progress monitoring, and parent outreach, enabled us to continue to cultivate viable learning partnerships in support of student attendance, growth, and achievement. NWEA MAP results indicate that the median growth percentile for students with disabilities was 62%, which was just 1% less than the 63% mean growth percentile for general education students. The NWEA MAP end of year

growth percentile for initial low achievers was also sixty-three percent (63%). These results suggest that students with disabilities and those in RTI programming experienced solid growth this year exceeding the 55% target for initial low achievers by 8% despite inconsistencies in instruction caused by staffing challenges. An average daily attendance of 89% in grades three, four, and five, contributed to end of year growth for general education students. The Mean Growth Percentile of 80.8% per the 2022-2023 New York State measure of year on year growth for fourth and fifth graders on the annual exam aligns with the significant growth experienced on NWEA MAP.

We note that many students with disabilities worked with related service providers during the What I Need (W.I.N.) intervention period while other students worked independently on Exact Path. By using the W.I.N. period, we avoided pulling students with disabilities for services during core curriculum lessons. However, students with disabilities spent less time on Exact Path during the instructional day which may account for the 1% shortfall on Measure 3.

The table below summarizes the staffing patterns that influenced teaching and learning and likely impacted student outcomes for third and fifth graders.

Grade	Number of Teacher Vacancies	Period of Teacher Vacancies	How Teacher was Replaced
Grade 5	1	5 months	Temporary Agency Substitutes
Grade 4	1	4 months FMLA	Temporary Agency Substitutes
Grade 3	1	10 months	Permanent Building Substitute
Grades 3-5 ELLs	1	5 months FMLA	Not replaced: Bi-lingual ELLs Teacher for Grades K-2 and Academic Intervention Teachers Grades 3-5 adjusted schedules to provide services
Grades K-5 Coach	1	10 months	Instructional Coach - Not filled

ELA ACTION PLAN

In the 2024-25 school year, we will continue to cultivate a culture of collaborative and aligned data use and responsive learning cycles. In 2023-24, the school re-established an Academic Intervention Support Team to augment the small group literacy intervention accomplished through school-wide strategic reading periods. Moreover, in 2024-25, the school will benefit from the addition of an Instructional Coach and a Special Education Coordinator. The teachers who were promoted to these roles know our curriculum and have successfully differentiated it with notable student performance and growth on the New York State and NWEA MAP exams for fourth grade. They have also worked closely with school leadership to analyze student data and are completing professional development on data analysis as well as coaching with a focus on feedback for growth.

- NWEA MAP Fluency Assessments: Third through fifth graders who are not on or approaching grade level in reading, or are new English Language Learners, will take the MAP Fluency

assessment to diagnose and prioritize the specific foundational reading skills they need to develop.

- MaxScholar: The MAP Fluency results will be used to guide student work on MaxScholar's Orton-Gillingham online programs for Reading which uses research-based science of reading methods to build reading, writing & comprehension skills. The school secured MaxScholar through a RESO A grant.
- SACS Bronx will continue to develop teacher capacity and strengthen routines for Strategic Reading Group instruction with a focus on any one of three areas:

Phonics Small Groups will target the needs of students who need to be retaught decoding and word recognition concepts they were unable to internalize during a whole group phonics lesson. We will use MaxScholar and controlled texts to highlight the concept and give students lots of "at bats" as the teacher coaches them. Though the focus of the group is phonics, teachers will emphasize comprehension after reading the text to make meaning.

Blended Small Groups will enable students to practice both accuracy and comprehension. In blended groups, teachers give students lots of "at bats" in word solving as well as answering literal and inferential questions about the text.

Comprehension Small Groups will strengthen the comprehension skills and strategies of students who have strong accuracy (at least 97%) when reading a text but often struggle to answer literal and inferential questions about the text.

