



Little Water Preparatory Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 6, 2023

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Antoinette Kane, Founder and Head of School, 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)
Kevin Collins	Chair	Executive
Dr. Rachele Hall	Vice-Chair	Executive
Steven Strom	Treasurer	Finance
Brendan Mee	Secretary	Executive
Lucy Volkmar	Committee Chair	Academic Excellence
Talent Kadeem Davis	Board Member	Academic Excellence

Antoinette Kane has served as the school leader since 2021.

SCHOOL OVERVIEW

In partnership with the community, Little Water Preparatory Charter School provides a rigorous and affirming environment for all K-5 scholars through reflective, data-informed teaching practices and a responsive curriculum that allows our scholars to recognize their power and have agency over their futures. Little Water Prep opened its doors in August of 2022 to serve 160 Kindergarten and First grade scholars across Poughkeepsie City, Newburgh, Arlington, Hyde Park, and Beacon. Little Water Prep launched its Project-Based Learning class designed to empower students to explore their identity as it relates to their academic content through our ROOT Empowerment class. Little Water Prep was designed with key elements such as a conceptual, deeper learning approach to providing an environment where students are affirmed through social emotional and identity development. At Little Water Prep, we have a mission to cultivate lifelong readers through our interdisciplinary and culturally relevant approach to literacy instruction and our commitment to providing our students with knowledgeable and culturally competent teachers to ensure a rigorous and affirming educational experience.

There were no notable changes to the charter’s academic program during the 2022-23 school year. While we did not change the academic program, we did scaffold and modify our instructional practices and curricular scope and sequence in response to our student’s academic needs and school-wide data trends based on our internal assessments and daily classwork data.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21														
2021-22														
2022-23	56	54												

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts

BACKGROUND

Little Water Prep's ELA curriculum provides a comprehensive approach to cultivating lifelong readers through a variety of instructional approaches and internally created curricular materials that expand upon our students' knowledge of the world around them. Little Water Preparatory provides students with a robust and comprehensive literacy program and offers over 180 minutes of literacy instruction daily. Scholars at Little Water Prep have numerous opportunities throughout the school day to practice and apply literacy skills in multiple contexts and across multiple components such as Shared Reading, Read Aloud, Writer's Workshop, and in our daily ROOT Empowerment class. Aligned with the New York Next Generation English Language Arts Learning Standards, our literacy programming works to ensure that every scholar will graduate as a proficient reader empowered with the skills, tools, and habits to be lifelong readers and writers. Students in our lower elementary program (K-1 for school year 2022-23) engaged in four core literacy components as a part of our internally written curriculum which include Read Aloud, Writer's Workshop, Guided Reading, and Phonics instruction. We utilized the Success for All (SFA) curriculum for our phonics program and utilized their formative assessment to place students into strategic groups distinguished by phonics skill. Scholars engage daily in Read Aloud, Writer's Workshop, Success for All Phonics, and differentiated guided reading. Teachers were trained to provide differentiated instruction and tailor their lessons to meet the scholars academic needs in response to the academic data collected through our internal assessment processes. Majority of our professional development sessions on our weekly Professional Development days focused on literacy instruction and how to support early learners with letter and sound recognition, decoding and fluency skills, student-centered comprehension conversations, and the level of intellectual preparation required to grow our young readers. Our instructional leadership team also conducted daily and weekly observations of all literacy components, with an intensive focus on guided reading time. Through live coaching, post-lesson reflection meetings, and modeling, our teachers were supported with instructional methods and curricular materials to support their development and enhance their ability to effectively lead literacy lessons and reach all student learners.

METHOD

For the 2022-23 school year, Little Water Prep utilized a robust system of assessments and evaluations to gauge and evaluate the progress of our ELA student achievement. We administered the Fountas and Pinnell Benchmark Reading Assessment five times within the 2022-23 school year to assess our students and place them in appropriate guided reading groups based on their instructional reading level. The test is administered 1:1 (student with teacher) during every cycle, which occurs four times within the academic year. During the test, teachers are testing for fluency and comprehension questions about what they read. After all F&P assessments are administered, teachers create an analysis on how each scholar performed and identify any group or grade-wide trends and gaps in performance. Based on those results, Guided Reading groups are formed and each scholar is placed homogeneously in a small literacy group and given a specific literacy goal based on

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the assessment data. We administered the nationally norm-referenced NWEA MAP assessment three times throughout the year for both Math and ELA. We administered the Success for All phonics assessment four times throughout the school year. During the SFA assessment, teachers are testing scholars 1:1 on their phonemic awareness skills. Based on those results teachers also tailor phonics instruction to fit the needs of each student and differentiate SFA phonics lessons in response to this data. Weekly on Thursdays, our teachers met with a member of the instructional leadership team to examine scholar work and data from the previous week and inform instruction for the upcoming week based on the data collected and analyzed.

