

**STOREFRONT ACADEMY
CHARTER SCHOOLS
HARLEM**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Nidia Evangelista Director of Operations prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Richard Bayles	Chair-(Executive, Finance, Academic, Real Estate Committees)
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Amanda Low	Trustee (Academic, Development, Governance Committees)

Dr. Nicole Garcia has served as the CEO since 2018.

Taleema Chesney has served as the Principal since 2019.

SCHOOL OVERVIEW

Storefront Harlem opened the doors in August 2019 and is **located in East Harlem** in the northeast quadrant of Community School District (CSD) 5. Storefront Harlem will **serve** 50 Kindergarteners, 25 first-graders, and 25 second-graders (100 students total).

Each grade consists of two classes of twenty five (25) students and two (2) teachers per classroom. SACS boast an optimized student/teacher ratio that enables our faculty to meet the individual needs of each student, supporting all levels of learners with differentiated instruction and supplemental skills-based support. Students are admitted to SACS through the lottery system.

The Storefront Academy Charter Schools days run from 8:15am-3:45pm, with the extended day and summer programming offered for struggling learners in the first grade and above. Students receive physical education, music, and performing art classes, as well as robust social and emotional supports and supports for English Language Learners.

Since the school closure in March 2020 due to the COVID -19 pandemic, we have prioritized bi-monthly Town Hall meetings. These meetings continue to sustain our stakeholders' confidence as we listen to and address their concerns and suggestions during the pandemic.

Before the closure of SACS on March 17, 2020, due to COVID-19, we came together to navigate the new experiences and challenges of distance learning. The team collaborated and combined resources and guidance into implementing a remote instruction plan within days of leaving our school.

Mission, Vision and Core Values

The **mission** of Storefront Academy Harlem Charter School is to provide children of varied academic strengths quality educational opportunities, preparing them academically, socially and emotionally to become critical thinkers, high-achieving students and well-rounded individuals. Working in partnership with families and community members SAHCS instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives.

We envision Storefront Harlem to be a small, intimate learning community in which all students and adults are known and treated with respect and kindness. The school's key design elements are replicative of our successful sister institution, SASBCS. Our **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. Our methods are not radical but are thoughtful and practiced. The Storefront approach draws upon 52 years of experience in early childhood development and education, and lessons learned from our sister institution, SASBCS.

Storefront Harlem’s whole child model demands that equal attention be paid to social and emotional wellness as to academic readiness. We believe that children cannot reach their full potential in the classroom unless their nonacademic needs are met. Therefore, our staff will do all they can to ensure students receive the support they need to become confident and emotionally strong individuals. Accordingly, the following **core values** are central to our ability to nurture social and emotional skills and encourage wellness among Storefront students. They include:

- **Honesty:** Tell the truth (no matter the consequences) and approach everything with integrity;
- **Respect:** Do not judge others. Be kind and considerate and do not touch others’ property;
- **Responsibility:** Be prepared (e.g., do one’s homework, report to class on time, etc.) and do not blame others for one’s actions;
- **Concern for Others:** Help others in need (academically or emotionally), make everyone feel accepted and included and practice selfless behavior;
- **Diligence:** Work hard all of the time (e.g., read at home each evening, put forth one’s best effort in class consistently); and
- **Persevere:** Push oneself to success despite difficulties and challenges.

These core values permeate all aspects of the Storefront model including its academic programs, responsive classroom practices and discipline policies.

Key Design Elements

We have learned quite a bit from our founders’ work in early childhood education, and the launch and implementation of SAHCS. Our model ensures that Storefront schools achieve the following **program goals**. To:

1. Ensure all students have a strong academic skill set. To accomplish this, we will hire and empower strong and qualified teachers, provide curricular support built around student needs and common core standards, and use assessments to inform and strengthen instructional practice.
2. Meet the needs of all learners by providing differentiated instruction in all classrooms, utilizing small groups for targeted instruction and intervention, administering the Response-to-Intervention approach to support struggling learners, and building a tight-knit community where every child is known and no child falls through the cracks.
3. Provide opportunities for enrichment and exploration of the world. We accomplish this by providing strong arts programming, encouraging trips into the community and beyond, and bringing volunteers to campus to work with and mentor students.
4. Involve parents in their children’s education. We will invite parents into classrooms as active participants in their children’s learning. We will build strong home/school communication practices to inform parents of their children’s challenges and achievements and help parents to become advocates for student improvement.
5. Build strength of character and self-confidence in each student. We will accomplish this by teaching strategies for public speaking and delivering presentations, creating opportunities for community service, and building a culture of student agency by valuing student voice.