Furthermore, to better equip students with foundational reading skills before they enter third grade and accelerate proficiency rates for our new English Language Learners, our lower elementary, English Language Learner, and Academic Intervention Support Teachers are participating in a five session professional development series to implement the Lavinia RedThread Foundations curriculum with fidelity. RedThread unit tests as well as MAP Fluency will be used to differentiate strategic reading groups. MAP Fluency assessments will also inform individualized instruction on MaxScholar's Orton-Gillingham online Reading and Writing programs.

These modifications will enable us to accelerate learning for upper elementary students to address gaps in foundational literacy skills. Moreover, consistent focus on science of reading instruction, practice, and progress monitoring, will ensure more students leave second grade on level. Our goal is to move seventy-five percent (75%) of second through fifth grade students to grade level.

In addition to the assessment, intervention, progress monitoring systems outlined above, we plan to:

- Differentiate Close Reading for Meaning using text from the prior grade and Newsela passages for small group targeted instruction with below grade level readers. Students will struggle less with the reading level of the text. This will enable teachers to explicitly teach strategies to help students engage in the deeper meaning of the text, by interpreting and inferring understanding of the main idea and author's point of view.
- Scholars will engage in 15-20 additional minutes working on ELA skills on the IXL platform. The shift to IXL for the 2024-25 school year is the result of student and teacher feedback. Teachers will determine one priority skill and create one teacher assignment per week. Scholars will

conference with teachers weekly to reflect on the learning goal, review work, and receive feedback and actionable next steps.

Scholar Attendance Action Steps: In SY 2024-25, we will utilize our new Classroom Parent initiative and our Parents Aligned with Storefront (P.A.W.S) advisory to promote parent appreciation of the negative impact of absenteeism on both academics and social-emotional development. We use Class Dojo to post attendance data and information about why attendance matters. We will also continue to incentivize scholar attendance with daily classroom shout outs, a weekly “Fun Friday” activity, and monthly Perfect Attendance awards.

Staffing Consistency Action Steps: In order to retain staff, at the school level, we will continue to (a) celebrate success, (b) partner in problem solving, (c) address scholar discipline, (d) ensure a supportive environment, and (e) provide quality professional development. On a network level, we will adhere to the recruitment protocols and timelines outlined in the Strategic Plan. Likewise, pursuant to the Strategic Plan we will advocate for a more robust employee benefit package including tuition reimbursement, retirement contributions, and performance incentives based upon student outcomes.

GOAL 2: MATHEMATICS

Storefront Academy Charter Schools students will demonstrate understanding and application of Mathematical computation and problem solving.

BACKGROUND

Curriculum

SACS Bronx uses Savvas Learning Company’s [enVision Math](#) and the Lavinia Group’s [Math for Meaning: Story Problems curricula](#). Teachers supplement the curricula with Edmentum Exact Path mini lessons and First in Math. SACS Bronx adopted enVision Math in SY 2019-20 and added Math for Meaning: Story Problems in SY 2022-23. The addition of Story Problems grew out of its use in Summer Boost 2022. Students who attended Summer Boost were engaged and highly receptive to the Cognitively Guided Instructional approach. This approach and the Story Problem routines continue to offer a breakthrough for our students who struggle with Math.

Savvas Learning’s enVision Mathematics: With enVision students engage in problem-based learning activities requiring them to think critically about real-world problems, evaluate options, collaborate with their peers, and present solutions. enVision Math includes an extensive digital content and skills component that SACS Bronx has used to facilitate remote or hybrid learning, on-demand professional development, and supplemental resources for students with disabilities, those with diverse learning styles, and English Language Learners. The curriculum provides guidance for teachers on prompting, questioning, and extending learning to increase rigor. In turn, teachers coach scholars as they engage in productive struggle and talk through the process to make their thinking visible. Teachers use enVision Math to scaffold lessons to help scholars move toward independent learning.

