



Destine Preparatory
Charter School

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Re'Shawn Rogers, Founder

530 Franklin St, Floor 3, Lafayette Entrance

Schenectady, NY 12305

518-394-1643

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Re'Shawn Rogers, Executive Director, prepared this 2022-23 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Raysheea Turner	Chair	Governance
Mark Muscatiello	Vice Chair	Governance Development
Raul Castillo	Treasurer	Finance
Ashley Whiteside	Member	Academic Committee
Cherly Almonte Lare	Member	Finance Development
Chrisheena Hill	Member	Academic Committee

Re'Shawn Rogers, Founder, has served as the school leader since **2022**.

SCHOOL OVERVIEW

Destine Preparatory Charter School develops scholars in K-5th grade to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Key Design Elements:

- Academic Program is Rigorous and Extends Student-thought
- Equitable Systems and Structures Enable Learning, Growth, and Leadership
- Family and Community Partnerships Matter and are Vital to School Success

Destine Prep opened its doors in the fall of 2022 to grades K-1 in Schenectady, New York and will grow to a K-5 by adding a grade each year.

We have designed a daily schedule that accounts for robust Literacy and STEM programming. True to our key elements of design is the notion that our scholars need ample support in acquiring and practicing foundational skills, such as phonemic awareness in Reading blocks and counting accurately and fluently in Math blocks. Within our daily schedules is dedicated time for supporting non-academic habits and building strong student culture. We believe that directly teaching SEL during Morning Circle and Reflection block will be a key lever to accomplishing our school's mission of supporting the whole scholar and helping them reach academic excellence.

Monday through Thursday we operate with an extended school day schedule. Arrival begins at 7:25, instruction begins at 7:45, and our school day ends at 4:05. Every Friday, our scholars are dismissed at 1:00 p.m. to allow for structured Professional Development for the entire school staff. We will balance two ideas that are core to our mission and vision: more time must be spent delivering high-quality instruction to our scholars, and more time must be spent training teachers and developing their skills and practice, so they can deliver high-quality instruction.

Destine Prep uses a Great Teaching rubric to provide a strong framework for professional development and drive instructional rigor. The framework is organized around the following four key questions:

- Classroom Environment: Do the relationships and expectations create the conditions for student learning?
- Rigor: Are scholars engaged in critical thinking, reasoning, and tasks aligned to the College Ready bar?
- Thinking: Are scholars doing the heavy lifting? Does instruction foster deeper conceptual understanding?
- Feedback: Are scholars improving the depth and precision of their thinking and work?

At DPCS, we also use an "Arc of the Year" document, which identifies priority areas of focus at each point of the year. We use the Arc of the Year document and the Great Teaching rubric to inform professional development and coaching meetings.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	46	42												98

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts.

BACKGROUND

At DPCS, we dedicate a significant amount of the daily schedule to reading. Students participate in daily Reading Rooms, led by two reading teachers with small groups of scholars, homogeneously grouped by reading level. Students practice the skills developed in the Reading Room during the Reading Comprehension block and all other core content blocks, as they all infuse literacy. Students also receive explicit phonics and writing instruction every day.

We used the following curricular resources for ELA in 2022-23:

- Reading Mastery: The Reading Mastery curriculum is designed so that scholars apply knowledge of sound and word recognition with fluency. Reading Mastery builds scholars skills in Anchor Standards such as Vocabulary Acquisition and Use, Knowledge of Language, and Conventions of Standard English. The Reading Mastery curriculum is designed so that scholars apply knowledge of sound and word recognition with fluency. Scholars are required to read and speak aloud so the teacher can directly correct misconceptions and model the standard use of English language.
- Reading A-Z: We use guided reading lesson plans from Reading A-Z. Going forward, we will also incorporate internally-created guided reading plans into our ELA curriculum in addition to the resources from Reading A-Z.
- Write Bright: In 2022-23, we used Write Bright to teach writing. Recognizing that this program was not meeting the needs of our students, we are introducing a new writing curriculum in 2023-24, as described in the Action Plan section of this document.
- Fishtank ELA: We use the Fishtank Learning ELA curriculum in all grades. The curriculum is designed around the following principles: building knowledge to nurture critical thinking; centering diverse, relevant, and rigorous texts; prioritizing student voices and ideas to build agency; learning to write, writing to learn; and preparing teachers to support students.

To measure student progress in ELA, we use the STEP assessment, which is administered four times per year. We also administer an internally-created interim assessment to measure ELA skills three times per year.