Kindergarten		
	Round 1 December	Round 3 May
On or Above Grade Level	41% (SWD: 0%) <i>Achieved: Level B+</i>	45% SWD: 20% ELL: 0% <i>Achieved: Level D+</i>
Approaching Grade Level	59% SWD: 0% <i>Achieved: Level A</i>	20% SWD: 60% ELL: 0% <i>Achieved: Level C</i>
Below Grade Level	N/A	34% SWD: 20% ELL: 100% <i>Achieved: Level B ></i>

RESULTS AND EVALUATION

During the 2022-2023 school year, Little Water Prep made strides in academic progress and student growth. In the first round of assessments, 41% of Kindergarten scholars performed on grade level and by the end of the year 14% fewer students were below grade level. The majority of students showed growth of at least two levels, reflecting our commitment to foster a love of reading. 60% of our students with disabilities were approaching grade level standards by the end of the school year.

First Grade		
Level	Round 1 December	Round 3 May
On or Above Grade Level	17% SWD: 17% <i>Achieved: Level F+</i>	28% SWD: 17% <i>Achieved: Level J+</i>

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Approaching Grade Level	2% SWD: 0% <i>Achieved: Level E</i>	20% SWD: 0% <i>Achieved: Level H & I</i>
Below Grade Level	81% SWD: 83% <i>Achieved: Below Level D</i>	52% SWD: 83% <i>Achieved: Below Level G</i>

In First grade 29% less scholars were below grade level by the end of year assessment. We also saw an increase of 29% of scholars approaching grade level and on and above grade. The majority of First Grade scholars grew at least four levels from the beginning of the year to the end. We noticed our students with disabilities in First Grade were significantly below their peers throughout the entire school year.

However, we noticed a challenge with student attendance and also a high percentage of students who had not attended school prior to attending Little Water Prep and therefore when we initially administered our baseline assessment, we identified students who were not performing on grade level standards and utilized this data to inform our professional development with our teachers.

ADDITIONAL CONTEXT AND EVIDENCE

To address this issue we implemented targeted intervention for all students utilizing data from our baseline assessment and school readiness assessment. ELA small and whole group instruction, conducted four times a week for 180 minutes, included guided reading, phonics, read-aloud, and Writer’s Workshop. Scholars are grouped based on their reading levels, allowing for personalized instruction and feedback tailored to their unique needs. Our proactive approach extended to weekly teacher observations, providing constructive feedback to enhance lesson execution and student engagement. Teachers actively collaborated with parents by sharing goal cards, and sight words, reinforcing reading and phonics skills at home. Adding additional resources for parents at home like an online account to a phonics program (Lalilo and Epic Books!) for our scholars to have access to books and lessons at the comfort of their own homes for thirty minutes a day helped to increase our goal to partner with our parents to ensure academic growth for our students.

Little Water Prep has taken proactive steps to address the educational gap between our general ed population and our Sped and ELL scholars. Recognizing the needs of ELL learners, we hired an ELL teacher to support students struggling with English comprehension. We also hired experienced Special Education teachers and provided them with specific training(s) and opportunities of development that focus on addressing the needs of our diverse learners and on ensuring a more inclusive and supportive learning environment for all students.

ACTION PLAN

Little Water Prep will strive to maintain consistency in its data collection through consistency of implementation of the systems and processes we developed and executed in Year 1 of our school’s operation. From the time a student enrolls at Little Water Prep, we will administer baseline assessments and utilize this data to support the student academically. We will continue to collect data and analyze it based on disaggregated groups within our student population and in comparison to neighboring schools and/or districts. We will continue to build upon our meeting matrix to ensure

collaboration and cross disciplinary planning is happening throughout the school and across grade level teams. A key initiative involves comprehensive professional development sessions, equipping teachers with the tools to maintain high standards regardless of the learning environment. To enhance academic performance, we strive to include getting more granular with data analysis, specifically targeting challenging reading levels. Experienced and more skilled teachers are assigned to these “tricky levels” fostering a collaborative environment through weekly lesson studies and practice sessions during professional development sessions on Wednesdays. When it comes to reaching our ELL scholars, giving them more practice on SFA lessons to hone in on their phonemic awareness skills and progress monitor how they are performing each week with weekly sight word quizzes. Every day small groups for Guided Reading which are curated homogeneously for 50 minutes. Teachers give scholars goal cards for the week. Teachers have a tracker that monitors their scholar’s progress throughout their small groups and documents which specific techniques and/or strategies they are using to support the student with meeting their literacy goals.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will be proficient in Mathematics.