Lavinia’s Math for Meaning: Story Problems: The Story Problems curriculum is founded on the belief that all students are mathematicians. Through hands-on learning and rich Mathematical discourse, the Story

Problems curriculum and method engages students to develop multiple approaches for solving on and above-grade-level problems. Students develop the confidence and precision to tackle mathematical tasks independently as they persevere through problem-solving and share their mathematical reasoning. The process helps students develop mastery of grade-level standards.

Instruction

Math instruction is primarily student centered. Teachers launch mini lessons with high energy and relatable and relevant real-world problems. Teachers model and engage guided practice per the gradual release process. They use entrance tickets, checks for understanding, and over the shoulder observations to gauge how and when to move students to independent practice. During independent or small group practice, teachers coach students around specific learning goals and/or anticipated misconceptions. Teachers amplify student voice during Story Problem retells, discourse, and the process of charting problem-solving strategies as students articulate their thinking. They facilitate student-led inquiry and hands-on learning through task-based Math stations and unit projects. Teachers also utilize direct instruction in targeted skills mastery groups and What I Need Intervention periods. SACS Bronx implements a professional learning community (PLC) approach. SACS Bronx teachers engage in common planning and intellectual preparation periods to review student work and progress monitoring data to plan responsive instruction and support integration critical thinking skill development across the curriculum. As part of our intellectual preparation protocol teachers discuss and generate solutions to anticipated student misconceptions. Teachers also engage in “teach backs” to practice their lesson launches and student coaching moves to receive feedback from their peers and/or instructional leaders.

In SY 2024-25 SACS Bronx will take the following steps to accelerate Math learning and address skill gaps:

- SACS Bronx will relaunch First in Math (FIM) with a school-wide implementation plan led by our new Instructional Coach. All teachers also participated in a ninety-minute FIM workshop during Summer Institute. Our students enjoy learning math facts on the FIM platform and collecting badges to mark their skill mastery. We plan to hold golden ticket celebrations each trimester for students who master the Very Important Facts to build automaticity in mental math. Students will follow the four steps of FIM beginning with the Just the Facts Pre and Post Tests to assess fluency levels.
- We will continue to use Lavinia Math Stories (introduced in SY 2022-23) for all students. Lavinia Math Stories applies a student-centered Cognitively Guided Instruction (CGI) approach that provides content and methods to engage students in the development of multiple approaches for solving on and above grade level problems through hands-on learning and rich Mathematical discourse. CGI empowers students to build on their natural number sense and intuitive problem solving. CGI also pushes teachers to listen to students, ask questions, and engage with their thinking processes. In practice, teachers speak to the heightened level of engagement, confidence, and independence students show in response to Math Stories. We find that even the most reluctant students were open to engaging Math which is key to accelerating learning. CGI aligns with SACS Bronx’s vision to develop independent learners who think critically and creatively.

Professional Development

SACS Bronx maintains a multi-school professional learning community (PLC). The education corporation has created a culture of collegiality and collaboration wherein educators work together to ensure that instruction results in student learning. SACS Bronx continues to prioritize teacher development. For

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Summer pre-service, teachers participate in a two-week development institute each August. The institute focuses on strengthening key academic initiatives and school culture. During the academic year, SACS Bronx teachers engage in daily common intellectual preparation and planning periods with their grade team. In addition, all teaching staff will participate in a monthly two-hour block of professional development on varied topics to support school-wide teaching and learning goals as well as express interests and needs of teachers. This professional development block is also used for data deep dives and responsive planning. In SY 2023-24, teachers participated in workshops and webinars provided through NWEA MAP, Savvas Learning, and the Lavinia Group. Teachers attend and turnkey information from professional development workshops on new curricula, resources, and approaches to their peers. Teachers visit each other’s classrooms to hone their craft, create a consistent feedback cycle, and facilitate the development and delivery of effective instruction across all grade levels. In SY 2024-25 teachers will again participate in workshops hosted by the Collaborative for Inclusive Education (CIE) which provides effective professional development, resources, and technical support to teachers and administrators focused on Students with Disabilities and English Languages Learners. The former Interim CEO precluded CIE membership in 2023-24.