We implemented additional strategies to collect and analyze student reading data at the end of the 2022-23 school year. We use a tracker that monitors progress for each student, which is updated on a weekly basis using data collected during reading groups. Teachers use the tracker to plan instruction every week. We also began using this tracker to identify groups of students for pull-out interventions in 2022-23, a practice that we will continue in 2023-24.

METHOD

The school used STEP to assess student reading. From the website, STEP™ (Strategic Teaching and Evaluation of Progress) is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student achievement in literacy across grades K-5.

RESULTS AND EVALUATION

In 2022-23, we administered the STEP assessment to first grade students four times beginning in January 2023. For each cycle, we assessed how many students grew one or more “steps,” with a goal level of Step 5 for first grade. While the majority of students demonstrated progress in the first three cycles, only 17% of first grade students ultimately reached Step 5 in 2022-23. In response, we are introducing several changes to our ELA program, as described below.

ADDITIONAL CONTEXT AND EVIDENCE

Not applicable - 2022-23 was the first year of operation for DPCS.

ACTION PLAN

We identified three schoolwide priorities for 2023-24, our second year of operation. The second of these priorities is reading growth: our goal for 2023-24 is to achieve a 10% increase in average proficiency on each interim assessment in ELA and a 15% increase in STEP proficiency in each STEP cycle. To achieve this goal, we are initiating the following changes for 2023-24:

- We plan to adjust our writing curriculum, introducing Handwriting Without Tears for kindergarten students and internally-created materials for students in Grades 1 and 2. We anticipate that this will ensure an effective and engaging learning experience for our students and contribute to strong student outcomes in this area.
- We plan to adjust our staffing structure to departmentalize math and reading in Grades 1 and 2, with one teacher teaching reading across both classrooms and one teacher teaching math across both classrooms. By departmentalizing math and reading, we are enabling teachers to specialize and deepen their expertise in these critical areas. We anticipate that this change will also result in improved individualized support and better overall learning outcomes in these subjects.
- As an additional staffing adjustment, we will implement teacher looping in several classrooms. This approach fosters a supportive learning environment and allows teachers to

better understand each student's unique learning needs and strengths, contributing to more effective instruction.

In addition to our reading goal, which is our second priority, we have the following priorities for the 2023-24 school year:

- Priority #1: School Culture: All teachers score a 3 or higher on the rubric section *Classroom Environment* on the Great Teaching Rubric; no more than six daily referrals; and
- Priority #3: Attendance Growth: 5% year over year growth at any point of the school year.

These priorities guide instruction, professional development, and other school-wide initiatives in 2023-24. Our Arc of the Year document outlines the goals, support, and measurement tools that will be used to achieve these priorities at every point of the school year. We also reference our priorities and goals frequently to encourage staff investment.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

After careful study of curriculum used by schools with similar scholar demographics as those of Destine Prep, we have rolled out a curriculum that we believe unleashes student thinking, aligning with our key design element, Academic Programming is Rigorous and Extends Student Thought. We believe that our chosen curriculum will expand our scholars' interest in mathematics and technology. The lessons are hands-on and interactive and allow scholars to enter the lesson at the point of access, allowing them to creatively discover and use strategies and representations that make sense to them.

We use Eureka Math and Achievement First OER Math Stories (CGI) curriculum. Both curricula were designed to ensure scholars acquire a range of mathematical skills and concepts aligned to NY State Common Core Standards. The lessons build skills in each of the following domains of Common Core Math Standards: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations Fractions, Measurement and Data, Geometry, Ratios and Proportional Relationships, The Number System, Expressions and Equations, and Statistics and Probability. We also use Every Day Counts Calendar Math as a supplemental resource to support our scholars' number sense. The combination of these curricula prepare our scholars to master math skills comprehensively by ensuring our scholars have a strong procedural and conceptual understanding of concepts.

METHOD

We administer the NWEA MAP assessment three times per year for all DPCS grades to measure student outcomes in math.

RESULTS AND EVALUATION

In 2022-23 we administered the NWEA MAP assessment three times. From the first to the final administration, 15% of students in kindergarten and 9% of students in first grade met their growth projection.

ADDITIONAL CONTEXT AND EVIDENCE

Not applicable - 2022-23 was the first year of operation for DPCS.

