

INSTRUCTIONS / NOTES

FOR 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Schools that do not yet enroll students in state testing grades are still required to complete an APPR. In the absence of state test results, schools may report results from internally developed assessments, nationally norm-referenced tests, and/or any other evaluation method under each goal area. Schools should provide tabulated achievement or growth results if available under the “Results and Evaluation” section of each goal area.
2. The deadline for submission of the APPR is September 16, 2024. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
3. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
4. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



Little Water Prep
2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 8th, 2024

By Antoinette Kane

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Ms. Antoinette Kane (Executive Director and Head of School), Kristina Cruz, Principal In Residence, Yackira Rodolis, Dean of Scholar Support and Empowerment and Andria Dunkin, Instructional Coach have, prepared this 2023-24 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)
Dr. Rachele Hall	Board Chair	Executive
Ms. Jordan Schinella	Vice-Chair	Executive
Steven Strom	Treasurer	Finance
Talent Kadeem Davis	Board Member	Academic Excellence
Taniqua Pryor	Board Member	Academic Excellence
Felicia Schinella	Board Member	Academic Excellence

Antoinette Kane has served as the school leader since 2021.

Kristina Cruz has served as the Principal in Training since 2024.

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 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, Music and Art as well as Health and Wellness. Little Water Prep continued to implement key elements such as a conceptual, deeper learning approach curricula to provide 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. 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. The notable change within Little Water Prep that occurred for the 2023-2024 school year is that we grew from K-1 to K-2, and from 116 to 172 scholars. We served districts with scholars within Poughkeepsie City, Newburgh, Marlboro, Wappingers, Arlington, Hyde Park and Fishkill. The 2023-2024 school year was the first year for second grade scholars.

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
2021-22														
2022-23	56	54												
2023-24	71	48	53											

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-2 for school year 2023-24) 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

During the 2023-24 school year, Little Water Prep implemented a comprehensive system of assessments and evaluations to track student progress in ELA. We conducted the Fountas and Pinnell Benchmark Reading Assessment five times throughout the year, assessing students individually to determine their instructional reading levels and placing them in guided reading groups accordingly. Each testing cycle, occurring three times a year (1 in between), involved one-on-one teacher-student assessments focused on fluency and comprehension. After all F&P assessments were completed, teachers analyzed the results to identify individual performance as well as trends and gaps across groups or grades. Based on this data, students were grouped into small, homogenous literacy groups, each with specific literacy goals tailored to their needs.

In addition, we administered the nationally norm-referenced NWEA MAP assessment three times during the year for both Math and ELA. The Success for All (SFA) phonics assessment was conducted four times throughout the year, with teachers assessing students individually on their phonemic awareness. This data allowed teachers to customize phonics instruction and differentiate SFA phonics lessons to address the specific needs of each student. We also took some time and noticed that our Kinder students needed a lot more phonics instruction as well as guided reading time.

RESULTS AND EVALUATION

The Kindergarten literacy data from December (Round 1) to May (Round 3) shows encouraging progress across all student groups—General Education (Gen Ed), Students with Disabilities (SWD), and English Language Learners (ELL). However, the data also highlights areas where additional support is still needed. The data reflects significant overall improvement in early literacy skills for all groups, especially among Gen Ed students, who saw a remarkable increase in the percentage of students reading on or above grade level by May. SWD also made notable gains, with a majority of students moving to grade-level proficiency (63%), though a considerable percentage still requires additional support. ELL students made progress, though their growth was more gradual compared to Gen Ed and SWD students. With half of the ELL students still below grade level by the end of the year, it is clear that enhanced language acquisition support and literacy interventions are essential for this group. Overall, the progress made between December and May underscores the effectiveness of the instructional strategies and interventions used, with Gen Ed students showing a growth rate of 60%. However, the data also highlights the ongoing need for differentiated instruction, particularly for SWD and ELL students, to ensure that all students continue to grow and succeed in literacy.