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.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medically excused	Other reason	Took Regents	
3	39	0	4	3	0	0	0	0	43
4	51	0	3	2	0	0	0	0	54
5	46	6	0	4	0	0	0	0	52
All	136	6	7	9	0	0	0	0	149

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	39	25	64%	31	24	77%
4	51	41	80%	41	32	78%
5	46	24	52%	42	23	55%
All	136	90	66%	114	79	69%

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11%	21%	43%	25%

$$\begin{aligned}
 \text{PI} &= 21\% + 43\% + 25\% = 89\% \\
 &+ 43\% + 25\% = 68\% \\
 &+ 13\% = 13\% \\
 \text{PI} &= 170\%
 \end{aligned}$$

RESULTS AND EVALUATION

Math Measure 2 - Absolute (Met 170 vs 115.3): SACS Bronx students exceeded the Absolute Measure 2 with a PI of 170 which is 54.7 above the MIP (for 2023-24). Fourth grade had the most notable performance with thirty (23) students who earned a level 4 and twenty (20) who earned a level 3. 2023-24 marked the fourth-grade instructional team’s second year together. Fourth graders were well served by their teachers’ deep knowledge of the core curriculum and second year of collaborative intellectual preparation, study of student work and assessment data, and consistent student conferencing to goal set and monitor application of specific feedback for growth. On the other hand, the third and fifth grade teams were new to working with each other; the Math curriculum was also new to most of them. This was the case because the third and fifth grade team leaders changed their minds about returning as a result of certain practices introduced by the now former Interim Chief Executive Officer. Due to the citywide teacher shortages, substitute teachers filled out the third and fifth grade teams for the Fall term. As a result, third and fifth graders did not receive the same level of consistency in their instruction as fourth graders.

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.

METHOD

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.

2023-24 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	77%	31	41%	727
4	78%	41	39%	740
5	55%	42	27%	814
All	69%	114	36%	2281

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.

METHOD

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 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 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.5	464.0	442.1	1.52
4	95.7	476.0	441.3	2.47
5	88.2	445.0	441.3	.29
All	94.2	463.3	441.6	1.54

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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. For a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	87.2	50.0
5	71.2	50.0
All	80.3	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP.

NWEA - MATH

2023-24 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	134	62	Yes [+12]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	116	53	No [-2]

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	62	38	50	No [50 vs 62]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹²	2+ students	75%	112	40%	No [40 vs 75]

End of Year Performance on 2023-24 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹³	Number Tested	Percent Proficient	Number Tested
3	64	39	67	33
4	58	48	67	39
5	19	47	22	40
All	46	134	47	112

End of Year Growth on 2023-24 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	61	39

¹¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹³ 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.

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4	85	48
5	41	47
All	62	134

Measure 1 - NWEA MAP Math Goal (Met 62 vs 50). SACS Bronx’s median growth percentile for all 3rd through 5th grade students was 63, which exceeded the target of 50 by 12 percentile points.

Measure 2 - NWEA MAP Math Goal (Unmet 53 vs 55). SACS Bronx’s median growth percentile for all 3rd through 5th grader students whose achievement did not meet the RIT proficiency equivalent in the fall was 53, which fell short of the target of 55 for this measure by 2 percentile points.

Measure 3 - NWEA MAP Math Goal (Unmet 62 vs 63). SACS Bronx’s median growth percentile of 3rd through 5th grade students with disabilities was 50, which fell 12 percentile points short of the median growth of 3rd through 5th grade general education students.

Measure 4 - NWEA MAP Math Goal (Unmet 47 vs 75). SACS Bronx’s 3rd through 5th grade students in at least their second year at the school missed the goal of 75% proficiency by 28% per the RIT proficiency equivalent set by the most recent linking study comparing NWEA Growth to New York State standards.

