Storefront Academy Harlem

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Taleema Chesney, Principal
Amia Fisher, Assistant Principal
439 East 115th Street, New York, NY 10029
(646) 328-9730

2023-24 Accountability Plan Progress Report

The Storefront Academy team members below prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

- Taleema Chesney, Principal, Storefront Academy Harlem
- Amia Fisher, Assistant Principal, Storefront Academy Harlem

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Richard Bayless	Board Chair	Executive
Peter Low	Vice Chair	Executive
Justin Tolliver	Treasurer	Executive
Jonathon Stearns	Office	Governance
Amanda Low	Office	Academic

Taleema Chesney has served as the principal of Storefront Academy Harlem since 2019.

SCHOOL OVERVIEW

The mission of Storefront Academy Charter Schools is to provide children of varied academic strengths a quality education 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, Storefront instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives. Storefront'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. Storefront Academy Harlem opened its doors August 2019 in the East Harlem community and began serving 39 children in grades Kindergarten and first grade, growing to serve 96 scholars in grades K-5 in SY 23-24.

Our school serves a significant population of economically disadvantaged students, with 95% of our student body in this category. Additionally, 30% of our students have disabilities, and 10% are Multilingual Learners (MLLs), which represents an 8% increase from the previous year. We remain committed to addressing these needs through a holistic approach.

To support our learning community, we have implemented several key initiatives, including an on-site care closet, food outreach opportunities, and ensuring that all English Language Learners (ELLs) and Special Education scholars receive their mandated services. Despite facing staffing challenges due to budget constraints, these measures reflect our commitment to equity and access for all our students.

In line with our school theme, "Going for the Gold, Achieve YOUR Best," we are focused on enhancing students' foundational skills in reading and mathematics. Our strategy includes weekend tutoring classes and utilizing multiple platforms to provide the necessary differentiation to meet the diverse needs of our learners. Over the summer, our leadership team conducted a comprehensive data analysis to identify trends and develop a targeted plan to improve scholar outcomes and attendance.

Storefront Academy Harlem was founded on key design elements (KDEs) that drive our academic program and school culture. We support our staff to implement these KDEs throughout their daily work, and we expect our staff to tailor instruction, 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 our school, scholars are challenged first to learn and draw conclusions, and then to discuss, debate, and form 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 our 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 (SEL):** Self-awareness is critical for scholars’ readiness to learn. Knowing what frustrates and motivates scholars helps them to self-regulate and/or seek support in learning to perform their best throughout the day. We use the Yale Center for Emotional Intelligence’s RULER program and Mood Meter to support the development of scholars’ emotional intelligence, along with the SEL curriculum described further in the Executive Summary portion of our renewal application package.
- **KDE 3: Performing Arts:** Children thrive when they can use their hands and voices to explore concepts through the arts. At Storefront Harlem, all scholars participate in weekly Art classes led by Harlem’s own Art in the Park. These classes provide opportunities for experiential learning and self-expression, allowing students to collaboratively explore, create, discuss, and reflect on local artists and cultural interests. The Art teacher uses rubrics and written feedback to assess both the creative processes and final products. Instruction is aligned with the NYC Arts at a Glance Standards and Insight Humanities thematic units, enriching students' understanding of the arts’ cultural and historical significance. Additionally, scholars engage in weekly dance classes, following Dance at a Glance, and will take part in three major performances each year.
- **KDE 4: High-Quality, Sustainable Partnerships:** Partnerships enable Storefront to expand scholars’ horizons. We know that strategic use of high-quality partnerships amplifies our ability to provide a dynamic academic program and school culture. Our partnerships enhance scholars’ learning. We work with Einstein to improve reading and Harlem School of the Arts for dance.
    - **Costco Reading Buddies:** Costco's Volunteer Reading Program, launched over 20 years ago, engages more than 2,600 employee volunteers across the U.S., Canada, and Australia, with over 70% of eligible locations participating. Employees dedicate 30 to 60 minutes each week for 10 to 15 weeks to tutor children who are below grade level in schools, community centers, and after-school programs. Costco provides the necessary materials, allowing employees to make a meaningful impact by helping thousands of students improve their reading skills each year.
    - **Deb Wasser:** Ms. Deb, a friend of Storefront for over five years, visits weekly, sharing cultural lessons, hands-on activities, and engaging STEM projects. With her wealth of knowledge, she makes learning fun and impactful, leaving scholars with something tangible each time. She also sponsors field trips to reinforce the lessons learned in school.
    - **Little Sisters of the Assumption:** Assist families with public benefit applications, including online SNAP enrollment, provide referrals to LSA and non-LSA programs, offer immigration legal appointments, and help tenants avoid eviction or secure necessary repairs. Visitors to our food pantry receive fresh, healthy food options after meeting with an LSA advocate who assesses their overall needs. Storefront Harlem's 4th and 5th grade scholars volunteer biweekly to bag and serve food to the community.
    - **Boys Club:** BCNY offers a range of educational programs aimed at helping boys reach their full potential through homework help, tutoring, early literacy intervention, STEAM

activities, and academic competitions. A supportive environment that caters to learners of all abilities, empowering members to build confidence in their academic skills.

- **East Harlem Bilingual Head Start:** Since 1965, the East Harlem Council for Human Services, Inc. has offered top-quality bilingual health, social services, and Head Start programs to the community. Bilingual Head Start is known for its innovative early childhood services and strong family engagement, preparing children for success. It is also a nationally recognized program for providing healthy food to students and families.
- **NYPL:** The NYPL's Center for Educators and Schools offers K–12 educators and students monthly visits from School Support & Outreach Librarians, who provide engaging content and lead hands-on STEM projects in the classroom.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2020-21	22	22	18				62
2021-22	9	26	25	11			71
2022-23	11	15	18	21	17		82
2023-24	17	17	16	16	18	12	96

GOAL 1: ENGLISH LANGUAGE ARTS

Storefront Academy Harlem students will be proficient readers, writers, and speakers of the English language.

BACKGROUND

Curriculum

Storefront Academy Harlem implements the Lavinia Group's Insight Humanities program, an inquiry-driven, results-based approach for grades 3-5 that emphasizes Close Reading for Meaning, helping scholars grasp deeper text comprehension through the science of reading. For grades K-2, the school has adopted RedThread Foundations, a comprehensive phonics program, and RedThread Knowledge, a literacy curriculum aligned with the science of reading, featuring multicultural literature and project-based learning. Additionally, Sadlier Vocabulary is used in grades 3-5 to further support language and literacy development.