ACTION PLAN

We will continue to use our current resources in math in 2023-24. As described in the ELA section, we are also adjusting our staffing structure to departmentalize math and reading in Grades 1 and 2, with one teacher teaching reading across both classrooms and one teacher teaching math across both classrooms, in 2023-24. We are also implementing teacher looping in several classrooms. Both of these strategies will allow teachers to better understand and respond to each student's learning needs within their respective content areas.

GOAL 3: SCIENCE

Goal 3: Science

Students will be proficient in science.

BACKGROUND

We use FOSS for science instruction in all DPCS grades.

METHOD

Not applicable

RESULTS AND EVALUATION

Not applicable

ADDITIONAL CONTEXT AND EVIDENCE

Not applicable

ACTION PLAN

Not applicable

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

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. More information on assigned accountability designations and context can be found [here](#).

RESULTS AND EVALUATION

Not Applicable

Year	Status
2022-23	First Year School

GOAL V: SOCIAL EMOTIONAL INTELLIGENCE

Goal 5: Destine Prep scholars will demonstrate emotional and character growth.

Goal 5 Optional Measure: Each year, scholars (inclusive of those classified as ELL or SWD) who are enrolled for two or more years will outperform local school districts serving the same population by having lesser suspension and expulsion data.

RESULTS AND EVALUATION

This metric is not applicable as we are in our first year of operation.

Goal 5 Optional Measure: Each year, we will have a 5% decrease in disciplinary infractions from the previous school year.

RESULTS AND EVALUATION

This metric is not applicable as we are in our first year of operation.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL VI: ENROLLMENT

Goal 6: The school will be fully enrolled with high levels of daily attendance and yearly retention.

Goal 6 Optional Measure: The school will enroll and maintain a class of students equal to our projected enrollment each year.

RESULTS AND EVALUATION

The school did not meet this measure.

Recognizing that we needed additional support in this area, we introduced a role dedicated to recruitment and enrollment during the 2022-23 school year. This staff member will continue to oversee enrollment and recruitment in 2023-24.

Goal 6 Optional Measure: Of students who complete the year, 90% of students will re-enroll for the following year.

RESULTS AND EVALUATION

The school did not meet this measure.

Goal 6 Optional Measure: The school will average 95% or higher daily student attendance each year.

RESULTS AND EVALUATION

The school did not meet this measure.

GOAL VII: FISCAL SOUNDNESS

Goal 7: The school will consistently demonstrate fiscal responsibility.

Goal 7 Optional Measure: Each year, the annual financial audit will demonstrate that the school meets or exceeds the standards of generally accepted accounting principles (GAAP).

RESULTS AND EVALUATION

Results of 2022-23 audit unavailable as of September 22, 2023.

Goal 7 Optional Measure: Each year, the school will operate on a balanced budget.

RESULTS AND EVALUATION

Not met. We closed FY23 with a deficit of \$213,000 (unaudited), but we have 474,000 in CSP Grant money that we have not collected yet.

GOAL VIII: FAMILY SATISFACTION

Goal 8: Parents will report satisfaction with the school's academic program and family communication.

Goal 8 Optional Measure: As measured by an annual end of year survey, satisfaction with the school's academic program will, on average, exceed 85%, with at least 75% of families responding.

RESULTS AND EVALUATION

The school did not meet this measure.

The families that responded to the survey gave favorable results, with 70% of families saying they were happy with the school. We only had 50% of families turn in surveys. For the 23-24 school year, we will utilize our PTA to support getting surveys returned.

GOAL VIII: BOARD OF TRUSTEES

Goal 9: The Board of Trustees will provide sound oversight of the school.

Goal 9 Optional Measure: The Board will conduct a formal annual review of the school leader.

RESULTS AND EVALUATION

As of September 21, 2023, the Board is in the process of finalizing the annual review of the school leader for the 2022-23 school year.

Goal 9 Optional Measure: The Board will conduct an annual self evaluation to assess its strengths and weaknesses.

RESULTS AND EVALUATION

As of September 21, 2023, the Board is in the process of finalizing its annual self evaluation for the 2022-23 school year.

Goal 9 Optional Measure: The Board will conduct a formal annual review of bylaws and policy.

RESULTS AND EVALUATION

As part of the annual self-evaluation, the Board will be completing a review of its bylaws.

Goal 9 Optional Measure: The Board will conduct an annual review of organizational strengths and weaknesses.

RESULTS AND EVALUATION

As of September 21, 2023, the Board is in the process of completing its annual self-evaluation for the 2022-23 school year.