SUMMARY OF THE MATHEMATICS GOAL

SACS Bronx met the Math Goal per four out of five Measures for the New York State exams. Sixty-nine (69%) percent of all tested students in at least their second year were proficient, which is 6% less than the 75% needed to meet Absolute Measure 1. However, SACS Bronx students increased their performance on the State exam by 4% compared with the Spring 23 results.

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 [69%]
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.	Met [170 vs 115.3]
Comparative	Each year, the percentage 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 [69% vs 36%]
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 [1.54]

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.	Met [80.3 vs 50.0]
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EVALUATION OF THE MATHEMATICS GOAL

Math Measure 1 - Absolute: NYS Exam (Not Met 69% vs 75%): On the Spring 2024 New York State ELA Exam, Sixty-nine percent (69%) of SACS Bronx students in at least their second year were proficient on the New York State Math exam. Therefore, the school fell short of meeting the 75% requirement of Absolute Measure 1 by six percent (6%). Nevertheless, students in at least their second year performed three-percent higher than newer students, this suggests that the shifts in curriculum and instruction to increase rigor and support conceptual as well as procedural math learning continue to improve student outcomes even with the challenge of inconsistent staffing due to teacher shortages and leaves. In particular, the proficiency rate for returning third graders was thirteen percent (13%) higher than for new students. The proficiency rate for returning fifth graders was three percent (3%) higher than new students. Though the subgroup of returning fourth graders did not show a higher proficiency rate than all fourth graders, most of the subgroup experienced an increase in their scores over Spring 2023.

Math Measure 2 - Absolute: NYS Exam (Met 170 vs 115.3): SACS Bronx students exceeded Absolute Measure 2 with a PI of 170 which is 54.7 above this year’s MIP. Third graders had the most notable performance with nineteen (19) students earning a level 3 and six earning a level 4 on their first state exam for a 64% proficiency rate overall and a 77% proficiency for returning students. Nevertheless, fourth grades’ performance with twenty-three (23) students who earned a level 4 and ten (20) who earned a level 3 significantly contributed to the school’s PI. Of the students who earned a Level 4, four (4) are current English Language Learners and five (5) are former ELLs. As previously noted, the fourth-grade teachers were in their second year as a team. Additionally, one fourth grade teacher who is particularly interested in Math and Science learning will serve as our instructional coach in 2024-25. Our third and fourth graders benefited greatly from their teachers’ commitment to internalizing the Math curriculum, facilitating data guided instruction, and garnering consistent student effort.

Math Measure 3 - Comparative: NYS Exam (Met 69% vs 36%): SACS Bronx met Comparative Measure 3. Third-Fifth graders in at least their second year at the school scored thirty-three percent (33%) higher than students in District 7, at sixty-nine percent (69%) compared to thirty-six (36%). SACS Bronx’ fourth graders outperformed their counterparts by the largest margin (78%-39%). Specifically, seventy-seven percent (77%) of SACS Bronx’ third graders were proficient compared to forty-one percent (41%) for District 7 students. Likewise, fifty-five (55%) percent of SACS Bronx’ fifth graders were proficient compared to twenty-seven percent (27%) for the District. Most notably, SACS Bronx’ fourth graders scored thirty-nine percent (39%) higher than their counterparts, with seventy-eight percent (78%) proficiency which is double the proficiency rate of District 7 students.

Math Measure 4 - Comparative: NYS Exam (Met 1.54 vs 0.3): As measured by the available 2022-23 result, SACS Bronx exceeded the predicted level of performance on the State ELA exam by an effect size of 1.54. This exceeds the effect size threshold of 0.3 by 1.51. The school’s actual performance Mean Scale Score of 463.3 exceeded the predicted performance for schools with similar economically

disadvantaged statistics by 21.7. Fourth grade students were again the largest contributors to this outcome by exceeding their predicted score by 34.7. Nevertheless, third graders with a higher percentage of economically disadvantaged students notably exceeded their predicted score by 21.9. Fifth graders also exceeded their predicted score by 3.7, despite being the group most impacted by previously noted staffing inconsistencies.