Kindergarten		
	Round 1 <i>December</i>	Round 3 <i>May</i>
On or Above Grade Level	Gen Ed: 24% SWD: 13% ELL: 25% <i>Achieved: Level B+</i>	Gen Ed: 84% SWD: 63% ELL: 38% <i>Achieved: Level D+</i>
Approaching Grade Level	Gen Ed: 13% SWD: 13% ELL: 0% <i>Achieved: Level A</i>	Gen Ed: 11% SWD: 0% ELL: 13% <i>Achieved: Level C</i>
Below	Gen Ed: 63%	Gen Ed: 8%

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Grade Level	SWD: 75% ELL: 75% <i>Achieved: Below A</i>	SWD: 38% ELL: 50% <i>Achieved: Level B ></i>
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First Grade data reflects encouraging growth in literacy skills across all student groups between December and May, with a growth rate of 30% overall. Gen Ed students showed significant progress, with the percentage of students reading on or above grade level more than doubling by the end of the year. Additionally, the reduction in the percentage of students reading below grade level highlights the effectiveness of the interventions implemented throughout the year. SWD made exceptional gains, with 75% of students achieving on or above grade level by May. This improvement underscores the success of the support systems in place for the students in this category, though continued focus on the remaining 25% who are still below grade level will be crucial moving forward. ELL students also demonstrated substantial progress, with 67% reaching grade-level proficiency by May. However, with 33% still reading below grade level, ongoing support tailored to language development and literacy acquisition remains essential. Overall, while the data reflects strong progress in First Grade literacy, it also emphasizes the need for continued intervention and differentiated instruction to ensure that all students continue to achieve on or above grade level.

First Grade		
Level	Round 1 <i>December</i>	Round 3 <i>May</i>
On or Above Grade Level	Gen Ed: 24% SWD: 25% ELL: 33% <i>Achieved: Level F+</i>	Gen Ed: 54% SWD: 75% ELL: 67% <i>Achieved: Level J+</i>
Approaching Grade Level	Gen Ed: 1% SWD: 0% ELL: 0% <i>Achieved: Level E</i>	Gen Ed: 14% SWD: 0% ELL: 0% <i>Achieved: Level H & I</i>
Below Grade Level	Gen Ed: 73% SWD: 75% ELL: 67% <i>Achieved: Below Level D</i>	Gen Ed: 32% SWD: 25% ELL: 33% <i>Achieved: Below Level G</i>

The Second Grade literacy data for the 2023-24 academic year shows positive progress, particularly in the General Education (Gen Ed) and English Language Learner (ELL) groups. In

addition, the Students with Disabilities (SWD) group shows a significant need for supplementary support, based on their May data of 38% on or above grade level. Gen Ed students experienced substantial growth, with the percentage of students reading on or above grade level increasing from 30% to 54%. This improvement reflects effective teaching strategies and interventions that successfully supported students in achieving higher literacy levels, including differentiated guided reading groups and targeted phonics instruction. There was a lack of growth in the ELL student group, with 0% on or above grade level in December and 0% of those students still on or above grade level in May. The second grade ELL group consisted of three scholars, one of which joined Little Water Prep in August of 2023 coming straight from her native country not speaking a word of English. The lack of growth within the ELL group is a strong indicator of the need for more frequent and effective support provided to these students. SWD showed more modest growth, with the percentage of students reading on or above grade level increasing slightly from 33% to 38%. However, a significant portion of SWD (63%) remains below grade level, signaling the need for rigorous and consistent interventions to address the literacy challenges present in this group. Overall, the second grade data highlights the successful interventions that have supported progress in the Gen Ed group, while emphasizing the need for continued, targeted efforts to support SWD and ELL students to ensure that all students achieve proficiency in English Language Arts.