BACKGROUND

Scholars at Little Water Prep will develop as mathematicians through our comprehensive mathematics program that builds a real-world and conceptual foundation and the computational skills and mathematical language needed to attain a deep understanding of the content. Our curricula selections align with NY State P-12 Next Generation Standards and allow for investigative problem-solving and exploratory opportunities where scholars gain and strengthen deep conceptual understanding in mathematics. Scholars in grades K-2 will engage with TERC Investigations and Contexts for Learning Mathematics, Cognitively Guided Instruction (CGI), as well as Everyday Counts Calendar Math to develop a strong fluency with numbers and computation and the ability to grapple with complex problems and identify solutions. We have selected TERC Investigations and Contexts for Learning because of their alignment to our conceptual, deeper learning approach to instruction and the proven success of these curricula used in conjunction with one another. Both of these programs have been used by Success Academy for over ten years and led to demonstrated results year-over-year in math for scholars in Grades 3-5. Scholars are expected to not only solve mathematical problems but explain and defend their thinking while being able to support the development of their peers through analysis and feedback as well. Our scholars will build a diverse tool kit of mathematical strategies and learn to think critically, adapting and applying the most effective or efficient strategy depending on the problem posed.

METHOD

For the 2022-2023 school year Little Water Prep monitored and evaluated our student’s progress towards achievement in mathematics, we administered four internally created Math Internal

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Assessments throughout the year and utilized this data and analysis of it to inform instructional decisions. In addition, beginning in January of 2023, all students in Kindergarten and first grade were administered weekly math review quizzes to monitor their progress throughout each math unit to ensure instruction was differentiated to support their needs as growing mathematicians. The math scope had to be revised and modified throughout the year to ensure it was appropriately targeting student’s needs and growth areas in math. In the 2022-23 school year, we did not make any changes to our math curriculum, we did however, modify our curricular scope throughout the year as the original number of weeks planned for each unit needed to be extended based on our student achievement data when administering our end of unit assessments and Math Internal Assessments. For example, we extended the K-1 math units on counting for two months longer than we previously anticipated due to scholars not having access to certain skills in mathematics.

RESULTS AND EVALUATION

The overall goal of achieving 70% of scholars on grade level proficiency was not met, as our scholars in Kindergarten ended the year 30% being on grade level or above. There was success within our English Language learners in Kindergarten who achieved 100% proficiency in math throughout the school year. This consistent performance reflects our collaborative efforts to support English

Kindergarten			
	Round 1 <i>November Math IA</i>	Round 2 <i>March Math IA</i>	Round <i>June Math IA</i>
On or Above Grade Level	46% SWD: 33% ELL: 100% <i>Achieved: 71% +</i>	33% SWD: 40% ELL: 100% <i>Achieved: 71% +</i>	30% SWD: 0% ELL: 100% <i>Achieved: 71% +</i>
Approaching Grade Level	32% SWD: 0% ELL: 0% <i>Achieved: Between 70%-50%</i>	13% SWD: 0% ELL: 0% <i>Achieved: Between 70%-50%</i>	37% SWD: 30% ELL: 0% <i>Achieved: Between 70%-50%</i>
Below Grade Level	24% SWD: 67% ELL: 0% <i>Achieved: Below 50%</i>	53% SWD: 60% ELL: 0% <i>Achieved: Below 50%</i>	33% SWD: 70% ELL: 0% <i>Achieved: Below 50%</i>

Language Learners and the effectiveness of our math curriculum with diverse student populations.