Due to the pandemic, the school was closed by state order on March 18, 2020. SAHCS transitioned to an all remote platform until the last day of school, June 19, 2020.

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
2017-18	N/A	N/A												
2018-19	N/A	N/A												
2019-20	44	27	17											

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Storefront Academy Harlem Charter Schools (SAHCS) students will be proficient readers, writers and speakers of the English Language.

Goal 1: English Language Arts

Background

Core ELA curriculum, resources and assessments used at Storefront Academy Charter Schools include: The Michigan Association of Intermediate Schools Readers and Writers Workshop (MAISA), Leveled Literacy Intervention (L.L.I), Foundations, Fountas & Pinnell Benchmark Assessment System and the NWEA Measures of Academic Progress tests (M.A.P).

Storefront Academy Charter Schools faculty members are specially trained to differentiate instruction to meet the needs of all learners. Teachers effectively scaffold lessons to ensure optimal support for learning with the goal of moving every student toward independence.

Storefront Academy Charter Schools prides itself on being a professional learning community, building a culture of collaboration where educators work closely together to ensure that curriculum and instruction result in student growth. Teachers collaborate at weekly grade faculty meetings as well as clusters during weekly common planning periods.

Storefront Academy Charter Schools faculty members are passionate educators who are encouraged to continuously develop as professionals. All teaching staff participate in a summer institute each August, focused on strengthening key academic initiatives and school culture. During the school year, peers visit other classrooms to learn from each other, with a goal to build a consistent cycle of feedback leading to best practices in all grades. Teachers also regularly

attend and then turnkey information from professional development workshops throughout the year on the new curricula, resources and approaches.

Technology is integrated across all classes and subjects areas in response to the world's changing landscape. This includes the use of Promethean Boards in all classrooms, projectors, regular use of chromebooks for writing & research projects and computerized learning programs and computerized assessments.

BACKGROUND

Our K-2 continued to engage the *Into Reading* curriculum online. Teachers for grades K-2 supplemented the *Into Reading* curriculum with digital read aloud and shared text selections from the Success Academy curriculum.

School-wide, guided reading, a key design element, continued across grade levels despite school closure levels with the support of the Title 1 and ELL Teams. Teachers utilized the Epic! digital library, Zoom breakout rooms, and teacher office hours to schedule small groups for targeted instruction guided by the NWEA Learning Continuum and 8-10 identified New York State focus standards related to critical learning gaps for students on each grade level. All teachers also created and used Google slide presentations and videos to support synchronous instruction and asynchronous independent practice and extension. Google Classroom and Class DoJo was used for student assignments and projects.

Storefront Academy Charter Schools continues to take pride in being a professional learning community, grounded in a culture of collaboration where educators work together to ensure that curriculum and instruction result in student growth. Teachers collaboratively review student data and plan instruction at weekly grade level meetings as well as content area clusters during weekly common planning periods. Despite school closure, last Spring the school leadership expanded upon the existing professional learning framework to implement academic and school culture programming committees that participated in curriculum selection, standards based scope and sequence development, unit themes, and text selections for the 2020-2021 literacy program. Teachers were so excited about their committee work that they continued meeting voluntarily throughout the summer. Storefront families also participated in the new curriculum selection process.

Storefront Academy Charter Schools' faculty are passionate educators who are encouraged to continuously develop as professionals. All instructional and student support team members participate in a summer institute each August, focused on strengthening key academic and social emotional learning initiatives as well as school culture.

Throughout the school year, the Instructional team also participated in professional development sessions provided by Houghton, Mifflin, Harcourt, the Collaborative for Inclusive Education, The Robertson Center at Success Academy, and NWEA MAP, to turnkey new information, strategies, and resources. Teachers also visited each other's classrooms to learn from their peers, with a goal to build a consistent cycle of feedback leading to best practices in

all grades. Likewise, in the 2019-2020 school year teachers participated in school-wide professional development days every five to six weeks on instructional priorities including data analysis, unpacking standards, applying the learning continuum in targeted small group instruction, and increasing academic rigor through questioning, accountable talk, and performance tasks. These practices continued during remote learning using digital platforms.

