



South Shore  
Charter School

## **SOUTH SHORE CHARTER SCHOOL**

### **2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Dermoth Mattison

82 Carleton Ave  
Central Islip, NY 11722

(631) 864-7000

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Dermoth Mattison, Founder & Executive Director 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)
Keith Brown	Board Chair	All committees
Kanika Mobley	Board Secretary	Executive, Academic
Adel Hageb	Board Treasurer	Executive, Finance, Facilities
Arturo Cuchillas	Trustee	Executive, Facilities
Michelle Haynes	Trustee	Academic, Finance
Margaret Banks	Trustee	Governance, Facilities
Kevin Warren	Trustee	Facilities, Governance
Karlene Cowan	Trustee	Finance, Governance

**Dermoth Mattison has served as the school leader since 2022.**

## SCHOOL OVERVIEW

South Shore Charter School opened in the fall of 2023 with 150 scholars in grades K-1. Located in Central Islip, NY, South Shore Charter School's student population included Students with Disabilities (12%), English Language Learners (37%) and Economically Disadvantaged Students (72%).

### **Mission Statement:**

The mission of South Shore Charter School is to cultivate in our students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society.

### **Key Design Elements:**

South Shore Charter School's educational program is designed to foster academic rigor and a curiosity for learning by implementing the following key design elements:

**1. Resilience Focused- Character Education:** At South Shore Charter School, our character education program serves both as a complement and a container for our academic program. We want our students to understand that our character governs how we approach all aspects of life, including our approach to learning and achievement. Innovative leaders, in particular, must exhibit the tenacity, integrity, and curiosity needed to solve our most challenging problems. Our character education will focus on building a sense of resiliency in our scholars to repair the harm from this traumatic time in our world's history.

**2. Inquiry Based Learning:** Our inquiry-based learning is about cultivating curiosity in the classroom which is central to South Shore Charter School. We believe that students learn best when they are given tools to test their hypothesis, structures to collaborate with others and the skills and strategies necessary to access academic resources. Our inquiry-based learning approach will provide students with opportunities to experience and acquire processes through which they can gather information about the world. There are high levels of interactions between student, teacher, the area of study, academic resources, and the learning environment.

**3. Extended Learning Time:** To best meet the academic and social emotional needs of our students, we offer an extended school day and an extended school year. Our school day offers 185 days of instruction. A typical school day runs from 7:45am to 4:00pm. We believe that an extended school day and a longer school year will provide additional learning opportunities for students to close the achievement gap.

**4. Increased ELA & Math Instructional Minutes:** At South Shore Charter School, we believe that students need an enormous amount of rich language experiences to close the achievement gaps and to equip them with the vocabulary and nuances to best support their ability to frame well-crafted hypotheses. To this end, we offer 165 minutes of literacy each day, with a specific focus on a balanced literacy approach. We also engage students in creative problem solving by offering 90 minutes of math instruction on a daily basis. These extended instructional minutes are used to challenge our students with standards-based problem-solving activities that will help them be nimble and even courageous as they encounter more complex content.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

**5. Academic & Social Emotional Intervention Services:** Academic intervention is a critical component of our educational program, targeted at our Students with Disabilities, English Language Learners and Title I population. We use assessment and data analysis tools to identify students that may be struggling to meet specific learning targets and diagnose their needs to devise a plan for support. Our response to intervention includes a detailed learning plan, advocacy with the appropriate agencies for more comprehensive evaluation and services, and additional academic and counseling specialists to support other needs. We hire the expertise and experience necessary to address the social emotional needs of our scholars.

**6. Social and Emotional Learning:** Research shows that a focus on social emotional learning not only improves academic achievement by an average of 11 percentile points, but it also increases prosocial behaviors, such as kindness, sharing, and empathy, and reduces depression and stress among students. At South Shore Charter School, we know that the distance learning required by the COVID-19 pandemic has had a profound impact on the social and emotional lives of children. Schools are not just environments for academic learning, but they are the spaces in which our children learn important interpersonal management skills. We incorporate social emotional learning and other responsive classroom strategies to restore the sense of safety and connection that has been lost during the pandemic.

## 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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-23	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023-24	91	59	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	150

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at South Shore Charter School will become proficient in English Language Arts.