- **3-5 Insight Humanities**: Lavinia's Insight Humanities is a multicultural, project-based curriculum that integrates reading, writing, and social studies. It features thematically linked units centered around inquiry-based essential questions. The curriculum includes comprehensive overviews,

writing exemplars, scripted daily lesson plans, project samples, book lists, and suggestions for field trips to extend learning.

- **3-5 Close Reading for Meaning:** Lavinia's Close Reading method employs genre as a framework to help scholars use various strategies to analyze complex texts at or above grade level. Teachers use carefully crafted questions to guide students in understanding both the essential meaning and the author's craft. After a shared reading experience with their teacher, scholars practice this method on new texts, building their confidence to tackle any text independently.
- **RedThread Foundations:** RedThread Foundations sparks curiosity in young minds, transforming learning to read from a basic skill into an empowering journey of discovery. Grounded in the science of reading, RedThread Foundations is designed to simplify language and literacy. Our research-based curriculum equips teachers with the tools to build strong foundational skills and develop proficient readers. Yearlong themes inspire curiosity and help students grasp and internalize knowledge through educational and personally meaningful topics. These themes, rooted in relatable real-world issues, foster authentic learning experiences and leave a lasting impact. Integrated into lessons and decodable books, they support rapid knowledge acquisition and retention.
- **RedThread Knowledge:** Complete K-8 literacy program that integrates best-first instruction with comprehensive materials grounded in science of reading research, a proven method for accelerating learning. The curriculum uses thematic connections to build knowledge, featuring culturally diverse literature and project-based learning that enhances skill-building. Internationally acclaimed literature enriches vocabulary, ignites curiosity, and fosters critical thinking. Emphasizing knowledge-building over rote comprehension, the curriculum connects students to their subjects through integrated thematic learning. Project-based learning approaches cultivate critical thinking, teamwork, and empathy, encouraging hands-on engagement and development of background knowledge.
- **Targeted Phonics:** In grades 3-5, a dedicated vocabulary block supports scholars in vocabulary development through explicit instruction. This block focuses on teaching word meanings, developing word strategies, and strengthening critical thinking. Students receive multiple exposures to new vocabulary, fostering a robust and nuanced vocabulary. The block also enhances their knowledge and skills across various aspects of language and literacy, including comprehension and fluency.

Instruction

SACS Harlem emphasizes the 5 E's of Learning (Engage, Explore, Explain, Extend, Evaluate) by starting lessons with animated, real-world problems that capture students' interest. Teachers model and guide practice through a gradual release approach, using "Do Nows," checks for understanding, and quick observations to determine when to transition students to independent work. During independent or small group practice, teachers provide targeted coaching on specific learning goals and address anticipated misconceptions. Student engagement is enhanced through Turn and Talks, Stop, Jot, Share, discourse, and group presentations, amplifying their voices and fostering active participation.

Assessment

SACS Harlem administers the NWEA MAP assessment at the beginning, middle, and end of the year. Fountas and Pinnell assessments are given two times a year for grades 3-5 and three times a year for grades 3-5 scholars who are reading below grade level. Additionally, Harlem has developed Interim Assessments, called Academic Challenges, for grades 3-5, which include released state test questions, and for K-2, focusing on foundational skills. Data from Insight Humanities end-of-unit tests/projects, Close Reading scholar work studies, RedThread Foundations and Knowledge weekly quizzes and unit assessments, progress monitoring trackers, and Edmentum's Exact Path Skills Mastery reports are used to plan strategic small group instruction.

Professional Development

All teachers at Harlem participate in a summer institute for professional development every August. In SY 2024-25, K-2 teachers received training in Lavinia's RedThread Foundations and Knowledge, while Grades 3-5 engaged in in-house training for Insight Humanities and Close Reading for Meaning. Our partnership with the Lavinia Group includes ongoing content-based workshops and monthly visits from a Senior Instructional Consultant for observations, coaching, and planning.

Harlem's instructional leaders hold weekly meetings with teachers to review student work, identify trends, and set teaching goals and strategies. They also conduct biweekly Harlem Huddles to discuss key topics, monthly data dives, and address school wide initiatives, curriculum development, culture, scholar engagement, and mental health/wellness. Teachers also attend workshops at the Collaborative for Inclusive Education and receive stipends for independent workshops to maintain their teaching credentials.

Important Changes in ELA

Upon reviewing the data, we identified that 45% of our third-grade scholars were reading below grade level and struggling with foundational skills. In response, we modified the master schedule to include an additional 30-minute phonics block, four days per week, using the Sadlier Phonics book. Specialists were assigned to grade levels to provide small group differentiated instruction, tailored to meet students' specific needs.

Recognizing the urgency to accelerate learning while addressing foundational gaps, the instructional leadership team restructured our use of Exact Path. Previously, our focus was on ensuring scholars completed their prescribed time on individual learning paths. However, in SY 23-24, we shifted our approach, having teachers assign weekly priority and mastery skills. This change allowed teachers to access real-time data, enabling them to make informed decisions about instructional support and provide immediate feedback to scholars.

To further enhance learning, we also invested in supplemental resources, including Sadlier Phonics, Sadlier Vocabulary, and Sleuth Close Read, to support diverse learners. In tandem with these resources, we engaged in various professional development sessions focused on intellectual preparation, scholar work analysis, and data-driven instruction. Our approach prioritized student goal-setting, coaching,

feedback, and progress monitoring, fostering greater student independence and ownership of their learning journey.

ELEMENTARY ELA

ELA 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 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	IEP	Admin error	Medically excused	Other reason	
3	14	0	1	1	0	0	0	1	15
4	17	0	1	1	0	0	0	1	18
5	12	0	0	0	0	0	0	0	12
All	43	0	2	2	0	0	0	2	45

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	14	6	43%	14	6	43%
4	17	6	35%	17	6	35%
5	12	3	25%	12	3	25%
All	43	15	35%	43	15	35%

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

[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 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.[2]

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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43%	14	43%	554
4	35%	17	44%	566
5	25%	12	43%	575
All	35%	43	43%	1,695

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) 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 for 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.[3]

2022-23 English Language Arts Comparative Performance by Grade Level

[2] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data here.

[3] These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3 & 4[4]		Effect Size
		Actual	Predicted	
4	86%	75%		
All	86%	75%		

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.

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. As such, schools are not required to report on this measure for 2023-24. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS: NWEA MAP AND EXACT PATH

During 2023-24, in addition to the New York State exams, the school primarily used the following assessments to measure student growth and achievement in ELA: NWEA MAP and Exact Path.