During the 2019-2020 school year, Storefront Academy Charter Schools added an Instructional Coach to further support development of teacher capacity. The appointed Instructional Coach is a founding teacher who, in addition to supporting school-wide growth in the application of best practices, provides historic knowledge of the school's mission, academic performance, and culture. Additionally, Storefront Academy South Bronx held a six-week Teacher Boot camp using Paul Bambrick-Santoyo's Get Better Faster - Coaching Scope and Sequence.

Technology is integrated across all classes and subjects areas to target 21st century learning skills and demands of the rapidly changing global landscape. This includes the use of Promethean Boards in all classrooms, regular use of chromebooks for research and writing projects as well as digital learning and assessment platforms. In 2019-2020, we partnered with T-Mobile to provide each student a tablet with a built in Wifi chip to support individualized targeted skills practice at home. Prior to the mandated school closure due to COVID-19 in March, 2020, teachers also received additional professional development on Google Classroom, Zoom, and Class DoJo to support remote learning and family outreach. Teachers provided families with video recorded lessons and office hour tutorials on these platforms.

METHOD

During the 2019-2020 school year, ELA Committee members and families explored several literacy programs per our SOP for Curriculum Review. As a result of their feedback and SUNY renewal recommendations, SACS will incorporate selected units from Core Knowledge Language Arts and the Success Academy literacy curriculum for readers and writers workshop. SACS will also use Epic! to support guided and independent reading. The curriculum will follow our standards based grade level scope and sequence.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

The school attained its ELA accountability based upon the percentage of Third and Fourth graders who met / exceeded New York City norms based on NWEA MAP (ELA) “Projected Proficiency Summary”. The third and fourth grade teams quickly grew in applying professional learning community processes for improving teaching and learning. These teams regularly met for collaborative lesson planning and reflection and to continue student work reviews, data analysis, best practice article studies and strategy exchanges started in weekly meetings and the Teacher Boot camp facilitated by the principal, assistant principal and/or instructional coach.

ACTION PLAN

- ❑ ELA Curriculum improvements - In the Spring 2020 the English Language Arts Committee together engaged the standard operating procedures for curriculum review and selection. The committee approach facilitated participation of families, teachers, and school leaders in identifying the curriculum to be implemented in Fall 2020. The curriculum selection process was necessary because the HMH Into Reading program piloted in SY 2019-2020 lacked sufficient rigor in student resources and materials to build critical reading, writing, and thinking skills. The school ultimately chose to utilize units from Success Academy and EngageNY for readers’ and writers workshops based upon the curriculum selection process.
 - ❑ The ELA Committee participated in the development of a prescribed standards driven grade level scope and sequence for reader’s and writer’s workshop utilizing Map data. Literacy focus standard will be integrated across all subjects including specials to address learning gaps.
 - ❑ The school will continue to focus on increasing rigor through higher order thinking questions and a critical literacy approach, adding socratic seminars to projects and performance tasks. Expand the effectiveness of station learning by creating several options for deepening reading, writing, speaking, and listening skills such as newspaper club, mini seminars, acting/video presentations, research projects in addition to literature circles.

- ❑ Consistent use of Assessment Data for Strategic Instruction
 - ❑ The school will continue its push to integrate across the curriculum 8-10 focus standards on each grade level related to the most critical learning gaps to improve student learning and raise NWEA MAP schoolwide and grade level performance growth.
 - ❑ After each NWEA MAP administration, instructional leaders will identify 5-8 student learning deficits by classroom and provide teachers with supplemental content and instructional support to address these deficits.
 - ❑ Every five weeks, instructional leaders will create and administer an interim assessment for ELA and math using released New York State exam questions that assess targeted learning deficits based upon the NWEA MAP.