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First Grade			
	Round 1 <i>November Math IA</i>	Round 2 <i>March Math IA</i>	Round <i>June Math IA</i>
On or Above Grade Level	45% SWD: 50% <i>Achieved: 71% +</i>	30% SWD: 17% <i>Achieved: 71% +</i>	29% SWD: 17% <i>Achieved: 71% +</i>
Approaching Grade Level	18% SWD: 0% <i>Achieved: Between 70%-51%</i>	18% SWD: 17% <i>Achieved: Between 70%-51%</i>	17% SWD: 17% <i>Achieved: Between 70%-51%</i>
Below Grade Level	36% SWD: 50% <i>Achieved: Below 50%</i>	52% SWD: 67% <i>Achieved: Below 50%</i>	54% SWD: 67% <i>Achieved: Below 50%</i>

ADDITIONAL CONTEXT AND EVIDENCE

During the accountability period of the 2022-2023 school year, Little Water Prep has observed fluctuations in year to year trends. While scholars in Kindergarten began at 46% performing on grade level, this declined to 30% by the end of the school year. Similarly, First Grade performance started at 45%, concluding at 29% on grade level. Concerns have been raised, particularly in the performance of students with disabilities, ending the school year at 80% below grade level in Kindergarten and 67% in First grade. We also noticed a trend in First Grade where scholars continued to decline in Math throughout the school year. Kindergarten scholars were more consistent in approaching grade level standards by the end of the school year. We were aware that many First Grade scholars would not meet the end of year goal due to attendance and where they began below grade level expectations in reading and in math. There was a decreased accountability for daily and on-time attendance of scholars. Many First Grade scholars had not attended Kindergarten, which contributed to the gap in academic achievement and the need to modify aspects of our curriculum to accommodate all learners and develop any foundational skills that would allow them to access our curriculum fully. The instructional leadership team at Little Water Prep worked with Grade Level Leaders to re-configure our Unit 0 and Unit 1 of our literacy curriculum to allow more time to fill gaps as it relates to ELA standards.

ACTION PLAN

In our first year, we recognized the crucial need to prioritize literacy instruction to assist students in meeting the expectations for their grade level and majority of our professional development sessions were built around our academic needs in ELA. All teachers in the 2022-23 did engage in a three-day training on Cognitive Guided Instruction and our plan is to continue this training during summer development and provide follow up training sessions and live coaching during this important math

component. Little Water Prep is actively supporting teachers through strategic and tailored professional development sessions focused on data-driven collection and action planning. Additionally, we are expanding our instructional leadership team to ensure teachers receive support in implementing our curriculum effectively. We conduct regular lesson observations to offer constructive feedback and clarify instructional methods. Special attention is given to supporting teachers during Cognitive Guided Instruction (CGI) sessions to enhance students' understanding of mathematical concepts. Teachers monitor students during independent work and utilize a tracking system to categorize them based on their problem-solving strategies. Moreover, teachers dedicate ten minutes daily to math facts quizzes and administer weekly spiral review quizzes. In cases where a student encounters difficulties, teachers provide personalized support through small group sessions. We will continue to gauge and monitor student progress and teacher development needs through analysis of our weekly internally created math spiral reviews, our daily classwork exit tickets, and our formal internal math assessments.

GOAL 3: SCIENCE

Goal 3: Science

Students will be proficient in Science.

BACKGROUND

Little Water Prep's approach to science is designed to provide students with an opportunity for inquiry-based and investigative scientific experiments and assignments that expand and challenge their thinking and intentionally expose them to scientists of color. We intended to utilize the FOSS curriculum because we believed the Its approach to science instruction aligns with Little Water Prep's focus on deep learning in that students are building a conceptual understanding of scientific concepts while simultaneously integrating other curricular areas into their studies, including technology. However, due to delays with our funding, we were unable to purchase a formal science curriculum in our first year of operation. Instead, we infused science into our other academic components and overall culture of the school. Each month, scholars learn about a scientist that has made significant contributions to the field and be able to explore these individuals and their contributions, which provides students with a real-world understanding of science and be able to learn about scientists of color where students can begin to visualize themselves in the STEAM field. Scholars explore and engage with the world around them through various literacy assignments and investigative experiments, which support our focus on developing strong literary foundations through an interdisciplinary, culturally relevant approach. Scholars work collaboratively and engage in hands-on activities that help to build their social and communication skills. At Little Water Prep, we provide all scholars with a rigorous and engaging experience where they investigate questions, solve challenging problems, and develop scientific reasoning. We have since purchased the Amplify Science curriculum used commonly by charter networks such as KIPP and Achievement First and aligned with the New

York State New Generational Learning Standards. We have also changed our staffing model to now include a full time science teacher to ensure all students

METHOD

The school did not administer any formal assessments in its first year of operation to evaluate achievement in science. Teachers and instructional leadership utilized class work exit tickets to distinguish student's achievement and progress in science. Through monthly data meetings, teachers and instructional leaders utilized student classwork to inform instructional and curricular decisions and monitor student achievement and performance.