NWEA MAP

METHOD

Storefront Harlem used the NWEA MAP reading and language usage assessments to measure student performance growth, administering the assessments three times during the academic year. The first assessment, conducted in August-September 2023, established a baseline for student performance. The second assessment, held in January-February 2024, served as a mid-year growth benchmark. The final assessment, administered in May-June, measured a full year of performance growth. Detailed NWEA MAP performance data is available in the "Results and Evaluation" section below.

To determine whether Storefront Harlem met its ELA goal, the school used the four measures outlined below.

1. *The school's median growth percentile of third through fourth graders was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.*
2. *Students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.*

[4] Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

3. *The growth of students with disabilities will be equal to or greater than the median growth of their general education peers.*

In addition:

4. *75% of third through fourth graders 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.*[5]

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[6]	Number Tested	Percent Proficient	Number Tested
3	47%	15	43%	14
4	53%	17	53%	17
5	50%	12	50%	12
All	50%	44	49%	43

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

Grades	Median Growth Percentile	Number Tested
3	70	14
4	51	17
5	40	12
All	54	43

RESULTS AND EVALUATION:

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 3rd through 8th 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	43	54	Met

[5] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[6] 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	Subgroup	Target	Tested	Results	Met?
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students 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	22	59	Met
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities	55	14	71	Met
Measure 4: Each year, 75% of 3rd through 8th 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]	Students in at least their 2nd year at the school	75%	43	63%	Not Met

EXACT PATH

METHOD

The second set of assessments included multiple formative and summative ELA skills assessments administered through the Exact Path digital learning platform. These assessments were personalized to each student's learning path, targeting individual learning gaps. Exact Path uses diagnostic data to create adaptive learning paths in math, reading, and language arts, recommending that students spend ninety minutes per week (30 minutes per content area) on their learning path. Harlem scholars received this prescribed ninety minutes during the instructional day.

To evaluate whether Storefront Harlem met its ELA Exact Path goal, the school used the following four measures. Proficiency was assessed by analyzing the number of skills each scholar mastered out of the total skills assessed. The measures include:

75% of third and fourth grade scholars will master at least 55% of their individual learning paths.

1. *70% of scholars classified as low achievers on their fall Exact Path assessment will master 55% of their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.*

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

2. *70% of scholars with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.*
3. *Individualized Targeted Skills Mastered Percent of 3rd through 5th grade students enrolled in at least their second year at the school will meet or exceed 70%.*

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

2023-24 Exact Path ELA Assessment End of Year Results

Summary of the ELA Goal

During SY 23-24, we implemented the Exact Path program to support our scholars in building capacity and addressing learning gaps. The program was strategically incorporated into the master schedule, allotting time for each scholar to work on their personalized learning path, with a prescribed weekly engagement time of 90 minutes. Teachers also utilized Exact Path to assess students' progress on current standards, providing immediate data that informed instructional decisions, including identifying which supports were necessary and determining which scholars had mastered specific skills.

Regrettably, due to a system change, the Exact Path data for Harlem is currently unavailable.

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
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.	N/A
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.	Not Met
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

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.	N/A
Growth	Each year, the school's median growth percentile on the NWEA MAP of all 3rd through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	Met
Growth	Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments	N/A

Evaluation of ELA Goals

For NWEA MAP in SY 23-24, we fell short of the target by 11 percentage points for students in their second year or longer at our school, meeting or exceeding the RIT score proficiency equivalent. Regarding the three additional ELA measures based on state test data, the school successfully met two targets but did not meet the third. The missed target reflected a 35-percentage-point gap, with 56% of 4th graders in their second year at the school achieving proficiency, compared to 31% of 3rd graders in their second year.

To deepen our understanding of progress for scholars in their second year or more at the school compared to all students, we reviewed additional data. Among third graders, the difference in proficiency was minimal, with only a one percentage point gap in NWEA MAP scores. However, for fourth graders, the distinction was more significant, with second-year scholars scoring 11 percentage points higher in NWEA MAP proficiency. Tracking the progress of scholars who have been with the school for two or more years will be a key focus area for data analysis in SY 24-25, as we aim to refine our strategies for long-term academic growth.

Additional Context and Evidence

Scholar Attendance: One of our initial concerns was that 39% of scholars in grades 3 and 4 who had attended the school for two years or more were not meeting their projected RIT score (NWEA MAP Measure 4) or achieving proficiency on the state exam. As we delved into the academic data, our first question centered on whether these students had sufficient attendance to acquire the content and skills being measured. Upon reviewing the scholar attendance data, we found that third-grade attendance was 86% and fourth-grade attendance was 88%, both falling short of our school's goal of 95%.

This issue of chronic absenteeism is closely linked to reading difficulties, a concern further underscored by our Fountas and Pinnell assessment data, which revealed that 45% of third graders and 29% of fourth graders were reading below grade level. This correlation between attendance and academic performance will be a critical focus as we address both attendance and literacy challenges moving forward.

ELA ACTION PLAN

Scholar Attendance Action Steps: During SY 23-24, we implemented a range of initiatives to incentivize scholar attendance. These included daily classroom rewards for students who arrived by 8:15 a.m. in uniform, a weekly school-wide "Fun Friday" with additional park time for students present Monday through Friday, and monthly Perfect Attendance awards and Class Dojo shout-outs. Recognizing that many parents may not fully understand the detrimental effects of absenteeism and its impact on academic performance, we will expand our efforts in SY 24-25. This will include sharing monthly information on the importance of attendance via Class Dojo, hosting workshops and parent information sessions, continuing our class and school-wide incentives, and introducing Dress Down Fridays.

Scholars with Disabilities Action Steps: This year, we have developed individualized scholar plans that include targeted small group instruction and independent practice assignments on designated instructional platforms. We have allocated an additional 110 minutes per week for Exact Path, which exceeds the recommended 90 minutes.

In SY 24-25, our focus will continue on coaching teachers in essential skills: (a) teaching specific strategies to address needs identified in Individualized Education Programs (IEPs), (b) interpreting daily data and adjusting instruction accordingly, and (c) utilizing instructional platforms to support differentiation. Our priority is to collect and analyze various data points to adjust instruction, provide appropriate scaffolding, and use rubrics to enhance scholars' chances of achieving their goals.

To address staffing challenges and ensure adequate support, the leadership team has partnered with Varsity Tutors. This additional platform offers specific Tier 2 and Tier 3 instruction based on IEPs, as well as homework assistance.

