



**Academic
Leadership**
Charter School

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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677 East 141st street

Bronx NY 10454

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Sonia Kurup, Operations Manager prepared this 2022-23 Accountability Progress Report on behalf of the school's leadership and board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
James Sander	Chair	Education, Finance, Real Estate
Christopher Brignola	Vice-Chair	Education
Lucas Doe	Treasurer	Finance
Mark Keye	Secretary	Finance
Robert Ansbro	Member	Real Estate
Sean Blackwell	Member	Real Estate

Norma Hurwitz has served as the Executive Director since 2009

Leena Thomas has served as the Principal since 2012

SCHOOL OVERVIEW

“With the leadership of the School Board, its administration, teachers and support staff, Academic Leadership Charter School’s mission is to develop in students the ability to exceed NYS performance standards in all major academic areas in a safe and nurturing environment. In partnership with parents and the community, our students will become empowered leaders and take an active role in their learning while exhibiting good character.”

At Academic Leadership Charter School, we have set very high academic performance goals for our students and striven to meet them by providing a strong and differentiated instructional program. Our main goal and focus is to provide our students with a quality educational program that helps them develop and demonstrate college and career Readiness by meeting or exceeding NYS Common Core Standards through a strong curriculum.

It is our belief that all students can achieve academic success in a nurturing and academically rigorous environment. We have consistently outperformed schools in CSD 7, peer schools, and city-wide schools¹. During our initial charter period, we also recorded individual student growth year to year. Our instructional program focuses on Literacy across content areas in all grades and it has proven to be successful for all our students, including our struggling population.

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	55	50	51	55	47	58	49	49	83	0	0	0	0	549
2018-19	88	76	55	57	55	49	53	40	39	0	0	0	0	521
2019-20	71	106	83	60	58	56	75	53	40	0	0	0	0	602
2020-21	56	81	125	81	68	65	69	66	53	0	0	0	0	664
2021-22	30	48	63	83	78	48	68	68	53	0	0	0	0	539
2022-23	32	30	42	49	72	65	52	54	62	0	0	0	0	458

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Academic Leadership Charter School will become proficient in English Language Arts

BACKGROUND

Our Literacy program is designed to help students become fluent readers and critical thinkers. We follow an interdisciplinary approach that is content-based and allows for language development and vocabulary expansion. Every day, students read and analyze stories and other rich texts such as magazine articles and poetry. Fiction and non-fiction stories are analyzed by students based on weekly themes and story genres which enable mastery of that weekly topic; character study, mysteries, plays, multicultural stories, myths, fables, legends and novels.

We offer four periods of Literacy instruction daily, employing a balanced literacy program offering a mini lesson followed by a workshop period during which the classroom teacher and the associate teacher work with at-risk, special education, or ELL students. Once these students have demonstrated mastery, they proceed to work independently. The classroom teacher then reviews work with the group of at/above level students. Each of the groups participate in small group workshop sessions with the classroom teacher, associate, or one of the instructional support teachers for 15-20 minutes sessions daily during the activity portion of the lesson.

The first two periods consist of our core reading program, SRA Imagine It! for grades K-6 which allows students to read a variety of texts and build necessary reading comprehension skills. For grades 7- 8, we use novels and Pearson's Literature reading anthologies. The third period is devoted to supplemental fiction texts that are teacher-selected and theme-based. The fourth period focuses on writing and responding to literature.

It is important to us that our students develop and nurture a love for reading by providing meaningful topical material tailored to students' social and cognitive developmental and interest level. This is achieved by our selection of engaging texts, providing all students with the opportunity to be active participants in every lesson, regardless of their ability level. To assist with providing best differentiated lessons in ELA, each classroom has created an ELA chart that outlines each comprehension skill, strategy, and elements of figurative language. This system of tracking identifies each student's strengths where students are provided more challenging activities, and weaknesses which requires re-teaching. The ELA chart is updated within each six-week period to support most updated differentiated groups.

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In addition to rich fiction texts, we use have a variety of non-fiction texts incorporated in our curriculum. From their early years, ALCS students receive a content-rich curriculum with one period of social studies and one period of science instruction daily. This content is reinforced during our literacy block during which teachers have students read and discuss newspaper articles to remain aware of current events. Students examine articles from various newspapers on the same topic to analyze how each has a point of view and bias and how each journalist chooses to write what they want readers to walk away with.

Each lesson is highly interactive, and teachers facilitate rich discussion, analysis, and application of what is learned. Instead of teachers simply monitoring and ensuring that each student is on task during independent activities, our teachers use this time to re-teach and provide greater scaffolding to students who need it most.

Every Monday, we hold professional development sessions to help teachers become well versed with our ELA curriculum. School administrators also co-teach with teachers to provide additional support. Students are assessed every six weeks using a mock assessment, modeled after the state’s ELA exam.

METHOD

Students were assessed using internally developed assessments. Our school uses mock ELA assessments for grades 3-8 which are modeled after NYS standardized exams. In addition, we use student writing samples, quizzes, and projects to measure students’ growth and mastery level.

During 2022-23, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally developed

RESULTS AND EVALUATION

Our assessments are modeled after NYSED State exams and often reflect released test questions and passages. Given the difficulty of these exams, 60% is used as the indicator of whether students are on level.