- ❑ Systematic Instructional Coaching Cycles - The school will establish a two member instructional coaching team to provide real-time coaching emphasizing modeling and inquiry based systematic coaching cycles pursuant to school wide planning, observation, and feedback protocols. The school hired a second instructional coach in July . The coaching team presented the coaching cycle to teachers during the Summer Institute in August and immediately began coaching teachers on increasing rigor through questioning, accountable talk, writing across curriculum, as well as collaborative goal setting, action planning, and progress monitoring. The school will implement TeachBoost digital program for teacher development and coaches will utilize the coaching component to provide real-time feedback.
 - ❑ Coaches will be central to the work of developing teacher leaders and supporting school leaders is creating more opportunities for teachers to share best practices and facilitate professional development sessions as done during the Summer Institute.
 - ❑ Coaches will also improve pacing and organization of instruction school-wide by ensuring that in every classroom, one key focus standard drives the learning target for every instructional block, and lessons include a Do Now, direct instruction, guided practice, independent practice and Exit Ticket.
 - ❑ Based on student performance and likely missed learning, coaches will also ensure direct instruction introducing new concepts occurs at least 30% of each class period
 - ❑ When two or more adults are in a classroom, Coaches will help ensure that each adult provides individual and group instruction utilizing co-teaching approaches which were presented during Summer Institute and will be revisited during coaching sessions.
- ❑ The school will focus teacher performance and accountability on student performance as measured by 50% of students achieving performance growth on the NWEA MAP. The goal is for 50% of those who achieve their performance growth for one year, achieve growth 5 points above the following year, and for year three and beyond, students hold steady with achieving expected performance growth to raise test scores close to meeting both the NYC and NYS norms.
 - ❑ To achieve growth projection goals instructional leadership will provide more professional development on data analysis. The instructional team will target 1.5 years of MAP growth for each student in 2020-2021.
- ❑ At-Risk Programming - The school is making the following improvements to continue to build systems to closely identify, progress monitor, and accelerate learning of all students, but particularly our ELLs, students with disabilities, scholars in RTI/MTSS the school:
 - ❑ Teacher Recruitment and Development - By implementing more comprehensive standard operating procedures for teacher recruitment and development the successful expanded its special education team.

- ❑ Expanded practice of creating small groups for guided instruction and skill development across and between grade levels to more strategically target learning gaps in both ELA and math as piloted in 2019-2020.
- ❑ Edmentum Exact Path (Exact Path) - The school will implement Exact Path's adaptive diagnostic assessments weekly to generate individualized learning paths for each scholar in light of the anticipated learning loss and the need for blended or remote learning posed by COVID. SACS has chosen to implement Exact Path as supplemental assessment and curriculum because of its partnership with NWEA MAP, its high level of engagement and accessibility for scholars, and its detailed data dashboard for progress monitoring and strategic instructional follow up. Exact Path incorporates all four learning modalities - listening, speaking, reading, and writing support into lessons and activities, and has earned a WIDA PRIME V2 correlation for meeting ELL needs in these learning modalities. Its assessment system and data dashboard will support teachers in both progress monitoring and data analysis to effectively target knowledge and skill gaps.
- ❑ The Springboard Collaborative after school program - The school will expand upon the Springboard Collaborative partnership started with Summer School and its Family - Educator Learning Accelerator model by continuing the program for the 2020-2021 school year as a free online afterschool program offered to all families. To support continued growth in literacy, and minimize the impact of unfinished or lost learning due to COVID-19 or summer break, Storefront Academy Charter Schools partnered with the Springboard Collaborative to design and implement a free 5-week online summer program offered to families. Two-thirds of the families at the Bronx campus participated; 230 families participated across campuses. Within the first three weeks, scholars logged in a total of 50,000 reading minutes during our summer program. 21,000 logged minutes were during the summer schedule with their teachers and 29,000 families at home and on their own time. Per the Springboard Family-Educator Learning Accelerator model, teachers facilitated weekly huddles and office hours where parents learned and practiced evidenced reading strategies to help their students build key literacy skills. Parents and teachers jointly set student goals, action planned, and monitored student progress.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Goal 2: Mathematics

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

BACKGROUND

The primary Mathematics curriculum used is Go Math. Students are assessed three times throughout the year using the NWEA Measures and Academic Progress (MAP) test.

Storefront Academy Charter Schools incorporates the Houghton Mifflin Harcourt's Go Math! curriculum. The program was selected for its focus on foundational and problem solving skills while providing content, resources, and strategies to support the teaching of new mathematical concepts and higher order practices. Go Math! was also chosen because its approach maximized opportunities to reinforce reading, writing, speaking and listening. This was an important criterion because many of our students struggle with language usage and reading fundamentals. Go Math! includes an online component, ThinkCentral, for student review and practice of math skills through varied interactive learning activities.