ELL Scholars Action Steps: We are pleased to welcome a full-time ELL specialist this year, who has completed the MLL/ELL bootcamp and is prepared to support our growing population of English language learners. The Collaborative for Inclusive Education resources will be utilized to implement targeted strategies for English language development. New scholars will be assessed using the NYSITELL, while returning scholars will take the NYSESLAT to determine their proficiency levels. Harlem will continue to use curriculum differentiation and resources including Colorín Colorado, Exact Path, Fundations, and Sadlier Phonics. The ELL specialist will collaborate with classroom teachers to develop plans for push-in support during instruction and individual plans for pull-out support in small groups. Progress will be monitored through identified skills and weekly assessments.

Staffing Consistency Action Steps: To retain staff, we will focus on several key strategies at both the school and network levels:

At the School Level: (a) Celebrate Success: Recognize and celebrate achievements to boost morale and motivation. (b) Partner in Problem-Solving: Collaborate with staff to address challenges and develop solutions. (c) Address Scholar Discipline Issues: Support staff in managing and resolving discipline

concerns effectively. (d) Ensure a Supportive Environment: Foster a positive and supportive work environment. (e) Provide Quality Professional Development: Offer ongoing training and development opportunities to enhance staff skills.

At the Network Level: (a) Identify School Needs: Assess and address the specific needs of each school. (b) Develop a Recruitment Strategy: Create a strategic approach to attract and hire qualified staff. (c) Create Clear Support for Staff: Provide well-defined support structures and resources. (d) Begin Early Recruitment: Start interviewing for new staff immediately after spring break. (e) Offer Competitive Compensation Packages: Provide attractive salary and benefits packages. (f) Provide Competitive Health Care Plans: Ensure staff have access to comprehensive health care options. (g) Offer Tuition Reimbursement: Support staff with educational expenses through tuition reimbursement programs.

Action Steps to Mitigate ELA Learning Gaps: In addition to the strategies outlined above, we have implemented further measures to accelerate ELA learning for SY 24-25:

- **90-Minute Intervention Block:** Scholars will participate in a 90-minute weekly intervention block, working with a teacher on specific skills and completing standards-based assignments on Exact Path. For grades 3-5, assignments will also be provided on Edulastic to target standards and skills.
- **Adjusted Master Schedule:** We have added an additional 30 minutes to our W.I.N. (What I Need) block. Close Reading for Meaning instruction for third and fourth graders will transition from whole group to small group, targeted instruction. Below-grade-level readers will work with text from the previous grade to focus on mastering specific strategies for deeper text comprehension, including interpretation, inference, and the use of various literacy strategies**.**
- **Enhanced Exact Path Learning:** Scholars will engage in an additional 60 minutes per week on Exact Path—30 minutes each for Reading Path and Language Path. Teachers will identify a priority skill and assign one related task per week. Weekly conferences between scholars and teachers will provide opportunities to reflect on learning goals, review work, receive feedback, and discuss actionable next steps.

These initiatives are designed to provide targeted support, ensure mastery of critical skills, and enhance overall literacy development.

GOAL 2: MATHEMATICS

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

BACKGROUND

Curriculum

Storefront Academy Harlem utilizes Savvas Learning Company's **enVision** Math curriculum, which incorporates problem-based learning to encourage critical thinking, real-world problem evaluation, and peer collaboration. The curriculum is supported by on-demand professional development and

supplemental resources for students with disabilities, diverse learning styles, and ELLs. The digital component of enVision Math was especially beneficial throughout SY 23-24 for providing visual support during instruction. Additionally, the curriculum offers guidance for teachers in prompting, questioning, and extending learning to enhance rigor. Teachers use enVision Math to scaffold lessons and support scholars through productive struggle, making their thinking visible and facilitating independent learning.

In the 2023-24 school year, Storefront Academy Harlem also adopted SAVVAS Success Maker, an adaptive learning system that delivers a personalized learning experience, adjusting in real time to meet each student's individual needs.

Instruction

As outlined in the ELA section of this report, SACS Harlem has integrated the 5 E's of Learning (engage, explore, explain, extend, evaluate) for SY 2024-25. Teachers initiate lessons with engaging and interactive resources to introduce new math topics, vocabulary, and strategies. They model concepts and provide guided practice through a gradual release approach. To assess progress, teachers use "Do Nows," checks for understanding, and quick observations to determine when to transition students to independent practice. During independent or small group work, teachers provide targeted coaching based on specific learning goals and anticipated misconceptions. Scholars are encouraged to articulate **their** problem-solving process through Turn and Talks, discourse, and class participation, thereby amplifying their voices and reinforcing their understanding.

Assessment

SACS Harlem administers the NWEA MAP assessments at the beginning, middle, and end of the academic year, as well as enVision Math grade-level readiness tests at the start and end of the year. Additionally, enVision Math Topic Tests and Benchmark Assessments are conducted throughout the year. To inform strategic small group instruction, we incorporate data from Success Maker, First in Math, and Edmentum's Exact Path Skills Mastery reports

Professional Development

All teachers participate in a summer institute for professional development each August. In SY 2023-24 and 2024-25 teachers engaged in the enVision workshop. Teachers also convene for weekly intellectual prep sessions to review current lessons, address misconceptions, and discuss scholars' progress, both excelling and struggling. These meetings include analyzing scholar work to identify trends, check for understanding, monitor progress, and inform instructional decisions. Our partnership with Savvas provides ongoing content-based workshops, enhancing our instructional practices. Instructional leaders at Harlem leverage weekly Intellectual Preparation Meetings, biweekly Harlem Huddles, and monthly data dives to support content development, schoolwide initiatives, and curriculum enhancement, with a focus on enVision content-specific professional development.

Elementary 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.

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	
3	14	0	1	1	0	0	0	1	15
4	17	0	1	1	0	0	0	1	18
5	11	0	1	0	0	0	0	1	12
All	42	0	3	2	0	0	0	3	45

Performance on 2023-24 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	14	6	43%	14	6	43%
4	17	5	29%	17	5	29%
5	11	3	27%	11	3	27%
Total	42	14	33%	43	14	33%

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.

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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43%	14	47%	647
4	29%	17	39%	632
5	27%	11	46%	567
All	33%	42	44%	1,846

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.

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 for 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.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3 & 4		Effect Size
		Actual	Predicted	
4	93%	57%		
All	93%	57%		

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.

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. As such, schools are not required to report on this measure for 2023-24. The Institute will calculate and report out results to schools pending availability of the data.