Results: Goal met

77% of our students in grades 3-8 met the 60% mark higher on internally developed assessments.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	49	0	0	6	0	0	0	49
4	72	0	0	10	0	0	0	72
5	64	1	0	4	0	0	0	65
6	51	0	0	6	0	1	0	52
7	53	1	0	12	0	0	0	54
8	62	0	0	8	0	0	0	62
All	351	2	0	40	0	1	0	354

Performance on 2022-23 State English Language Arts Exam

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By All Students and Students Enrolled in At Least Their Second Year²

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	49	38	76	39	28	72
4	72	45	63	64	42	66
5	64	44	69	53	38	72
6	51	25	49	34	19	56
7	53	40	75	49	39	80
8	62	56	90	58	51	88
All	351	248	71	297	217	73

DISTRICT INFORMATION IS NOT AVAILABLE AT THIS TIME

ADDITIONAL CONTEXT AND EVIDENCE

Despite the difficulty children faced during the past couple of years, our students performed exceptionally on our internally developed exams. They were able to answer questions thoughtfully and methodically, referring to the passages and using their annotations.

ACTION PLAN

Our school will continue to offer vigorous instruction to ensure students continue to meet and or excel goals. We will continue to provide students with the support they need and assess our efficiency using quizzes, work samples and interim assessments. Analysis of these items will allow us to gain a deeper understanding of student performance and improve our methods.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will be proficient in Mathematics

BACKGROUND

Our mathematics program is designed to help students master basic numerical skills while allowing them to think critically and solve word problems. We have a spiraled approach to Mathematics, with each lesson beginning with a ten-minute warm-up activity to review arithmetic operations and fundamentals. Each period contains two mini lessons which focus

² 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.

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on different math strands. During each lesson, based on how well students have mastered the day's concepts, they either receive further review or participate in an independent activity offering greater challenge. Mathematics instruction spans two 45-minute periods daily, allowing ample time for students to master their grade's curriculum while being exposed to concepts of the next grade. Math charts which display each mathematics strand and common core standard will be aligned to each student identifying mastery and needs of improvement guiding teachers to best differentiate instruction.

For grades K-5, ALCS employs the TERC Investigations in Number, Data and Space. For grades 6-8, we use Connected Mathematics Project. For all grades, in addition to our core Mathematics programs, we also purchase supplemental workbooks from Coach Clinics, Test Ready, Progress NY, and Finish Line to enhance our Mathematics curriculum. Having as many resources as possible will allow teachers to instruct in a variety of ways.

Teachers create math binders which combine all resources, organized by topic. This makes lesson planning more manageable and allows for more strategic planning as activities at various levels are easily available to differentiate instruction. Each classroom has a math center with worksheets organized by topic, manipulatives, and computers for student use. This allows students to reinforce topics if additional support is needed. If a student finishes an activity early, they go to the math center to work at applying, understanding or tackling an area where further practice is warranted. Teachers maintain math charts that track progress by strands/skills and indicate which areas students need additional support. Each student has their individual math progress charts in their notebook and is able to track progress. This enables students to become active participants in their learning. Students are then able to identify which topics they need extra practice in and use the math center to their advantage.

METHOD

Our school used Mock assessments to monitor student mastery. Mock assessments are modeled after NYS assessments and administered and often incorporate released test questions.

During 2022-23, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Internally developed

RESULTS AND EVALUATION

Our school used internally developed assessments to assess students. Our assessments are modeled after NYSED State exams and often reflect released test questions and passages. Given the difficulty of these exams, 60% is used as the indicator of whether children were on level.

Results: Goal met

67% of students met the goal of being at 60% or higher on internally developed assessments.

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2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	49	0	0	6	0	0	0	0	49
4	72	0	0	10	0	0	0	0	72
5	64	1	0	4	0	0	0	0	65
6	51	0	0	6	0	1	0	0	52
7	53	1	0	12	0	0	0	0	54
8	62	0	0	8	0	0	0	0	62
All	351	2	0	40	0	1	0	0	354

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	49	43	88	39	35	90
4	72	41	57	64	39	61
5	64	52	81	52	46	88
6	51	35	69	33	27	73
7	53	37	70	48	37	77
8	62	57	92	58	54	93
All	351	265	75	294	238	80

ADDITIONAL CONTEXT AND EVIDENCE:

Despite the challenges students have faced during the past couple of academic years, they performed exceptionally on math assessments. We have increased our proficiency by 10%. Students were able to successfully apply methods and strategies that were taught and practiced in the classroom. We saw a notable increase in performance for Grades 3 and 5.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

We were able to meet our goal and are proud of our students' achievements and our ability to execute our math program effectively.

ACTION PLAN

We will continue to track mastery of math standards and skills closely. We plan to implement frequent quizzes to track student progress.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science

BACKGROUND

Our instructional program, which offers Science daily from kindergarten through 8th grade, has allowed our children to develop strong skills and collect a wide body of knowledge. We focus on a variety of units each school year and students are assessed every six-weeks. We combined literacy and hands-on experiments within our science program.

METHOD

We used internally developed Six-Week assessments to assess our science program and student mastery.

RESULTS AND EVALUATION

PENDING

ADDITIONAL CONTEXT AND EVIDENCE

PENDING

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

PENDING

ACTION PLAN

We will continue to revise our science curriculum to have students engaged in more experiments and hands on experiences. We are also working on ways to improve spiral review and student retention of information.

GOAL 4: ESSA

The 2022-23 school accountability statuses are the same as those assigned for the 2021-22 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: 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.

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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

Our school is currently in good standing.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing