



**HEKETI COMMUNITY
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Cynthia Rosario, School Director prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jamie Knox	Chairperson, Executive Committee
Niki Simoneaux	Vice Chairperson, Executive & Finance Committees
Rohita Land	Treasurer, Finance Committee
Tina Martinez	Secretary, Executive Committee
Helen Spruill	Member, Education Committee
Samantha Valerio	Member, Education Committee

Cynthia Rosario has served as the school leader since 2011.

INTRODUCTION

Our mission is to provide an exceptional educational solution, focused on preparing every student for NYC’s most competitive high schools and leadership in their chosen careers through an integrated educational design with high expectations, extensive academic and social-emotional support, and a high level of family and community engagement.

Heketi's name embraces two main elements of our mission focus. ‘Heketi’ is the Taíno word for **ONE**. Taínos are the indigenous people of the Caribbean, representing the heritage of a large portion of the Spanish-speaking population in the South Bronx. Heketi was born out of a desire to honor this heritage and embrace the power of multilingual literacy and reading skills for success and leadership. The meaning of Heketi, **ONE**, is also a recognition of what it takes to create an educational environment that ensures **each** child’s success. Heketi’s educational design integrates **families**, school **staff**, and **community** members — all invested and united in building a community focused on achievement.

After taking a planning year, Heketi opened its doors in the Mott Haven section of the Bronx to 90 kindergarten and first graders. As a school that seeks to improve educational outcomes for traditionally underserved English Language Learners, the school moved to a Dual Language Immersion program in the second year of operations. During the 2013-14 school year, 27% of students enrolled were English Language Learners. Students in the Dual Language program receive 50% of their instruction in Spanish and 50% in English during grades K-2.

By the end of our second year, we served 133 students—27% ELLs, 17% students with disabilities, and 92% free & reduced lunch. We kept a laser-focus on creating conditions for learning that maximize students’ sense of belonging, fun, and high academic engagement. Our unique design elements include:

- Dual Language Immersion Program—supporting native Spanish-speakers in acquiring English language by strengthening their native language.
- Clear and Transparent Accountability—frequent use of formative data and summative data to drive instructional decisions and professional development.
- High Expectations for All—engage all stakeholders in discussion and analysis of quarterly assessments. Maximize the use of instructional time on task.
- Investment in Social-Emotional Support—embed the school’s guiding principles and Second Step Character Education curriculum in the instructional day.

School Enrollment by Grade Level and School Year

School Year	K	1	2	Total
2011-12	Planning year			0
2012-13				89
2013-14				133

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be confident, independent, and proficient readers, writers, and speakers of the English language.

Background

During the 2013-14 school year, the school made a significant change to the ELA program. After looking at student's second quarter assessment, we decided to move away from the Teachers College Reading and Writing Workshop. The majority of our teachers were first-year practitioners who graduated from TC, however, they struggled to find the time to design lessons that met the needs of all students (particularly those in the margins). As a result, we collaborated with other schools to research a scripted ELA programs with clear alignment to the Common Core Standards. Houghton Mifflin's Journeys offered a comprehensive, balanced approach to literacy with supplemental materials for ELLs and students below and above grade-level. The mid-year change was difficult for teachers, as they navigated a steep learning curve.

By year's end, all teachers and parents endorsed Journeys as a comprehensive ELA program that helped us move the needle on student achievement. We are confident that we will see immediate gains in the upcoming school year when we implement the program starting in September.

Goal 1: Absolute Measures

Each year, 75 percent of all students in grades 2-5 who are enrolled in at least their second year will perform at or above grade level on the Fountas & Pinnell Reading Assessment.