Mathematics Internal Exam Results: NWEA MAP and Exact Path

During the 2023-24 school year, in addition to the New York State exams, the school utilized the NWEA MAP and Exact Path assessments to measure student growth and achievement in mathematics. The NWEA MAP was administered three times throughout the year to evaluate overall student growth and achievement. Exact Path assessments were administered digitally, tailoring the evaluations to each student's individual learning needs and progress as outlined in their personalized learning paths.

NWEA MAP

Method

Storefront Academy Harlem utilized the NWEA MAP mathematics assessment to track and measure students' projected learning and performance growth. The assessment was administered three times throughout the academic year: August-September for baseline data, January-February for the first post-test and growth benchmark, and May-June to measure overall annual performance growth. Additionally, the Exact Path digital learning platform provided formative and summative math skills assessments tailored to each student's individual learning path, addressing specific learning deficits.

Performance data from both assessments can be found in the "Results and Evaluation" section below. To assess whether Storefront Academy Harlem achieved its mathematics goals, the school employed the following four measures:

1. The school's median growth percentile of third through fourth graders was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.

2. Students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.
3. The growth of students with disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of third through fourth graders 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.

RESULTS AND EVALUATION

End of Year Performance on 2023-2024 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[8]	Number Tested	Percent Proficient	Number Tested
3	47%	15	43%	14
4	47%	17	47%	17
5	33%	12	33%	12
All	43%	44	42%	43

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

Grades	Median Growth Percentile	Number Tested
3	42	14
4	36	17
5	11	12
All	30	43

2022-23 NWEA MAP Mathematics Assessment End of Year Results

[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	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th 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	43	40	Not Met
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students 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	25	44	Not Met
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[9]	55	14	29	Not Met
Measure 4: Each year, 75% of 3rd through 8th 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.[10]	Students in at least their 2nd year at the school	75%	43	42%	Not Met

EXACT PATH

The second set of assessments comprised multiple formative and summative math skills evaluations administered through the Exact Path digital learning platform. These assessments were customized to each student's individual learning path and specifically targeted their learning gaps. To evaluate whether Storefront Harlem achieved its ELA goals using Exact Path, the school applied the following four measures. Proficiency was assessed by analyzing the number of skills each scholar mastered relative to the total number of skills assessed. The measures include:

1. 75% of third and fourth grade scholars will master at least 55% of their individual learning paths
2. 70% of scholars classified as low achievers on their fall Exact Path assessment will master 55% of their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.

[9] 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

[10] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

3. 70% of scholars with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.
4. Individualized Targeted Skills Mastered Percent of 3rd through 5th grade students enrolled in at least their second year at the school will meet or exceed 70%.

During SY 23-24, we implemented the Exact Path program to support our scholars in building capacity and addressing learning gaps. The program was strategically incorporated into the master schedule, allotting time for each scholar to work on their personalized learning path, with a prescribed weekly engagement time of 90 minutes. Teachers also utilized Exact Path to assess students' progress on current standards, providing immediate data that informed instructional decisions, including identifying which supports were necessary and determining which scholars had mastered specific skills.

Regrettably, due to a system change, the Exact Path data for Harlem is currently unavailable.

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

Grades	All Students		Enrolled in at least their Second Year	
	Skills Proficient	Number Assessed	Skills Proficient	Number Assessed
3	N/A	14	N/A	14
4	N/A	17	N/A	17
5	N/A	12	N/A	12
All	N/A	43	N/A	43

2023-24 Exact Path Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments.	All students	70%	43	N/A	N/A

Measure	Subgroup	Target	Tested	Results	Met?
Measure 2: Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment will master 55% of their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	70%	N/A	N/A	N/A
Measure 3: Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.	Students with disabilities[11]	70%	14	N/A	N/A
Measure 4: Each year Individualized Targeted Skills Mastered Percent of 3rd through 4th grade students enrolled in at least their second year at the school will meet or exceed 70%.	2+ students	70%	43	N/A	N/A

Summary of the Mathematics Goal

We are addressing the issue of not meeting our Math goals using a multi-faceted approach for SY 24-25. We have implemented targeted professional development for teachers which includes, but is not limited to differentiation, utilizing all Math platforms and resources, engaging in math practices, and participating in online courses to strengthen math strategies and skill sets. We also are leveraging our technology to provide adaptive learning and practice opportunities for scholars while teachers are working with small groups. We have implemented targeted interventions and data driven instruction. Teachers are using their home school connection resources to keep families in the know about what their scholar is learning in math to ensure they are practicing at home and completing homework.

There is a substantial learning gap we have to close, however with consistency, systems, and accountability we are certain we will be able to monitor and adjust based on what's working and what's not.

[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, homeless students, etc.), please explain the rationale in the narrative section

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
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.	N/A
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 students in the same tested grades in the school district of comparison.	Not Met
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.	N/A
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.	N/A
Growth	Each year, the school's median growth percentile on the NWEA MAP mathematics assessment for students grades 3-5 will be greater than 50.	Not Met

Evaluation of the Mathematics Goal

Due to the consistent decline in our Math data, we are taking on a more extensive, direct approach to target the learning gaps in math. We know addressing these challenges will take time, but with persistence and consistency in our targeted plan we will be able to improve our math outcomes for the 24-25 SY.

Additional Context and Evidence

Changes to Math Curricula, Pacing: During SY 22-23, Storefront Academy added Lavinia Math Story Problems to the curricula. With the adoption of this new program, teachers had to adjust their pacing in enVision Math. The math block was shortened to accommodate time for story problems. This reallocation of time to story problems and change in pacing may have led to less growth in foundational math content and skills, as seen in our missed targets of 3rd - 5th grade scholars who have attended Storefront Academy Harlem for two years or more were not meeting their projected RIT score as measured by NWEA MAP (Measure 4) and not achieving proficiency on the state math exam. As a result of a continued decrease in math scores, Storefront Academy has decided to not utilize Lavinia Math Story Problems for SY 24-25.

Scholar Support: We will provide additional resources and support for scholars who are struggling. which will include additional practice materials, tutoring, direct instruction with one on one support, and peer groups.

Scholar Attendance: Our third through fifth grade classes did not meet our school-wide goal of 95% attendance or higher. Third Grade ended the year the lowest at 86%, however they were the only class with a true ICT model. Hence why they had the best results with the State test and NWEA MAP data. Fourth Grade's attendance was 88% for SY 23-24 and Fifth Grade ended with 87%. Since COVID, consistent attendance has been an issue that we continue to combat with creative incentives.

