



# **Cardinal McCloskey Community Charter School**

## **2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Jennifer Fedele

685 East 182<sup>nd</sup> Street  
Bronx, NY 10457

347-708-0480

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Jennifer Fedele, Principal prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
George Grace	Chair
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**Jennifer Fedele has served as the Principal since October 2018.**

### SCHOOL OVERVIEW

The mission of Cardinal McCloskey Community Charter School (CMCCS) is to address the academic, social-emotional and developmental needs of its students in a safe, supportive and trauma-informed learning environment in order to better enable them to learn and succeed academically. The school is committed to serving at-risk students experiencing trauma, including children in foster care and students receiving prevention services. Through a rigorous program of instruction utilizing a trauma-informed, Sanctuary Model approach and by providing a wide range of wraparound support services, CMCCS will help each student become more resilient, independent and academically successful.

The school model implemented at CMCCS integrates evidence-based Sanctuary Model principles and wraparound services with a rigorous academic program. This approach enables us to meet the needs of our uniquely at-risk student population by addressing social-emotional concerns so that they are able to learn while simultaneously implementing a rigorous curriculum closely aligned to New York State Learning Standards. Each student has an Individual Growth Plan for Success and is provided with therapeutic assistance and counseling in close collaboration with classroom teachers and other instructional staff.

In alignment with our mission and core vision, key design elements of our school model include:

- Integration of the principles and practices of the **Sanctuary Model**, an evidence based model that cultivates a trauma informed environment in which at-risk youth can maximize their potential to learn, heal and grow, into the academic program.
- **A rigorous standards-aligned and data-informed academic program** utilizing effective instructional methods and curriculum
- **Intensive instruction and extended day programming** to ensure that each student's needs are addressed, and
- **Comprehensive wraparound services** for students to support their social-emotional, developmental and behavioral growth and to help them build resilience and capacity to cope effectively with problems

The school opened in August 2019, serving 144 Kindergarten and 1<sup>st</sup> Grade students. On BEDS day, the school population was 20.1% Black, 77.1% Hispanic, 1.4% multiracial and 1.4% White. In addition, 85.4% of students were from low-income families, 18.1% were English Language Learners, and 18.1% were Students with Disabilities. The school will add one grade per year until reaching full capacity of 450 K-5<sup>th</sup> Grade students in 2023-2024.

During this tumultuous time of the pandemic, our organization had to pivot its standard operations to make certain to:

- continue to educate our students safely
- provide social and emotional support effectively with our trauma informed approach

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- maintain a dynamic academic environment where children feel empowered to grow with support regardless of educational model, virtual or in person instruction
- continue to add value to our community at all-times even during this unprecedented event as the current Covid-19 situation.

Following a survey of our families' technology needs, the school distributed Chromebooks to any student who needed one so that we could provide synchronous instruction as soon as possible after the transition to remote learning in March 2020. Despite some challenges, we were able to move all programming and instruction online, with teachers and school leaders communicating daily with students and parents through numerous platforms such as Zoom and Google Classroom. Resources and assignments were developed and posted on the school website. Throughout the school closure, CMCCS continued to provide academic and related services to students with disabilities, English Language Learners and other at-risk students.

### 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														
2018-19														
2019-20	91	53												144

### GOAL 1: ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

Students at Cardinal McCloskey Community Charter School will demonstrate growth in ELA proficiency and will meet grade-level proficiency standards in ELA each year.

#### BACKGROUND

During the 2019-2020 academic school year, Cardinal McCloskey Community Charter School utilized a comprehensive English Language Arts program that is aligned with New York State's Common Core Learning Standards for Kindergarten & First Grade. The reading program provides students with a research-based curriculum that enables students to develop a strong foundation. The reading program implemented in the 2019-2020 school year balances the necessary components for young readers including phonemic awareness, phonics, the encoding

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and decoding of words and fluency development; and the essential components of comprehension.

The PAF Reading Program was used in Kindergarten and First Grade. This program is a research-based, multi-sensory reading program that incorporates reading, spelling, and handwriting instruction into unified lessons that benefit all children, and can prevent reading failure in at-risk children. The PAF Reading Program provides children with the building blocks they need to learn in a logical order which results in minimum frustration — and maximum success. The step-by-step progression leads not only to improvement in basic skills but to an increased sense of mastery and self-esteem. Students are taught how to encode and decode words and students learn how to read accurately and fluently using phrases, sentences and stories that contain only sounds and words that have already been learned (decodable text). Finally, the students learn how to apply comprehension strategies to help them understand what they read. As part of the program, the students are assessed regularly based on curriculum based proficiency tests to monitor progress and student achievement.