### BACKGROUND

Our English Language Arts curriculum is supported by MyView Literacy program, Wilson Language Foundations and Teachers College Writers Workshop. These programs are inquiry based, student centered, ELA curriculums for students in grades K-5. Our curriculum is rooted in the Next Generation Learning Standards. Our program is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection. The myView Literacy program encourages social collaboration and links together knowledge, skills and learning behaviors while at the same time utilizing gradual release, project-based inquiry and rigorous standards to support defined learning outcomes with learning activities, instruction, and

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

assessments that address the needs of our diverse classrooms. Our daily (K-1) instructional block for literacy is 165 minutes including 45 minutes of reading comprehension, 45 minutes of guided reading, 45 minutes of writing and 30 minutes Foundations (phonics).

The MyView program aligns to South Shore's inquiry-based approach to learning. Students are provided with multiple opportunities to engage in authentic projects related to each unit theme. Through these projects, students are able to apply skills to real world problems that affects their community. The program supports our model to provide students with increased instructional minutes. The lessons are designed to be implemented in a 45-minute period. In addition, the program supports our character education program. In connection with our character education key design element, MyView also exposes students to relevant literature in a variety of genres, cultures and perspectives. Exposure to multicultural literature will enhance students' knowledge, stimulate curiosity and foster a desire to learn more. Multicultural literature will also help our students embrace diversity, gain a greater awareness of other cultures, identify commonalities and celebrate how different life experiences and perspectives enrich the lives of everyone in the community. In addition, each classroom will be stocked with a library of diverse books across reading levels that students will have a choice to select during independent reading. Anchor texts and read alouds will be across a spectrum of text complexity and provide diverse images to act as mirrors, windows and sliding doors for students within the classroom. Students will be able to see themselves, learn and appreciate others and develop empathy through the lens of the texts.

Professional development is ongoing and occurs daily by grade level. The grade team leaders and coach provided teachers with written and oral feedback on lesson plans, modeling opportunities.

### METHOD

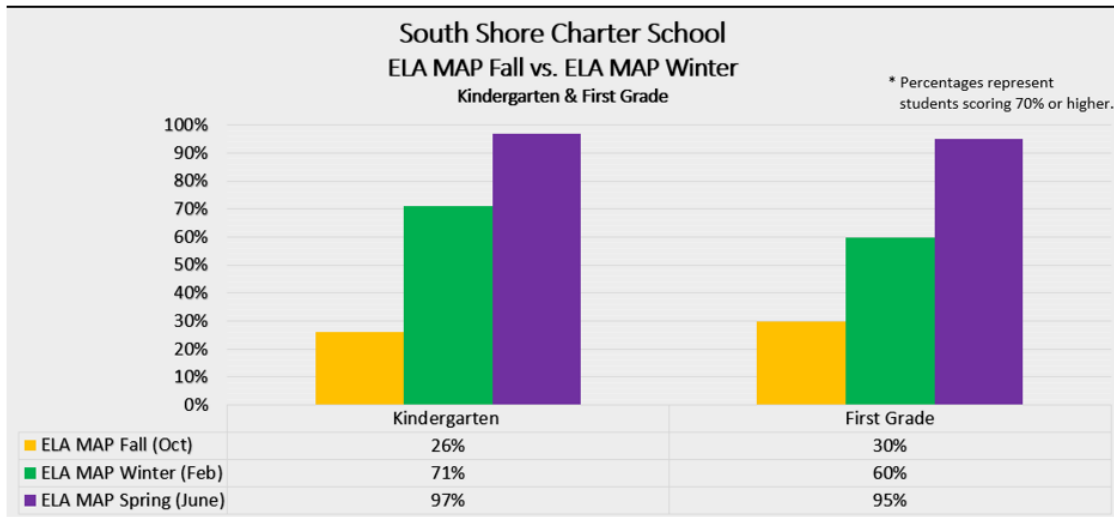
The 2023-2024 school year was the first year of instruction, thus, there was no mandated testing grades for participation in the New York State Testing program in English Language Arts.

During the 2023-24 school year we assessed students' performance using the NWEA MAP assessment three terms per year in the fall (Oct), winter (Feb) and spring (June). Teachers also assessed students' performance using quarterly in-house interim assessments and the Fountas and Pinnell benchmark assessment system. These assessments were created based on New York State Next Generation standards.