Staffing Consistency and Effectiveness in Math: Our fifth-grade class started the school year with a teacher who resigned within the first two months. Additionally, the fourth grade began the year with an ICT model, but one teacher had to leave due to medical challenges. With the Assistant Principal (Math) and Principal (ELA) stepping in to cover the vacant positions in fourth and fifth grades, the Assistant Principal faced challenges in providing math coaching and skills development to the third-grade teacher, due to the demands of planning, teaching, assessing, and grading for both fourth and fifth-grade math content.

Time on Learning Paths: Our Exact Path data has proven to be effective, however due to system changes we are unable to show those results. We have intentionally created opportunities throughout the day for scholars to work on their learning path as well as priority standard and mastery assignments. We incorporate Exact Path during the W.I.N. blocks and small group instruction.

Mathematics Action Plan

Math Curriculum, Pacing Action Steps: Looking ahead to SY 24-25, Storefront Academy Harlem will maintain a 60-minute enVision Math block for grades K-5 and has introduced an additional 30-minute math station/small group block to the master schedule. This enhancement aims to foster active learning, differentiation, problem-solving, collaboration, individualized practice, and student ownership of learning. Teachers will receive professional development from an enVision Math consultant to support their navigation of the program and its components. This professional development will emphasize differentiation and problem-based learning, and teachers will complete online content-specific PD for each unit available on the enVision platform.

Impact of Learning Gaps on Math Action Steps: 2024 Summer Boost Performance - Math (Lavinia Rise and Small Group Intervention)

Summer 24 Lavinia Rise End of Program Math Results

Grades	Pre Assessment	Post Assessment	Difference
Rising 3rd	24%	60%	+36
Rising 4th	56%	62%	+6
Rising 5th	39%	52%	+13
All	40%	58%	+18

Action Steps to Support Scholars on Grade Level: Administering real-time assessments allows teachers to provide scholars with immediate remediation and/or enrichment depending on the outcome of their assessments. Online assessments ensure scholars below, on, and above grade level receive differentiated work. We are also able to provide Exact Path assignments based on mastery standards and/or priority skills to supplement lessons. Participating in Lavinia Summer Rise, which was a four week, intense, rigorous, summer learning program proved to be effective for our testing grades in particular. All rising grades 3-5 made gains from the pre-assessment to the post-assessment according to the data. We want to keep that math momentum going to see an influx of scholars performing on grade level and meeting/exceeding their projected growth in the NWEA MAP assessment which will help them achieve proficiency on the NYS Test.

Scholar Attendance Action Steps: In SY 24-25, we are reinforcing the critical link between attendance and academic success through all family interactions at the start of the school year. Each family has received a printed student handbook, available in both English and Spanish, which emphasizes the impact of attendance on learning and outlines the maximum number of absences allowed. The handbook also explains how exceeding this limit can affect a scholar's promotion to the next grade.

The relocation to our new school building has notably increased the number of scholars taking the school bus, contributing to improved punctuality. Additionally, teachers are now taking a more proactive role in managing attendance. If a student is absent for two or more days without prior notice, the teacher will personally contact the family, a change from the previous system where the Assistant Principal or Office Manager was responsible for this outreach.

Staffing Consistency and Effectiveness in Math Action Steps: Looking ahead to SY 24-25, we are fully staffed for grades 3-5, a crucial step toward addressing the diverse needs of our students. With the highest special education populations in third and fourth grades, we have ensured that third grade is supported by integrated co-teaching classes, benefiting from two educators in the classroom. This staffing will enhance our ability to implement targeted small group instruction and effectively meet the needs of students.

Despite facing budget constraints that prevent us from hiring an interventionist for push-in and pull-out support, the Principal and Assistant Principal are committed to stepping in to provide direct instructional

support and actionable feedback to teachers. This approach ensures that we remain focused on delivering high-quality education and supporting every scholar's success.

Time on Learning Paths Action Steps: This year, prioritizing Exact Path time on task is essential across all grade levels. Dedicated time and mastery of learning path skills are critical for scholar growth and achievement. To establish consistent norms and routines school-wide, each class will have a dedicated 45-minute Exact Path block each week. Additionally, scholars will engage in scheduled sessions with First in Math, a game-based program designed to reinforce concepts and aid in retention through deep practice. Teachers will also utilize Success Maker to support current standards and learning objectives, ensuring a comprehensive approach to skill development.

Additional Math Action Steps: All math assessments will be administered online this year to provide immediate data for tailoring small-group instruction. Based on their performance, scholars will automatically be assigned interventions or enrichment activities. This prompt access to assessment data will enable teachers to identify and address learning gaps effectively. There are also designated times in class schedules for scholars to get on FIM (First in Math) to help improve their fact fluency and math skills.

Scholars who exhibit low performance on the initial administration of NWEA MAP will receive specialized learning paths through Success Maker. This program offers targeted practice and support aligned with each scholar's proficiency level. Additionally, Success Maker lesson plans are designed to complement the enVision Math topics being covered in class, ensuring coherence between assessments and classroom instruction.

GOAL 3: SCIENCE

BACKGROUND

Curriculum

SACS will continue to implement the Mystery Science curriculum, which is aligned with the Next Generation Science Standards (NGSS), to foster and enhance students' natural curiosity about the world. Mystery Science has been used across all grades during our current charter period and emphasizes inquiry through hands-on assignments. In addition to Mystery Science, we utilize a comprehensive STEM toolkit that includes virtual field trips, experiments, and instructional videos. These resources are designed to provide students with opportunities to apply the scientific method, explore engineering principles, develop and use models, plan and conduct investigations, and support claims with evidence.

Our science curriculum and STEM toolkit cover a wide range of concepts, including properties of matter, weather and climate, patterns in space systems, forces and interactions, and interdependent relationships in ecosystems. Teachers also integrate science content with principles and themes from our

humanities and math studies. Ongoing professional development and support for science instruction are provided through our school's Professional Learning Community (PLC) model, ensuring that educators are well-equipped to deliver high-quality science education.

Instruction

As detailed in the ELA section of this report, for SY 2023-24, SACS Harlem implemented the 5 E's of Learning framework (engage, explore, explain, extend, evaluate). Teachers initiate lessons with animated, engaging, and relevant questions designed to spark curiosity. They build on this engagement by discussing the lesson's objectives and using "Do Nows," checks for understanding, and quick observations to determine when to transition students to independent practice. This practice may include hands-on models, writing assignments, or discussions.