The PAF Reading Program is supplemented by the EngageNY Listening Learning Curriculum, the EngageNY Skills program and read alouds that expose students to authentic text as well as fiction and non-fiction topics. The combination of these programs provides students with a rigorous inquiry and language intensive academic experience. To support teachers throughout the year, professional development workshops and modeling of instructional practices are provided by consultants and the instructional leadership team.

This reading program is effective because of the instructional strategies utilized. Kindergarten students receive 140 instructional minutes in ELA daily, and first grades receive 150 instructional minutes in ELA each day. Specifically, students are placed into flexible leveled reading groups and receive direct support from teachers. To develop students' critical thinking skills, teachers use multiple levels of questions to support the needs of all students. The direct instruction model allows teachers to monitor student progress throughout each lesson, and provide targeted feedback to students. The writing program is supported by the EngageNY Skills program for the development of pre-writing skills and directly supported by the PAF Reading Program as students write daily as part of the lesson format. The students receive immediate feedback from instructional staff to support student's correct use of English written language, with an emphasis on writing mechanics, syntax and form.

For the 2020-21 school year, CMCCS will reopen following a continuum of models that vary from full remote instruction, a hybrid model, to standard operations. The brief descriptions of these models are:

1. Remote Learning Model - CMCCS remains closed - Children will continue with the virtual learning plan that was in place prior to summer vacation

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2. Hybrid Learning Model - In person learning on alternate days: half the school on A schedule and half on B schedule with Fridays for Virtual Learning for A and B
3. Standard Operations Model - If the data and health experts support this model, then we will go back to a direct instruction, Sanctuary approach model with all safety measures considered. The Virtual portal will remain in effect allowing parents that are not comfortable with in person instruction to provide their child with access to education.

To address learning gaps due to the initial phase of remote learning, the ELA program will include time for the remediation of reading and writing skills as needed. Time will also be built into the schedules for online assessments to establish benchmarks. Teachers will use multiple platforms and online resources to facilitate remote learning.

### METHOD

To assess and evaluate student achievement in ELA during the 2019-20 school year prior to the school closure in March, the school administered the Preventing Academic Failure (PAF) Test of Single Word Reading following the use of EngageNY Skills curriculum to develop pre-reading and pre-writing skills. THE PAF Test combined with oral reading of the readers, can be used for placement of new students as well as to measure ongoing gains. It assesses a student's ability to read single words in isolation. The ability to read single words automatically, at the word-recognition level, is crucial for maximizing comprehension. The test also provides an opportunity to show quantitative growth in reading from year-to-year. It offers an alternative assessment tool for students who cannot yet read the uncontrolled text on standardized reading tests. The PAF Test of Single Word Reading consists of 240 words divided into twelve subtests based on phonetic patterns that follow the PAF sequence. Progress is demonstrated by a student reading more words accurately from year-to-year or recognizing more words automatically, rather than having to sound them out.

### RESULTS AND EVALUATION

#### Kindergarten

Following the transition to the PAF Reading Program in February of 2020, students were assessed using the PAF Alphabet Test and a modified proficiency test and then placed into skills based groups.

	February % of Students in Grade	June
Start at beginning (Level 1)	32%	15%
Reviewing up to level 16	51%	34%

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Level 16	16%	26%
Level 33	0	25%

The June data showed that despite the school closure and the transition to remote instruction, our students continued to develop crucial reading skills, with 17% of students moving from the lowest level to approach Level 16.

### 1<sup>st</sup> Grade

The PAF Reading Program started at the beginning of the year with students placed into three skills based groups based on the PAF Alphabet Test and the PAF Single Word Decoding Test.

	September % of Students in Grade	June Proficiency Test
Start at beginning of the Program	40%	86% of the group were proficient at level 52
Started @ Level 17	30%	64% of that group are proficient at level 74
Started @ Level 34	30%	86% of group Proficient at Level 96

### ADDITIONAL EVIDENCE

As 2019-20 was the first year of operation for CMCCS, no year-to-year comparisons can be made.

### ACTION PLAN

As the school was only able to implement the ELA program with fidelity for six-months in its first year, we have little student achievement data with which to make informed changes and program improvements moving forward. Therefore, the school will utilize the same curriculum and assessments once the school returns to standard operations, with modifications made to accommodate effective remote instruction before then. In addition, minor curriculum changes may be made to address areas where specific skills and content were not adequately addressed in the 2019-20 school year.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students at Cardinal McCloskey Community Charter School will demonstrate growth in Math proficiency and will meet grade-level proficiency standards in Math each year.

### BACKGROUND

With 50 minutes allocated for Math instruction in Kindergarten and 60 minutes in 1<sup>st</sup> grade, Cardinal McCloskey Community Charter School used a New York State Common Core aligned math program that provided students with primary components of math instruction including computational, procedural and conceptual skills. The EngageNY “A Story of Units” curriculum provides a sequenced and comprehensive mathematics program that builds students’ conceptual and practical math skills from one year to the next. The “Story of Units” program provides students with direct experience in problem solving with concrete-pictorial and abstract learning in a carefully sequenced program that included curriculum based progress monitoring.