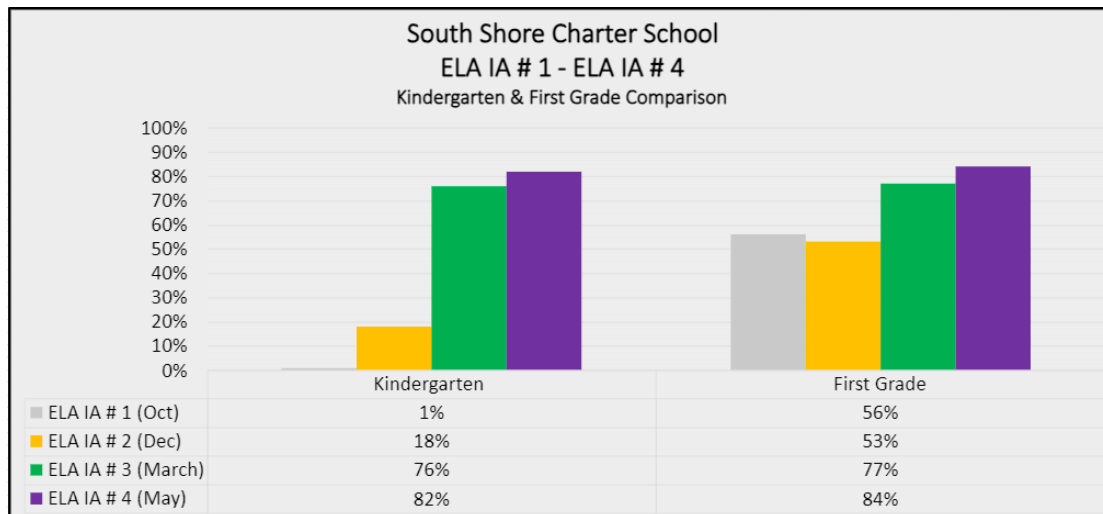
### RESULTS AND EVALUATION

With the NWEA MAP testing we noticed our scholars showed progress in reading comprehension, with an average increase of 71% in their percentile ranking from beginning of the year to the end of the year. We also saw English Language Learners and Students with disabilities demonstrating significant improvement across the board.

# K & I- ELA

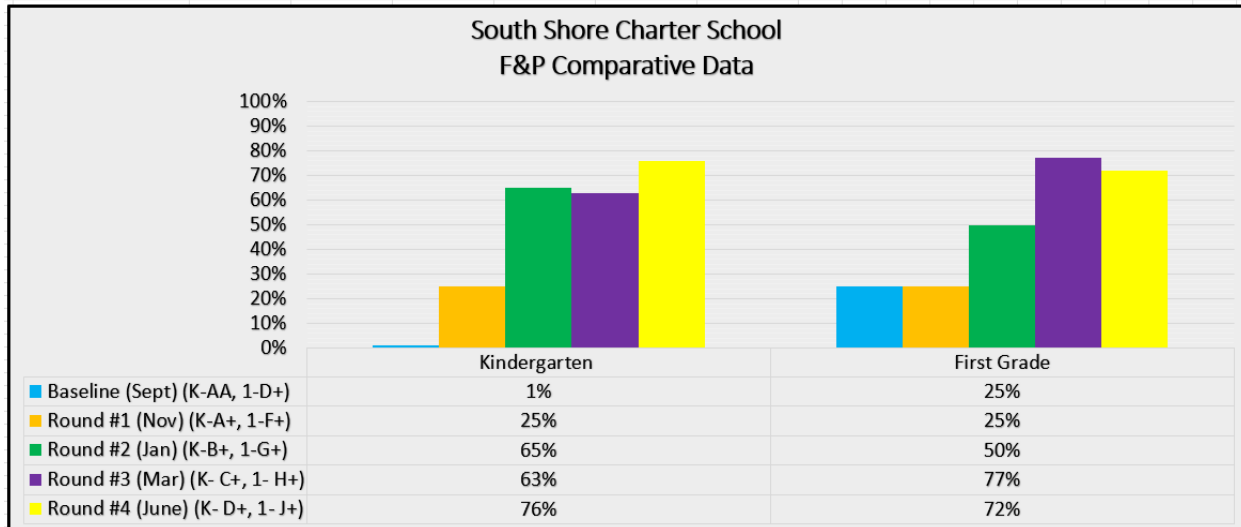


We also administered in-house interim assessments four times throughout the year. Below you will find the results of these assessments. Student proficiency levels increased significantly in both Kindergarten and first grade.



The F&P assessment was administered five (5) times throughout the school year. Student proficiency levels increased gradually through the year in both grades. Below you will find the results of these assessments.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT



### ADDITIONAL CONTEXT AND EVIDENCE

Since the 2023-24 school year was our first year gathering data, we are working on maintaining a strong ELA program and exceeding our previous academic performance. We were unable to show year-over-year comparisons since it was our first year.