Results

The chart below indicates second grade student performance on the Fountas & Pinnell Benchmark Assessment, using the Teachers College scoring rubric:

Performance on 2013-14 Fountas & Pinnell Benchmark Reading Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
2	74%	42	75%	32

Evaluation

For the 2013-14 school year, the school came close to meeting the 75% goal; however, fell short by 1%. During the first two years of operation, the school's professional development focus was ELA in order to provide students with the requisite literacy foundation necessary to access the higher content and vocabulary demands of grades 3-5. The school got off to a slow start relying on new teachers to design much of the ELA workshop model. In response, we focused our professional development on teacher planning and design of ELA lessons. We began to see student achievement gains when we moved to a more scripted, comprehensive ELA program—Journeys. Towards the spring of last year we purchased

RazKids, a web-based reading program for grades 1 and 2. Families and teachers alike noticed an improvement in students' reading strategies as a result of daily opportunities to work with the program. For students in grades 1 and 2 who remained at a Level 1 in reading, the school recommended a Fordham University summer reading program at no cost to families. Of the 13 students who participated, 12 moved up one reading level.

Additional Evidence

The following table shows our founding students' progress after two years at Heketi. Students have shown steady growth on our quarterly ELA benchmark assessments. Our second grade cohort made stronger gains after two years, which we believe can be attributed to two factors: first-year teachers staffed our first grade team; and the number of students with disabilities in first grade was much higher than second grade (22% vs. 5%). Additionally, as mentioned earlier, our decision to move away from the TC Workshop Model was largely driven by the number of inexperienced teachers we had and the inability to provide ample professional development to address the learning curve.

Fountas & Pinnell Reading Assessment Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
1	Planning year		Year 1		68%	37
2					75%	32

Action Plan

For the 2014-15 school year, the school hired a number of experienced teachers and balanced each grade with senior and novice teachers. We've also brought on a seasoned reading teacher to work with struggling readers and provide professional development for teachers to improve their guidance reading practice. We know that the mid-year move to the Journeys curriculum yielded immediate results for students in Levels 2 and 3, and, therefore, expect to see significant growth for all students by second semester. We will also continue to grow the RazKids reading program through 3rd grade.

MATHEMATICS

Goal 2: Mathematics

Students will master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings.

Background

During the 2013-14 school year, Heketi used TERC Investigations as the core mathematics curriculum in grades 1 and 2, and Bridges Mathematics in kindergarten. Both programs offer a hands-on approach with multiple opportunities for practice through a spiraled curriculum, which supports the academic development of our ELLs. Teachers used unit assessments to reteach lessons, regroup students, and make recommendations about the programs to their respective instructional coach.

After analyzing student data during second quarter assessments, we found that the scope and sequence of both programs wouldn't meet annual Common Core Standards if we didn't supplement. Therefore, teachers began using the math modules of EngageNY to supplement the math program. Unfortunately, with the mid-year transition to our new Journeys ELA program, math professional development waned. The instructional coaches and school director focused exclusively on ELA student achievement for the remainder of the year. As a result, students did not make adequate gains.

Goal 2: Absolute Measure

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI)¹ on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The school did not administer a norm-referenced mathematics exam for the 2013-14 school year.

Evaluation

Teachers administered year-end assessments designed by the respective math programs. As a result of a hyper-focus on the new ELA program, the school did not collect and analyze math data. In order to improve math instruction and outcomes for the 2014-15 school year, a number of adjustments have been made:

¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

1. The school has hired a math consultant to work with teachers in grades 2 and 3.
2. During Summer Institute, teachers worked with grade level math coaches to unpack the EngageNY math modules. Teachers will work with their instructional coach to continue to supplement TERC and Bridges with the math modules.
3. The school will administer the Math Terra Nova exam in 2nd grade.

APPENDIX B: OPTIONAL GOALS

Goal S: Parent Satisfaction

Families will be satisfied with Heketi's academic and social-emotional program.

Goal S: Absolute Measure

- Each year, 80% of total families will indicate "satisfied" or "extremely satisfied" as an overall rating on the Family Satisfaction Survey (total families includes those who do not respond to the survey).

Method

The school used the NYCDOE parent survey to analyze parent satisfaction.

Results

The 2013-14 parent satisfaction survey results indicate a high level of parent satisfaction with the school's instructional program, responsiveness to parents' needs, school culture, and the school's resources.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
119	127	94%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Instructional Core	98%
Systems for Improvement	97%
School Culture	97%

Evaluation

The school exceeded its annual goal. We attribute the high rate of satisfaction to our mission—ONE community collaborating to support individual student needs.