Math Measure 5 - Growth: NYS Exam (Met 80.3 vs 50.0): At 80.3, the Mean Growth Percentile for SAC Bronx' fourth and fifth graders exceeded the 50.0 target by 30.3. This further suggests that, when implemented with fidelity, the school's math teaching and learning practices and curriculum help students to experience year on year growth significantly above the target. The Mean Growth Percentile for fourth graders was 87.2, which was 37.2 percent higher than the target. At 71.2, the Mean Growth Percentile for fifth graders was also significantly higher than the target by 21.2.

ADDITIONAL CONTEXT AND EVIDENCE

During SY 2024-25, SACS Bronx will continue to prioritize the joy of learning as well as school-wide use of data in responsive learning cycles. Increased enrollment has enabled us to promote to Instructional Coach, one of our strongest teachers with a genuine passion for Math and Science and mentoring peers. She will be instrumental in enhancing the capacity of our instructional team in match content and strategies. Our fifth-grade teachers, and students, are our primary focus. Teachers need to not only learn the content but extend themselves to motivate fifth graders who routinely return from summer less focused on academics than they were in their fourth-grade year.

MATHEMATICS ACTION PLAN

Our Instructional Coach will work closely with the Special Education Coordinator to support teachers in differentiating the math lessons for SETTS and other strategic small group instruction. Likewise, the Instructional Coach will lead implementation of First in Math (FIM) with a focus on Math facts and automaticity. To ensure all students have solid foundational Math skills and fluency, we will implement Math Routines during the first five-ten minutes of the core Math period in addition to FIM morning minutes and a mid-year Math Bee. We have determined that this fluency work will increase math agility and build upon the gains in growth mindsets about Math. The Math Scope and Sequence for SY 2024-25 strategically integrates Math Routines, EnVision Math, and Math Stories lessons. Teachers from each grade level contributed to the development of the Scope and Sequence with the Instructional Leadership Team and our Lavinia Group partners. We will also utilize our students' interest in mastering skills on First in Math to win badges and meet their goal of traveling to Albany as FIM Tournament winners. FIM will provide additional one-to-one learning opportunities.

GOAL 3: SCIENCE

Storefront Academy Charter Schools students will demonstrate proficiency in scientific investigation, evaluation, and evidence based reporting.

BACKGROUND

Curriculum

SACS Bronx uses Discovery Education’s Mystery Science, a unique based Next Generation Science Standards (NGSS) aligned curriculum for grades K-5 designed to help students stay curious and engaged. In preparation for the new State 5th Grade Science exam, fifth graders also completed the four required science investigations for Elementary-level Science.

Instruction

Teachers use Mystery Science guides and videos to lead engaging, *open-and-go* lessons with step-by-step, hands-on activities that explore scientific phenomena using common classroom items. Teachers use Mystery Science’s unit tests and 3-D performance tasks to assess student learning. The curriculum’s scope and sequence aligns with the New York City Science Scope and Sequence to provide required science content and skills related to big ideas and key concepts. In preparation for the State exam, fifth graders also completed the four required investigations for Elementary-level Science. In light of the heavy literacy format of the new exam, students also completed close readings on Science using Perfection Learnings *5th Grade Science Companion*.

In 2024-25 third through fifth grade students will expand their science knowledge and skills with new STEM Lab Carts secured with a RESO grant. Additionally, we will add a STEM classroom to provide opportunities for focused investigations and highlight the importance of science learning. We will adopt the OpenSciEd Framework which aligns with our instructional approach and key design elements while engaging students in rigorous science inquiry.

Professional Development

Since Mystery Science provides *open-and-go* lessons with hands-on activities, SACS Bronx has utilized grade level Professional Learning Community framework to offer teachers time and resources to practice and debrief lessons prior to teaching them to their students. For SY 2023-24, Mystery Science introduced Professional Development Kits for Grades K-5 which SACS Bronx implemented to norm and enhance teacher preparation for science instruction.