### ACTION PLAN

To better support our growing ELL population, we are adding two ENL (English as a New Language) teachers. This expansion will help us provide more tailored instruction and resources to meet the diverse needs of our English language learners. We are expanding our support by adding another ICT classroom and incorporating AIS (Academic Intervention Services) support. This will include hiring additional AIS teachers to enhance the resources available to our students. We will continue to use MyView and supplement part of the curriculum to increase the rigor of the content taught to scholars.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

All students at South Shore Charter School will become proficient in Mathematics.

### BACKGROUND

Mathematics instruction at South Shore Charter School is implemented using the Envision 2.0 curriculum. Envision is designed to develop deep conceptual mathematical understanding using an inquiry-based approach to learning. We have chosen this program because it is a researched based program that aligns to the Next Generation Learning Standards. Our math focuses on developing conceptual understanding, building mathematical proficiency and promoting high order thinking. Our math instructional approach combines a conceptual focused framework which allows students to connect and apply math ideas in different ways. Lessons start with Problem-Based Learning,

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

where students must think critically about a real-world math problem, evaluate options, collaborate, and present solutions. This is followed by Visual Learning to solidify the underlying math concepts. Students are pushed to explain and justify their answers using reasoning. This promotes class discussions.

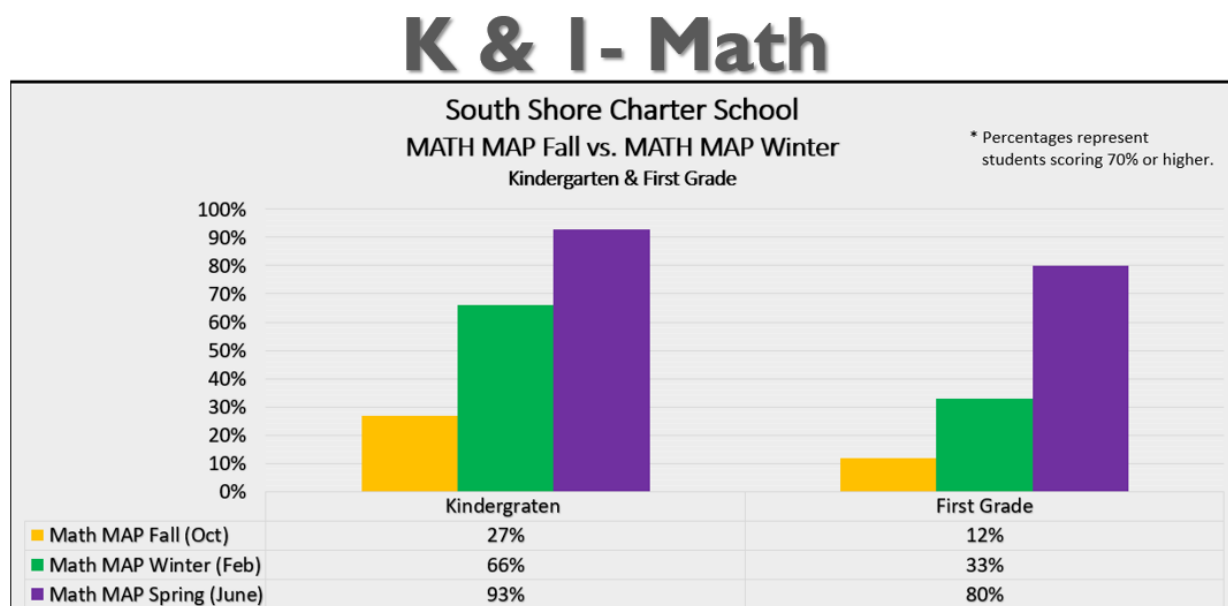
The curriculum also allows students to engage in high interest math projects which invites all students to be active participants. We increase motivation by allowing students to choose the project ideas they wish to explore and complete. Each lesson in the curriculum is designed to be implemented in 90 minutes which aligns to our extended math instructional design. The curriculum's project-based learning approach aligns with our vision to set students up to address challenges facing their community by encouraging them to take a stance on their solutions, displaying step-by-step, their approach to their problem solving, and then articulating their process.

### METHOD

For the 2023-24 school year we assessed scholars using the NWEA MAP three times per year in the fall (Oct), winter (Feb) and spring (June). Teachers also assessed students' performance through quarterly in-house interim assessments. These assessments were created based on New York State Next Generation standards.