Second Grade		
Level	Round 1 <i>December</i>	Round 3 <i>May</i>
On or Above Grade Level	Gen Ed: 30% SWD: 33% ELL: 0% Achieved: <u>Level K</u>	Gen Ed: 54% SWD: 38% ELL: 0% Achieved: <u>Level M +</u>
Approaching Grade Level	Gen Ed: 10% SWD: 0% ELL: 0% Achieved: <u>Level J</u>	Gen Ed: 14% SWD: 0% ELL: 0% Achieved: <u>Level L</u>
Below Grade Level	Gen Ed: 53% SWD: 67% ELL: 100% Achieved: Below <u>Level H</u>	Gen Ed: 32% SWD: 63% ELL: 100% Achieved: Below <u>Level K</u>

ADDITIONAL CONTEXT AND EVIDENCE

During the 2023-2024 school year, Little Water Prep has observed fluctuations in First Grade and Second Grade. Kindergarten began at 24% performing on grade level, and then increased by

the end of the school year with 84%. However the same was not the case for First or Second Grade. 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

At Little Water Preparatory Charter School, we recognize the critical importance of maintaining consistency in data collection and reporting, especially in the event of potential changes to the modality of instruction. Our commitment to data-driven instruction and decision-making ensures that we can swiftly adapt to any instructional changes, whether due to unforeseen circumstances or strategic shifts in our educational approach. Standardized data collection protocols will be implemented across grade levels with all instructional staff. These protocols include (but are not limited to) spreadsheet trackers for math and ELA assessment scores, weekly exit ticket and quizzes, Fountas & Pinnell reading levels, and homework grading and/or completion. These protocols will include consistent use of the above mentioned digital data collection tools, weekly data entry into our student information system, and adherence to predetermined assessment schedules. This ensures that data collection remains uniform regardless of the instructional setting.

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 2023-2024 school year, Little Water Prep has closely monitored and evaluated student progress in mathematics through a series of internal assessments. We administered four Math Internal Assessments throughout the year and utilized the resulting data to guide instructional decisions, including small group instruction. Starting in October of 2023, all First and Second Grade scholars participated in weekly math review quizzes to track their progress within each math unit, allowing us to tailor instruction to their evolving needs as developing mathematicians. Based on student achievement data, our curricular scope was modified for mathematics to better address student needs and provide tailored instruction based on areas needing growth. For example, we extended the K-2 math units on counting by two additional months to ensure students mastered essential skills that students were not considered proficient in within the original timeframe. These adjustments were made in response to data from end-of-unit assessments, ensuring that our instruction remained responsive and effective. We also conducted Internal Math Assessments (Math IA) which were given to K-2 scholars three times per year.

RESULTS AND EVALUATION

The Gen Ed group showed strong progress over the year, with the percentage of students on or above grade level rising from 24% in November to 64% in May. However, a significant portion of students still remains below grade level, emphasizing the need for continued support and targeted interventions. Students with Disabilities made commendable improvements throughout the year, with their on or above grade level performance increasing from 13% in November to 50% in May. However, a considerable portion (38%) still lags behind, indicating ongoing challenges for this group. English Language learner students exhibited a fluctuating performance. After achieving an 80% on or above grade level in March, their performance dipped by May, with 57% still below grade level. This highlights the need for sustained and

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consistent support to ensure continued progress. Overall, while progress is evident across all groups, there remains a significant need for focused instruction and interventions, particularly for SWD and ELL students, to ensure sustained improvement in math proficiency.