During each lesson, students are provided the opportunity to develop their basic skills to a level of automaticity to allow for exploration of more complex mathematical concepts. The focus is on developing a solid mathematical foundation and mathematical fluency. Furthermore, emphasis is placed on the development of mathematical vocabulary the oral and written language of math.

Progress monitoring interim assessments in math are based on mid-module and end of module assessments from the “Story of Units” curriculum to determine student proficiency and instructional pacing.

Throughout the year, professional development provided support to teachers with the implementation of the curriculum and modifications to best meet the needs of the students.

For the 2020-21 school year, CMCCS will reopen following a continuum of models that vary from full remote instruction, a hybrid model, to standard operations, as outlined in more detail in the ELA program description. To address learning gaps due to remote learning last year, the Math program will include time for the remediation of skills and content as needed. Time will also be built into the schedules for online assessments to establish benchmarks. Teachers will use multiple platforms and online resources to facilitate remote learning.

### METHOD

In addition to the curriculum-embedded assessments mentioned above, CMCCS also intends to use NWEA MAP assessments to measure student achievement against national norms. In the 2019-20 school year, the benchmark assessment was administered at the beginning of the school year, but



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students did not take mid-year and year-end assessments due to COVID-19 and resulting school closures.

### RESULTS AND EVALUATION

Not Applicable. As described above, mid-year and year-end assessments were not administered due to the school's COVID-19 closure.

### ADDITIONAL EVIDENCE

As 2019-20 was the first year of operation for CMCCS, no year-to-year comparisons can be made. In addition, mid-year and year-end assessments were not administered due to the school's COVID-19 closure.

### ACTION PLAN

As the school was only able to implement the Math program with fidelity for six-months in its first year, we have little student achievement data with which to make informed changes and program improvements moving forward. Therefore, the school will utilize the same curriculum and assessments once the school returns to standard operations, with modifications made to accommodate effective remote instruction before then. In addition, minor curriculum changes may be made to address areas where specific skills and content were not adequately addressed in the 2019-20 school year.

## GOAL 3: SCIENCE

### Goal 3: Science

Students at Cardinal McCloskey Community Charter School will demonstrate growth in Science proficiency and will meet grade-level proficiency standards in Science each year.

### BACKGROUND

The Cardinal McCloskey Community Charter School science program is based on New York State Science Learning Standards. The science program focuses on three primary strands including the physical environment, earth and space, and the living environment. The program is supported by key domain areas in the EngageNY Listening and Learning curriculum, read aloud books that explore science based topics, and teacher led demonstrations. Instruction

emphasizes the development of vocabulary and language development. Furthermore, the program builds personal connections to science to provide a grounding of the topics. Students are encouraged to demonstrate their understanding orally, and through drawing and writing.

The science curriculum is a multisensory program that provides students with an understanding of the world around them with the express goal of building their observational and critical thinking skills.

For the 2020-21 school year, CMCCS will reopen following a continuum of models that vary from full remote instruction, a hybrid model, to standard operations, as outlined in more detail in the ELA program description. To address learning gaps due to remote learning last year, the Science program will include time for reteaching content as needed. Time will also be built into the schedules for online assessments to establish benchmarks. Teachers will use multiple platforms and online resources to facilitate remote learning.

### METHOD

To measure student progress in Science, students will take curriculum-embedded assessments. In the 2019-20 school year, however, students did not take mid-year and year-end assessments due to COVID-19 and resulting school closures.

### RESULTS AND EVALUATION

Not Applicable. Science mid-year and year-end assessments were not administered due to the school's COVID-19 closure.

### ADDITIONAL EVIDENCE

As 2019-20 was the first year of operation for CMCCS, no year-to-year comparisons can be made. In addition, mid-year and year-end assessments were not administered due to the school's COVID-19 closure.

### ACTION PLAN

As the school was only able to implement the Science program with fidelity for six-months in its first year, we have little student achievement data with which to make informed changes and program improvements moving forward. Therefore, the school will utilize the same curriculum and assessments once the school returns to standard operations, with modifications made to accommodate effective remote instruction before then. In addition, minor curriculum changes

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may be made to address areas where specific skills and content were not adequately addressed in the 2019-20 school year.

### GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [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

Not Application. 2019-20 was CMCCS' first year of operation so no accountability data is available to determine the school's status.

### ADDITIONAL EVIDENCE

Not Application. 2019-20 was CMCCS' first year of operation.

Accountability Status by Year

Year	Status
2017-18	Not Applicable
2018-19	Not Applicable
2019-20	Not Applicable