During independent or small group activities, teachers actively observe and provide targeted coaching, focusing on specific learning goals and addressing anticipated misconceptions. Scholars are encouraged to express their understanding through Turn and Talks, group discussions, and presentations, ensuring their voices are central to the learning process. This inquiry-based approach emphasizes hands-on exploration and active engagement.

Assessments

Scholars participate in various assessments to evaluate their understanding and application of science concepts. These include Unit assessments, which measure their grasp of specific topics covered during the instruction, science vocabulary quizzes to ensure mastery of key terms, and projects that require them to apply their knowledge in a practical or creative manner. These assessments are designed to gauge both the retention of content and the ability to integrate and utilize scientific concepts in different contexts.

Professional Development

Since Mystery Science provides open-and-go lessons with hands-on activities, SACS Harlem has leveraged its grade-level Professional Learning Community (PLC) framework to ensure teachers have the necessary time and resources for effective lesson preparation. Prior to teaching, teachers use this time to practice and debrief the Mystery Science lessons to ensure a thorough understanding and effective delivery.

In SY 2024-25, SACS Harlem will implement the newly introduced Professional Development Kits for Grades K-2 and 3-5 provided by Mystery Science. These kits are designed to further enhance teacher preparation by offering additional resources and structured guidance. This implementation aims to standardize and elevate the quality of science instruction, ensuring that teachers are well-prepared to deliver engaging and effective science lessons.

Elementary 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.

NWEA MAP

Method

Storefront Academy Harlem utilized the NWEA MAP science assessment to measure students' growth in performance. The assessment was administered twice during the academic year. The first testing window, held in August-September, established a baseline for student performance at the beginning of the year. The second testing window, held in May-June, evaluated students' progress and performance growth over the full academic year. Detailed performance data from the NWEA MAP Science assessment is available in the “Results and Evaluation” section below.

To determine whether Storefront Academy Harlem met its science goal, the school used the two measures outlined below:

1. The school's median growth percentile of all 3rd through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.
2. End of year achievement performance for scholars enrolled in at least their second year will be greater than 50 and greater than the end of year achievement performance for all scholars.

RESULTS AND EVALUATION

End of Year Performance on 2023-2024 NWEA MAP Science 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	Number Tested	Percent Proficient	Number Tested
3	60%	15	57%	14
4	33%	18	35%	17
5	33%	12	33%	12
All	42%	45	42%	43

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

Grades	Median Growth Percentile	Number Tested
3	56	14
4	21	17
5	34	12
All	37	43

Summary of the Elementary Science Goal

The school did not meet either of our science goals. For the first goal, the median growth percentile for all students, we missed the target by 13 percentage points. For the second, achievement-based goal, scholars in their second year did not exceed 50% proficient; all scholars and scholars in at least their second year were the same for proficiency at 42%.. This stagnated progress in science is notable when we examine SY 23-24 third grade data. Third grade scholars were 60% proficient at the end of the year and 64% met/exceeded their projected growth. This class was a direct reflection of an ICT class where not only were the students with disabilities in their correct setting, but Science was also being taught consistently.

Evaluation of the Science Goal

Our NWEA MAP Science data continues to reveal there is work to be done in Science. However, when Science is consistent as it was in Third Grade scholars academic development is positively impacted. Critical thinking skills and an overall understanding of the world increases. Third Grade was the only class where 60% of all scholars were proficient in Science and scholars were at the 56 percentile growth median. Regular science education encourages scholars to observe, hypothesize, experiment, and draw conclusions, enhancing their ability to analyze information critically.

Additional Context and Evidence

Science Lesson Inconsistency: Additionally, we observed that science instruction was not delivered with the intended consistency or rigor. For instance, due to pacing issues in ELA and Math, science instruction often faced interruptions and was not consistently integrated into the academic day. Although two designated science blocks were scheduled each week, there were instances where this time was reallocated for other instructional needs. The staffing inconsistencies described earlier in this report further compounded this issue, leading to variability in the delivery of science lessons.

Lack of Regular Science Assessments: As previously described, science instruction during SY 23-24 was provided inconsistently, which in turn affected the consistency of science assessments. While the NWEA MAP science assessment was administered at the beginning and end of the year, Mystery Science unit assessments were not conducted regularly. This lack of consistent assessment created a gap in the school's understanding of student learning and progress in science.

Science Action Plan

Scheduled Science Instruction Action Steps: For SY 24-25, we have revised our Master Schedule to ensure that science instruction occurs four times per week for grades K-5. This adjustment increases weekly science instruction from 90 minutes in SY 23-24 to 150 minutes per week. To better prepare our younger scholars for future science education, we are committed to providing consistent and comprehensive instruction across all grade levels. Additionally, to guarantee that every class can fully participate in all unit projects, we have purchased Mystery Packs for the school this year.

Science Lesson Consistency Action Steps: For SY 24-25, teachers will be required to submit detailed science lesson plans and ensure that science instruction is conducted during the designated times. Specifically for fifth grade, we will emphasize more rigorous and literacy-intensive activities in science, aligning with the Blueprint for the Spring 2025 New York State Fifth Grade Science Exam, which highlights a focus on literacy. Action Steps: Lesson Plan Submission: Teachers will submit weekly science lesson plans outlining objectives, instructional strategies, and assessment methods. Plans will be reviewed bi-weekly to ensure alignment with curriculum goals and rigor. Enhanced Science Instruction: Fifth-grade teachers will incorporate activities that emphasize critical thinking and writing skills. These will include extended inquiry projects, detailed lab reports, and literacy-based science tasks to build the skills necessary for the state exam. Cross-Curricular Integration: Teachers will integrate science instruction with literacy strategies, such as Close Reading and Constructive Response. This will involve: Professional Development: Teachers will participate in targeted professional development focused on literacy strategies in science, including workshops on integrating reading and writing skills into science lessons. Resource Allocation: We will ensure that all classrooms are equipped with necessary materials and resources, including the Mystery Packs, to facilitate hands-on, inquiry-based science activities.

By implementing these measures, we aim to enhance the quality of science instruction, better prepare our fifth-grade scholars for the upcoming state exam, and support the development of essential literacy and critical thinking skills.