Kindergarten			
	Round 1 <i>November Math IA</i>	Round 2 <i>March Math IA</i>	Round 3 <i>May Math IA</i>
On or Above Grade Level	Gen Ed: 24% SWD: 13% ELL: 25% <i>Achieved: 70% +</i>	Gen Ed: 30% SWD: 40% ELL: 80% <i>Achieved: 75% +</i>	Gen Ed: 64% SWD: 50% ELL: 57% <i>Achieved: 75% +</i>
Approaching Grade Level	Gen Ed: 13% SWD: 13% ELL: 0% <i>Achieved: Between 70%-50%</i>	Gen Ed: 17% SWD: 0% ELL: 0% <i>Achieved: Between 70%-50%</i>	Gen Ed: 16% SWD: 13% ELL: 0% <i>Achieved: Between 74%-50%</i>
Below Grade Level	Gen Ed: 24% SWD: 75% ELL: 75% <i>Achieved: Below 50%</i>	Gen Ed: 53% SWD: 60% ELL: 20% <i>Achieved: Below 50%</i>	Gen Ed: 21% SWD: 38% ELL: 43% <i>Achieved: Below 50%</i>

The Gen Ed group showed mixed results, with the percentage of students on or above grade level remaining static at 24% between November and May. While the approaching category saw growth, with more students moving closer to grade-level proficiency, nearly half of the students remained below grade level throughout the year, indicating a need for sustained interventions. Students with Disabilities demonstrated fluctuating performance, with an initial improvement in March followed by a decline in May. The percentage of students on or above grade level decreased to 25%, while a concerning 75% of students remained below grade level by the end of the year. This suggests a need for intensified and consistent support to address the ongoing challenges faced by SWD students. English Language learner students exhibited significant gains in March, with 100% reaching grade-level proficiency. However, this progress was not sustained, as their performance dropped in May, with 50% on or above grade level and 27% falling back below grade level. This highlights the need for ongoing and consistent support to maintain the gains made earlier in the year. Overall, the data indicates that while progress was made across some groups, there is still a considerable need for targeted interventions, particularly for SWD and ELL students, to ensure continued growth and proficiency in math.

First Grade			
	Round 1	Round 2	Round 3

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	<i>November Math IA</i>	<i>March Math IA</i>	<i>May Math IA</i>
On or Above Grade Level	Gen Ed: 24% SWD: 33% ELL: 50% <i>Achieved: 70% +</i>	Gen Ed: 16% SWD: 40% ELL: 100% <i>Achieved: 75% +</i>	Gen Ed: 24% SWD: 25% ELL: 50% <i>Achieved: 75% +</i>
Approaching Grade Level	Gen Ed: 3% SWD: 0% ELL: 19% <i>Achieved: Between 70%-50%</i>	Gen Ed: 41% SWD: 0% ELL: 0% <i>Achieved: Between 70%-50%</i>	Gen Ed: 35% SWD: 0% ELL: 19% <i>Achieved: Between 74%-50%</i>
Below Grade Level	Gen Ed: 50% SWD: 67% ELL: 27% <i>Achieved: Below 50%</i>	Gen Ed: 43% SWD: 60% ELL: 0% <i>Achieved: Below 50%</i>	Gen Ed: 41% SWD: 75% ELL: 27% <i>Achieved: Below 50%</i>

The Second Grade math data for the 2023-24 academic year reveals key trends in performance across General Education (Gen Ed), Students with Disabilities (SWD), and English Language Learners (ELL) groups, as measured by three rounds of interim assessments (IAs) in November, March, and May. Gen Ed students demonstrated considerable progress over the course of the year. The percentage of students performing at or above grade level rose from 35% in November to 52% in May, while the percentage of those below grade level dropped significantly from 56% to 17%. These improvements reflect the success of the implemented interventions and instructional strategies. SWD students, however, showed limited progress. Their performance at or above grade level remained stagnant at 33% between November and May, and a persistent 67% of these students remained below grade level throughout the year. This indicates a continuing need for more intensive and targeted support to close the math proficiency gap within this group. ELL students exhibited mixed performance. While 50% of ELL students were at or above grade level in November, their performance declined sharply by March and May, with 0% achieving at or above grade level by the end of the year. Additionally, the percentage of ELL students below grade level increased to 65%. This regression highlights the need to reassess and enhance the support strategies for ELL students to ensure sustained improvements in their math performance.