ELEMENTARY AND MIDDLE 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 school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their 2nd Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	41	4	10%
All	41	4	10%

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 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 and the results for the respective grades in the school district of comparison.

2023-24 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	41	4	10%	NA	NA	NA
All	41	4	10%	NA	NA	NA

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

SACS Bronx fell far short of the Science goal of a 75% proficiency rate for all tested students in at least their second year at the school.

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.	Not Met
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

EVALUATION OF THE SCIENCE GOAL

Science Measure 1 - Absolute: NYS Exam (Not Met 10 vs 75): On the Spring 2024 New York State ELA Exam, only 10 percent (10%) of SACS Bronx students in at least their second year were proficient on the New York State Math exam. As a result, the school will implement OpenScience which is more closely aligned with the blueprint of the 5th grade exam and provides opportunities to respond to question formats on the computer.

Science Measure 2 - Comparative: NYS Exam As of this writing the District scores were not accessible to enable evaluation of this measure.

ADDITIONAL CONTEXT AND EVIDENCE

The low benchmark scores on this first administration of the new 5th grade Science exam make clear the urgency for more rigorous science instruction. NWEA MAP Science proficiency rates of 32% for third through fifth grade students further speak to this priority. In response, we have modified our master schedule to dedicate an additional 45 minutes per week of science instruction. We have also implemented a stem lab for more focused science investigations with correlated written responses. We will utilize [OpenSciEd](#) to ensure students are engaged in well structured rigorous science investigations, discourse, and writing. OpenSciEd provides on demand teacher support in addition to professional learning workshops.

ACTION PLAN

Since returning to the building post COVID closures, the school has emphasized ELA and Math over Science learning. Moving forward science inquiry will again be prioritized with an additional 45 minutes of dedicated instruction in the master schedule. In addition to the implementing OpenSciEd curriculum and assessments, we will utilize IXL Science to provide students with 1to1 intervention and enrichment and support continuous progress monitoring of student learning. This is especially important for students who are below grade level in reading in light of the heavily literacy based State Science exam. We will also engage students in goal setting and progress monitoring their science growth and achievement as we do with ELA and Math. We have found that this helps to motivate most students to put forth their best efforts and persevere toward their goals.

Teachers will have OpenSciEd on demand support and release time to participate in their professional development workshops. Additionally, the Instructional Coach will facilitate a Science PLC to support consistency in collaborative student work study and planning to cultivate a strong culture of intellectual preparation for science instruction.

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
2021-22	Good standing
2022-23	Good standing
2023-24	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

SACS-Bronx maintained a status of “Good Standing” during each year of the current Accountability Period. Nevertheless, the school continues to seek solutions to accelerate learning to more substantially mitigate COVID related learning loss and improve student outcomes. Chronic absenteeism, teacher shortages, enrollment shortfalls, and significant changes in student demographics have impacted implementation of instructional action plans for more consistent gains in ELA, Math, and Science achievement.

Chronic Absenteeism

SACS Bronx ended SY 2023-24 with a school-wide average daily attendance of 89%. This represents a six percent (6%) increase over SY 2021-22. Nevertheless, we continue to work toward our goal of 90% or higher. For SY 2023-24 we implemented a Family-School Social Contract in addition to ongoing Parent Outreach and Student Support programming. We also added a Dean of Students who has been instrumental in guiding the Attendance Team and ensuring follow up on our new Attendance Protocols. We have continued to network to identify an intern to augment our Counseling Team. This will help us provide consistent check-ins and advisory groups for our fifth graders who tend to pose the most significant instances of chronic absenteeism.

Staffing Challenges.