RESULTS AND EVALUATION

Little Water Prep does not have enough substantial student data or evidence to determine if we have met the targets for science as outlined in our Accountability Plan. We were able to evaluate and gauge student achievement minimally through student work analysis and exit ticket collection. However, we did not execute any systems in Year 1 for evaluation of our science program and student's achievement in science. Due to not having a prepared curriculum and an over-turn of instructional staff, it is a priority to re-align our school's daily operation and academic program with our goal to ensure all students graduate Little Water Prep proficient in science as determined by state aligned standards.

ADDITIONAL CONTEXT AND EVIDENCE

There is no additional context or evidence to report at this time.

ACTION PLAN

Little Water Prep identified the need for an easily digestible curriculum that can be executed equitably across grade levels and therefore we have selected Amplify Science curriculum because it is scripted which will support our science teacher(s) with prioritizing their time on execution of lessons and differentiation to ensure all learners are progressing. This will also allow time for data collection, analysis, and action planning during science instruction. Additionally, we have re-configured our staffing model and daily schedule to include science as a required elective and this allows us to focus on developing the science teacher specifically as it relates uniquely to our science program and working with students across different grade levels. This will also allow for ownership over the science curriculum and science data internally. Little Water Prep plans to begin administering internally created formal Science Assessments when students enter third grade.

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

Our school-wide Accountability Plan served as our guide for setting specific targets and measures as it relates to student achievement throughout our inaugural year and we will continue to utilize the Accountability Plan to monitor the progress of our school and our impact on all students. At Little Water Prep, we implemented our Response to Intervention processes in the Fall of 2022 and developed these systems alongside our Dean of Special Education and Special Education Teachers. Utilizing the Response to Intervention model (RTI), we were able to identify measures and goals for each Tier and met frequently with instructional staff to identify any students in need of additional tiers of support and progress monitor their performance. When a student was identified as needing greater support, we monitored the scholar's progress through use of our internal RTI tracker where we tracked the students goal, whether or not they are progressing towards the goal, and documenting all instructional supports and interventions put in place to support the student in meeting their goal. Additionally, we meet frequently to discuss the needs of our students and request further evaluation (if deemed necessary) with our local district's Committee on Special Education (CSE).

RESULTS AND EVALUATION

Under the state's ESSA accountability framework, the school is currently deemed to be in satisfactory standing, as it hasn't been flagged for requiring comprehensive or targeted support. In our inaugural year, our primary focus is on establishing the fundamental structures and cultivating a proficient staff to effectively realize our mission and vision. While it's premature to definitively state whether Little Water Prep will meet all benchmarks outlined in our Accountability Plan, we're actively leveraging the state's accountability system and our SUNY-approved plan to track our progress toward those objectives. Since our inception, we've been diligently collecting and analyzing student data in a disaggregated manner.

Attendance Data

As per our Student Information System (SIS), the school's attendance rate for the 2022-2023 academic year is recorded at 73%, falling significantly short of our targeted goal of 95% attendance for each school day. Our weekly school attendance report highlighted a decline in attendance, particularly notable after our Spring Break in April. This decline is primarily attributed to a notable number of students being absent from school. In response, we are actively addressing chronic absenteeism through targeted interventions and school wide initiatives. These initiatives encompass conducting parent meetings as students approach the threshold of 10 absences, consistently checking in on absent students each morning, and ensuring wellness calls are made by homeroom teachers to ensure a comprehensive approach to student attendance. Little Water Prep is dedicated to reducing chronic absenteeism while fostering a more engaged and consistent learning environment. We anticipate that these measures will decrease the percentage of chronically absent students and improve overall attendance rates.

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Progress of ELL students

According to the school's most recent literacy data, our one student who was identified as an English Language Learner did not meet the end of the year reading target but did show growth in their ability to identify grade appropriate sight words and decode familiar letter sounds. To address this concern, we have specifically hired an internal TESOL certified teacher and have provided all teachers with training opportunities on how to implement targeted interventions through data-informed small groups and accommodations. To enhance collaboration between the school and home, resources are sent home in the scholar's native language, enabling the scholar to practice what they are learning at school. Our identified ELL student demonstrated proficiency in mathematics and ended the school year on grade level in math.

Accountability Status by Year

Year	Status
2020-21	n/a
2021-22	n/a
2022-23	Satisfactory Standing