Second Grade			
	Round 1 <i>November Math IA</i>	Round 2 <i>March Math IA</i>	Round 3 <i>May Math IA</i>
On or Above Grade Level	Gen Ed: 35% SWD: 33% ELL: 50%	Gen Ed: 30% SWD: 40% ELL: 0%	Gen Ed: 52% SWD: 33% ELL: 0%

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	<i>Achieved: 70% +</i>	<i>Achieved: 75% +</i>	<i>Achieved: 75% +</i>
Approaching Grade Level	Gen Ed: 8% SWD: 0% ELL: 19% <i>Achieved: Between 70%-50%</i>	Gen Ed: 21% SWD: 0% ELL: 67% <i>Achieved: Between 70%-50%</i>	Gen Ed: 31% SWD: 0% ELL: 35% <i>Achieved: Between 74%-50%</i>
Below Grade Level	Gen Ed: 56% SWD: 67% ELL: 27% <i>Achieved: Below 50%</i>	Gen Ed: 49% SWD: 60% ELL: 19% <i>Achieved: Below 50%</i>	Gen Ed: 17% SWD: 67% ELL: 65% <i>Achieved: Below 50%</i>

ADDITIONAL CONTEXT AND EVIDENCE

During the period of the 2023-2024 school year, Little Water Prep has observed fluctuations in year to year trends. Scholars in Kindergarten began at 24% performing on grade level, and this increased to 64% by the end of the school year. Kindergarten scholars were most consistent in approaching grade level standards by the end of the school year, showing an overall growth rate of 40%. In First Grade, 24% of scholars were consistently performing on or above grade level in math for the entire school year. This grade level showed no significant growth in the amount of scholars who performed at or above grade level from November to May. In Second Grade, scholars performing at or above graded level increased from 35% in November to 52% in May. Based on the student achievement data, the instructional leadership team at Little Water Prep worked with Grade Level Lead Teachers to re-configure Units 0, 1 and 2 of our math curriculum to ensure the academic needs of all scholars were being met daily. In grades K through two, instructional staff also implemented daily small group lessons during scholar independent work time, using exit ticket and assessment data to group scholars based on skills that still needed mastery.

ACTION PLAN

In our inaugural year, we identified the critical need to focus on literacy instruction to ensure students meet grade-level expectations. Consequently, the majority of our professional development sessions were designed to address our academic needs in ELA. For the 2023-24 school year, all teachers participated in a three-day training on Cognitive Guided Instruction (CGI). We plan to continue this training with summer development sessions and ongoing follow-up, including live coaching, to further support this vital math component. Little Water Prep is committed to enhancing teacher effectiveness through strategic and targeted professional development. We are expanding our instructional leadership team to provide additional support for curriculum implementation, including the addition of an Instructional Coach for the 2024-25 school year. Our approach includes regular lesson observations to provide constructive feedback and clarify instructional methods. Special emphasis is placed on supporting teachers during CGI sessions to deepen students' understanding of mathematical concepts. Teachers actively monitor student progress during independent work, using a tracking

system to categorize students based on their problem-solving strategies. They also conduct daily math facts quizzes and administer weekly spiral review quizzes. For students facing challenges, personalized support is provided through small group sessions. We continuously assess and monitor both student progress and teacher development needs through the analysis of our weekly math spiral reviews, daily classwork exit tickets, and formal internal math assessments. Additionally, Grade Team Leads conduct intervention groups twice daily to further support student learning.

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 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. Scholars worked collaboratively and engaged in hands-on activities that helped build their social and communication skills. At Little Water Prep, we provided all scholars with a rigorous and engaging experience where they investigate questions, solve challenging problems, and develop scientific reasoning.

During the second academic year at Little Water Prep, dedicated associate teachers developed an engaging science curriculum based on the New York State Next Generation Science Standards for their respective grade levels. Unit of study included hands-on experiments, writing research papers, robust discussions about science based texts and videos that aligned with the curricular scope, and a science fair shared with the school community.