Grade	Number of Teacher Vacancies	Period of Teacher Vacancies	How Teacher was Replaced
Grade 5	1	5 months	Temporary Agency Substitutes
Grade 4	1	4 months FMLA	Temporary Agency Substitutes
Grade 3	1	10 months	Permanent Building Substitute
Grades 3-5 ELLs	1	5 months FMLA	Not replaced: Bi-lingual ELLs Teacher for Grades K-2 and Academic Intervention Teachers Grades 3-5 adjusted schedules to provide services
Grades K-5	1	10 months	Instructional Coach - Not filled

Coach			
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ACTION PLAN: STRATEGIES TO ADDRESS LEARNING LOSS AND CONTINUE TO IMPROVE OUTCOMES

The data and action plans provided in the ELA, Math, and Science sections above provide specific evidence of SACS Bronx students’ progress. School based instructional leaders collaborated to establish and/or improve standard of operating procedures (SOPs) to collect, manage, and use data to inform content and instruction with fidelity. We believe these systems, together with the cultivation of a culture of data use, will continue to strengthen alignment of school curricula, pedagogies, and assessments. Increased student engagement and self-efficacy, as well as growth and achievement on NYS ELA and ELA and Math assessments suggest that these practices will promote continued improvements in student outcomes and teacher capacity.

In light of the addition of several new teachers in 2024-25, we have promoted two highly effective veteran teachers to Instructional Coach and Special Education Coordinator to provide consistent support separate from more formal coaching rounds with the Principal and Assistant Principal. We have also established protocols for peer mentoring.

Data Use to Identify Gaps and Accelerate Learning with Responsive Instruction

- School Leaders will ensure teachers develop their skills in student work study, data analysis, and responsive instruction plans for Science as well as Literacy and Math learning.
- Teachers will continue to engage in data deep dive, reflection, and responsive action planning to deliver and progress monitor strategic skills targeted small group instruction.
- Teachers will collaborate with the Instructional leadership in modifying the instructional scope and sequence based on weekly student work study and deep dive data analysis of student performance on NWEA MAP and Interim Assessments.
- The Instructional Coach and School leaders will use observations, student work study, and data review to engage teachers in reflective practice and provide feedback for next steps.
- School leaders will ensure all staff receive timely differentiated professional development in addition to workshops to implement curricula with fidelity and attend to school-wide priorities.
- Teachers and leaders will hold each other accountable for consistent use of weekly student work study protocols and daily progress monitors to modify teaching points and student groupings for strategic instruction.

Provision of Differentiated Instruction and Specially Designed Instruction

- Teachers who have evidenced effective use of differentiated instruction and specially designed instruction will provide peer support, feedback, and resources to help colleagues develop their skills in these areas.
- Strategic Small Group Reading, Math Stations, First in Math and IXL Morning Minutes, and Exit Tickets will be used for differentiated instruction in addition to W.I.N. Intervention periods.

Provision of Rigorous - Culturally Responsive Instruction

- Instructional leaders will continue to utilize Teacher Bootcamp based upon [Get-Better-Faster: A 90-Day Plan to Develop New Teachers](#) to ensure new teachers develop effective skills in intellectual preparation, lesson planning, modeling, classroom management, and student conferencing and coaching. The Instructional Coach, Special Education Coordinator, other Teacher-Leaders will facilitate workshops on varied topics that are their strengths.

SACS will continue to invest in its teacher-in-residence program in partnership with Teach for America and Relay Graduate School for Education. For SY 2024-25, SACS Bronx will have one new and two returning teachers-in-residence. We believe this program will create a graduate student-to-teacher and teacher-to-teacher leader pipeline of high quality candidates immersed in the “Children’s Storefront” culture, climate, and academic, social-emotional, and arts programming.

We believe the action plans and strategies outlined in this progress report will accelerate student learning without compromising SACS Bronx’s joyful and innovative school culture and positive family-school relationships. We remain keenly focused on aligning all initiatives to benefit our students. We will work in concert to guide, motivate, and support our students to achieve their individualized social-emotional and academic learning goals as well as our charter benchmarks.