However, HMH is phasing out Go Math! and has not updated its digital platform. When school closed last March, teachers and families experienced difficulties consistently securing Go Math! Based upon our curriculum review process, the school will implement Savvas enVision Math in 2020-2021. The enVision program provides an extensive digital program to facilitate hybrid or remote learning, on demand professional development, as well as resources to support ELLs, Students with Disabilities, and scholars with varied learning styles. EnVision math presents a problem solving approach to learning math and guidance for teachers in prompting, questioning, and extending learning to increase rigor. Teachers will coach scholars as they engage in productive struggle and talk through the process to make their thinking visible.

Storefront Academy faculty members are specifically trained to differentiate instruction to meet the needs of all learners. Teachers effectively scaffold lessons to ensure optimal support for optimal learning, always with the goal of moving every student toward independence.

Storefront Academy Charter Schools prides itself on being a Professional Learning Community, building a culture of collaboration where educators work closely together to ensure that curriculum and instruction result in student learning. Teachers collaborate at weekly full faculty meetings as well as in clusters during weekly common planning periods.

Storefront Academy faculty members are passionate educators who are encouraged to continuously develop as professionals. All teaching staff participate in a three-week summer institute each August, focused on strengthening key academic initiatives and school culture. During the school year, peers visit other classrooms to learn from each other, with a goal to build a consistent cycle of feedback leading to best practices in all grades. Teachers also regularly attend and then turnkey information from professional development workshops throughout the year on new curricula, resources and approaches.

Technology is integrated across all classes and subjects areas in response to the world's changing landscape. This includes the use of Smart Boards in all classrooms, projectors, regular use of chromebooks for writing & research projects and computerized learning programs and computerized assessments.

METHOD

The school administered the NWEA MAP Growth Math assessment in the Fall and Winter of the 2019-2020 school year. Due to Covid-19 closure, the school was not able to administer the Spring MAP as planned.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

The trends in math performance confirm the urgency of increasing the systematic use of student data to drive instruction. The implementation of a math committee will support vertical as well as horizontal alignment of math programming. Expanded use of data from MAP growth and internally designed assessments with vetted test items from the New York State exams will support targeted instruction. The math committee's collaboration in designing the math scope and sequence based upon trends in student performance and learning gaps will promote the increased focus on 8-10 high leverage standards guided by the MAP data and the learning continuum. Teachers on the math committee will also garner buy-in and heightened accountability for smart goal planning and monitoring for improvement in student achievement and teacher effectiveness.

The addition of two instructional coaches will support teachers in developing capacity through modeling of best practices, real time feedback, and access to supplemental content and resources. Teachers will participate in EnVision workshops on math curriculum and teaching strategies. School leadership will also seek out professional development for math committee members to turn key including the two day math workshop at the Robertson Professional Development Center.

ACTION PLAN

- ❑ EnVision Math - In light of the limitations posed by the Go Math! curriculum digital platform and the phase out of program supports, the Math Committee engaged the standard operating procedures for curriculum review and selection. The committee framework facilitated the involvement of all stakeholders in the adoption of Envision Math following the sampling of three additional programs. Key criteria that favored Envision include:
 - ❑ The robust and accessible digital platform for student learning, instruction, and on demand professional development. Teachers will also benefit from resources,

workshops, and peer supports specifically designed to support teachers in New York City.