METHOD

Science instruction for our scholars was delivered by dedicated Associate Teachers who developed and implemented their own engaging curricula. In Kindergarten, the culmination of their science studies was a vibrant science fair, where students showcased a variety of experiments such as volcano eruptions and slime projects. In First and Second Grade, students explored topics like solids, liquids, and gasses, as well as space exploration and the solar system,

including detailed studies of each planet. These hands-on projects not only enriched their understanding but also fostered a deeper curiosity about the natural world.

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 2 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 a key framework for setting clear targets and performance measures related to student achievement during our inaugural year. Moving forward, we will continue to leverage this plan to monitor the progress of our school and its impact on all students. At Little Water Prep, we implemented our Response to Intervention (RTI) processes in the fall of 2022, collaborating closely with our Dean of Special Education and Special Education teachers to develop these systems. Through the RTI model, we established specific measures and goals for each tier of support. We met regularly with instructional staff to identify students needing additional support, track their progress, and adjust interventions as necessary. For students requiring more intensive support, we closely monitored their progress using our internal RTI tracker. This tool allowed us to document each student's goals, monitor their progress, and record all instructional support and interventions provided to help them achieve their goals. We also held frequent meetings to discuss student needs and, when necessary, initiated further evaluations through our local district's Committee on Special Education (CSE). As all students are expected to meet state performance standards, federal regulations require that specific sub-populations and demographic groups must independently meet these standards in addition to the overall school results. New York State, like all other states, is mandated to implement a standardized accountability system for its public schools, including charter schools. This means charter schools must adhere to state-determined performance levels and criteria to meet ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system, ensuring transparency and compliance with these standards.

RESULTS AND EVALUATION

Under the state's ESSA accountability framework, the school is currently in satisfactory standing, having not been flagged for comprehensive or targeted support. In our inaugural year, our primary goal has been to establish robust foundational structures and build a skilled staff to advance our mission and vision effectively. Notably, Little Water Prep achieved one of the key benchmarks outlined in our Accountability Plan. Specifically, using the Fountas & Pinnell (F&P) assessment, we set a goal for at least 70% of Kindergarten students to reach Level D by the end of the year, indicating readiness for first-grade reading. We surpassed this target, with 78% of Kindergarten students meeting the goal. Since our inception, we have been committed to diligently collecting and analyzing student data in a detailed and disaggregated manner to inform our instructional strategies and support continuous improvement.

Attendance Data

According to our Student Information System (SIS), the school's attendance rate for the 2023-2024 academic year is currently 78%, which is notably below our target of 95% daily attendance. Weekly reports have shown a concerning downward trend, particularly toward the end of the school year, due to a high volume of student absences. In response, we are implementing a series of targeted interventions and school-wide initiatives to address chronic

absenteeism. These measures include holding parent meetings when students near 10 absences, conducting daily check-ins for absent students, and having homeroom teachers make wellness calls to ensure consistent follow-up. At Little Water Prep, we are dedicated to reducing chronic absenteeism and creating a more engaged and consistent learning environment. We are confident that these strategies will lead to a decrease in chronic absenteeism and an improvement in our overall attendance rates.

Progress of ELL students

According to our latest literacy data, students identified as English Language Learners (ELL) have shown encouraging progress. While many ELL students achieved their end-of-year reading targets, those who fell short still made notable advancements in recognizing grade-appropriate sight words and decoding familiar letter sounds. Despite this progress, our Second Grade ELL students did not reach the expected grade level for their cohort. To address these ongoing needs, we have hired TESOL-trained teachers and provided professional development for all staff on implementing targeted interventions through data-driven small groups and accommodations. We also enhance the home-school connection by sending resources in students' native languages, allowing them to practice and reinforce their learning outside the classroom.

Accountability Status by Year

Year	Status
2021-22	n/a
2022-23	Satisfactory Standing
2023-24	Satisfactory Standing