Science Assessments Action Steps: Science assessments will be administered at the end of each unit to evaluate scholars' understanding and retention of the material. These assessments will provide valuable data to inform instructional practices, including scaffolding, differentiation, and adjustments to teaching methods. Additionally, science assessment data will be integrated into our professional development discussions to enhance teaching strategies and student outcomes. Develop and implement end-of-unit assessments for each science topic to gauge students' grasp of the material. Ensure assessments are varied, including quizzes, practical lab reports, and project presentations, to capture different aspects of student understanding. Collect assessment results promptly and analyze data to identify trends, strengths, and areas for improvement. Use the data to adjust instructional strategies, including modifying lesson plans, grouping students for targeted support, and adapting teaching methods. Provide timely feedback to students based on assessment results, highlighting areas of strength and opportunities for growth. Continuously adjust science instruction based on data insights, ensuring that teaching methods remain responsive to student needs.

By systematically assessing and utilizing data from science unit assessments, we aim to continuously improve science instruction, better support student learning, and foster a deeper understanding of scientific concepts among scholars.

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
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

During the current accountability period, SACS Harlem has consistently maintained a status of "Good Standing." However, the school remains focused on addressing several challenges to more effectively mitigate COVID-related learning loss and drive greater improvements in student outcomes. Key challenges impacting our instructional action plans include chronic absenteeism, teacher shortages, enrollment shortfalls, and significant changes in student demographics. Despite these challenges, we have made notable gains in ELA and Math growth and achievement as measured by NWEA MAP.

Chronic Absenteeism: Data Analysis: Analyze attendance data to identify patterns and trends in chronic absenteeism. Implement targeted interventions, such as attendance incentives, parent engagement strategies, and personalized outreach to families. Regularly monitor attendance rates and adjust strategies as needed to improve student presence and participation.

Teacher Shortages: Recruitment: Develop and execute a strategic recruitment plan to attract qualified educators, including early recruitment efforts and competitive compensation packages. Provide ongoing professional development and support to retain current staff and enhance their effectiveness. Utilize existing staff and administrators to cover gaps in teaching and provide instructional support.

Enrollment Shortfalls: Marketing: Enhance outreach and marketing efforts to attract new students, including community events and school tours. Focus on retaining current students by addressing their needs and maintaining high-quality educational experiences. Collaborate with local organizations and community groups to increase enrollment and build school-community relationships.

Changes in Student Demographics: Adapt instructional strategies and resources to meet the diverse needs of the changing student population. Offer targeted professional development for teachers to effectively address the needs of students with varying backgrounds and learning needs. Expand support services such as tutoring, counseling, and language assistance to better serve students from diverse demographic backgrounds.

Action Plan: Strategies to Address Learning Loss and Continue to Improve Outcomes

Promoting Attendance Action Steps: For SY 2023-24, SACS Harlem is implementing a proactive approach to enhance class attendance and address attendance concerns. Our strategy involves increasing teacher ownership, engaging families, and providing targeted support to improve student attendance and, consequently, scholar success.

Teacher Ownership of Attendance: Teachers will diligently track and monitor daily student attendance, noting any patterns or recurring absences. When a scholar is absent, the teacher will initiate direct communication with the parent or guardian. A personalized phone call to discuss the absence, offer assistance, and express concern. Sending a follow-up email or Class Dojo message.

Family Engagement and Education: At the beginning of the school year, teachers and school leaders will hold welcome meetings with families to emphasize the critical link between regular attendance and academic success. Topics covered will include: Attendance Policies: Explanation of the school's attendance policies and expectations. Impact of Absences: Discussion on how absences affect learning and potential long-term impacts on academic achievement. Information on available resources to support families in ensuring their child attends school regularly.

Strategic Support for Attendance Concerns: Teachers will identify scholars exhibiting signs of potential attendance issues, such as frequent absences or tardiness. For students showing consistent attendance concerns, the school counselor will conduct an initial assessment to understand underlying issues or barriers affecting attendance. Arrange a meeting with the family, including the counselor and relevant school leaders, to discuss concerns and develop a tailored action plan. The meeting will focus on Understanding any challenges or obstacles that may be contributing to the student's absences. Developing a customized plan to address the identified issues, which may include: Implementing targeted interventions such as academic support, counseling, or family assistance programs. Scheduling regular follow-up meetings to review progress and adjust the plan as necessary.

Progress Reviews: Regularly review attendance data and the effectiveness of implemented strategies to ensure they are having the desired impact. Maintain open communication with families and provide updates on their child's attendance and academic progress. Make necessary adjustments to strategies based on ongoing feedback and observations to continuously improve attendance rates.

Staffing Consistency Action Steps: In summer 2024, SACS Harlem successfully established a teacher-in-residence program in partnership with Teach for America and Relay Graduate School for Education. For SY 2024-25, the program has been expanded to include two additional teachers-in-residence. This initiative is designed to create a pipeline of high-quality candidates who are deeply immersed in the "Children's Storefront" culture, as well as its academic, social-emotional, and arts programming.

To support the integration of several new teachers, effective veteran teachers will provide peer support in addition to more formal coaching rounds conducted by instructional leaders. Furthermore, instructional leaders will launch a teacher bootcamp based on Get Better Faster: A 90-Day Plan to Develop New Teachers. This bootcamp will focus on essential skills such as intellectual preparation, lesson planning, modeling, classroom management, and student conferencing and coaching to ensure that new teachers develop effective teaching practices.

Scholar Support Capacity Action Steps: School leaders will focus on developing teachers' skills in analyzing student work, data analysis, and creating responsive instruction plans. Teachers who demonstrate effective use of differentiated and specially designed instruction will provide peer support, feedback, and resources to assist colleagues in these areas. The leadership team will implement the following process: Evaluate teachers' current abilities in relevant areas. Identify the skills and competencies needed for effective instruction. Determine where gaps exist and what support is required. Create specific goals and actionable strategies to address identified needs. Track progress towards objectives and assess effectiveness. Make necessary adjustments based on ongoing evaluations.

Data and action plans detailed in the ELA, math, and science sections of this report provide evidence of scholars' progress. However, to maximize the utility of this data, we must review it continuously rather than only during annual reporting periods. To enhance our data use practices, we have partnered with the Lavinia Group to refine our standard operating procedures (SOPs) for data collection, management, and application. Engage teachers in reflective practices based on observations and student work. Employ data to provide targeted coaching and feedback for instructional improvements. Facilitate in-depth analysis and responsive action planning for strategic small group instruction.

We believe these initiatives, combined with a strong culture of data use, will enhance the alignment of school curricula, pedagogies, and assessments. This approach aims to drive continuous improvements in student outcomes and teacher capacity while maintaining our school's joyful and innovative culture,

positive family-school relationships, and commitment to arts programming and experiential learning opportunities.