- ❑ Resources to support ELLs, Students with Disabilities, and scholars with varied learning styles.
- ❑ An inquiry based - problem solving approach to learning math and guidance for teachers in prompting, questioning, and extending learning to increase rigor.
- ❑ Envision provides teachers with training and resources to coach scholars as they engage in productive struggle and talk through the process to make their thinking visible. This approach aligns with the school's priority to increase rigor through higher order questioning and performance tasks, math talks and reciprocal teaching practices, and math journals to promote writing across content areas.
- ❑ Consistent use of Assessment Data for Strategic Instruction
 - ❑ As with literacy instruction, the school will continue its push to integrate across the curriculum 8-10 focus standards on each grade level related to the most critical learning gaps to improve student learning and raise NWEA MAP schoolwide and grade level performance growth. Following each MAP administration, instructional leaders will identify 5-8 student learning deficits by classroom and provide teachers with supplemental content and instructional support to address these deficits.
 - ❑ Every five weeks, instructional leaders will create and administer an interim assessment for ELA and math using released New York State exam questions that assess targeted learning deficits baked upon the NWEA MAP.
- ❑ Systematic Instructional Coaching Cycles - The addition of a two member instructional coaching team will provide real-time coaching for more effective math instruction. Inquiry based coaching cycles will support school-wide and class based smart goal action planning, and progress monitoring. The implementation of TeachBoost digital program for teacher development in Fall 2020 will enable coaches to provide real-time feedback and monitor teacher growth.
 - ❑ Coaches will also improve pacing and organization of instruction school-wide by ensuring that in every classroom, one key focus standard drives the learning target for every instructional block, and lessons include a Do Now, direct instruction, guided practice, independent practice and Exit Ticket.
 - ❑ Coaches will support the implementation of small group math across and between grades to provide targeted instruction aligned with the 8-10 identified focus standards and the learning continuum to meet students where they are and move them forward.
- ❑ The school will focus teacher performance and accountability on student performance as measured by at least 50% of students achieving performance growth on the NWEA MAP. To achieve growth projection goals instructional leadership will provide more professional

development on data analysis. The instructional team will target 1.5 years of MAP growth for each student in 2020-2021. The goal is for 50% of those who achieve their performance growth for one year, to achieve growth 5 points above the following year, and for year three and beyond, students hold steady with achieving expected performance growth to raise test scores to meet both the NYC and NYS norms.

- ❑ At-Risk Programming - The school is making the following improvements to continue to build systems to closely identify, progress monitor, and accelerate learning for ELLs, students with disabilities, and scholars in RTI/MTSS.
 - ❑ As with its literacy programming, the school will expand the practice of creating small groups across and between grade levels for math instruction, foundational skill practice, and accelerated learning.

GOAL 3: SCIENCE

Goal 3: Science

75% of students who have attended Storefront Academy Charter School for at least two full school years, will achieve a Level 3 or 4 on the New York State science assessment.

BACKGROUND

As a result of the March 2020 transition to remote learning and the challenges posed by the abrupt shift to digital platforms and extended screen time, stand alone science instruction shifted from three to four periods a week to one or two. Teachers used scavenger hunts, recorded experiments, projects and presentations to support student engagement. Students were given choices in using items available in their homes to create scientific models.

ACTION PLAN

To cultivate the students' widespread interest in science, the school will implement a STEM curriculum designed by Jaracus Copes, an African American chemist and educator affiliated with Johns Hopkins. Mr. Copes developed the inquiry driven Next Generation Science Standards based curriculum in collaboration with the schools' new Science Programming Committee, Tech Squad, and Art teacher.

- The cross curricula STEM program will support the school-wide focus on higher order thinking, questioning, and problem solving
- The program will highlight experiential learning
- The curriculum will enable students to explore varied branches of science and engineer through field trips and interviews as well as informational text
- Student journal assignments and lab reports will provide a literacy connection and support the development of technical writing skills

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. School was opened in 2019.

Write the school's Accountability Plan ESSA goal here.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

State the school's ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2017-18	n/a
2018-19	n/a
2019-20	School in Good Standing

Goal 5: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Each morning, teachers take attendance and enter it into the attendance ATS roster sheet. Teacherease. Once collected registrar enters into ATS by 10 A.M. Daily attendance rates are

calculated by dividing the total number of enrolled students by the number of attendees. The daily average is calculated using the formula found in Teacherease.

During remote learning the following method was implemented:

- First attendance will be taken by Teachers no later than 8:15 A.M.
- The Registrar will start checking attendance in Teacherease by 8:20 A.M.
- Registrar will send out an email to the Dean of Students and Parent Coordinator with names of absent or late students.
- Second attendance will be taken after the lunch break for each grade. Registrar will check attendance in Teacherease 20 minutes after the end of the lunch break for your period
- Every Friday a list of all the absence/lateness will be shared with principals, dean of students, and parent coordinator.
- Five absences or more will require a zoom meeting with all appropriate party (principal, Dean of Students, and Parent Coordinator)
- 10 or more absences will be handle over to counselors and an open case will be generated to ACS by ATS

RESULTS

Adjusting to remote learning affected attendance goal.

2019-20 Attendance

Grade	Average Daily Attendance Rate
K	85%
1	72%
Overall	

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2019-20	[%]