### RESULTS AND EVALUATION

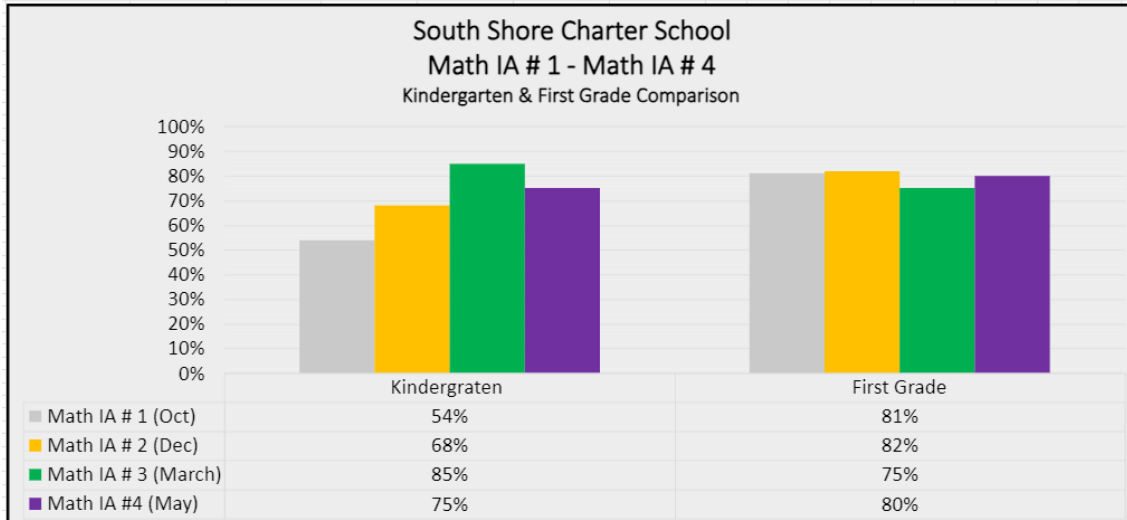
With the NWEA MAP assessment, we noticed that scholars showed progress in understanding math concepts, with an average increase of 60% in their percentile ranking from beginning to end of the year. We also saw English Language Learners and Students with disabilities demonstrating significant improvement across the board.



We administered an in-house interim assessment four times throughout the year. Below you will find the results of these assessments.



## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT



### ADDITIONAL CONTEXT AND EVIDENCE

Since the 2023-24 school year was our first year gathering data, we are working on maintaining a strong mathematics program and exceeding our previous performance data. Our teachers are extremely receptive to feedback and consistently implement next steps consisting of data meetings.

### ACTION PLAN

For mathematics we plan to revise scope and sequence to target misconceptions early in the year. We plan to continue holding our weekly data meetings to ensure teachers are able to effectively identify areas of growth in the data. We will also increase our focus on Cognitively Guided Instruction to increase scholars' understanding of math concepts.

## GOAL 3: SCIENCE

### Goal 3: Science

All students at South Shore Charter School will be proficient in Science and will make strong annual progress.

### BACKGROUND

South Shore's approach to science is designed to provide students with an opportunity for inquiry based and investigative scientific experiments and assignments. Our science curriculum is aligned to the Next Generation Learning Standards. We use the Inspire Science curriculum to deliver instruction. We have chosen this curriculum because it fosters students' innate curiosity and elevates their critical thinking. Every lesson in Inspire Science offers multiple inquiry-based activities, along with techniques that scientists and engineers use in the real world. These inquiry activities include differentiation strategies and various pacing options ranging from simple investigations to complex lab explorations. The curriculum also facilitates hands-on investigation

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

which deepens student understanding. In addition, it also encourages creative problem-solving which inspires innovative thinking.

In addition to Inspire Science, we will also incorporate FOSS in the science curriculum. FOSS is research based and has been used by schools across the country for decades. Its approach to science instruction aligns with South Shore'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.

### METHOD

The 2023-24 school year was the first year of instruction, thus, there were no mandated testing grades for participation in the New York State Testing Program in Science. For the 2023-24 school year scholars completed culminating projects based on the New York State Next Generation standards.

### RESULTS AND EVALUATION

Though no formalized quantitative data is available, qualitative review and the results from unit exams indicate that we need to increase scholars' exposure to lab related activities.

### ADDITIONAL CONTEXT AND EVIDENCE

We cannot provide year-to-year trends for our students' science assessments since the 2023-24 school year was the inaugural year of instruction.

### ACTION PLAN

As South Shore Charter School continues to grow, we will ensure that our science program is strongly aligned to the New York State Next Generation Learning Standards. We will also push to ensure that hands-on activities are included in our units of study.

## GOAL 4: ESSA

### Goal 4: ESSA

South Shore Charter School will make Adequate Yearly Progress.

#### 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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

There were no mandated testing grades for the 2023-24 school year as it was our first year open.

### ADDITIONAL EVIDENCE

Since it was the first year of instruction, we cannot show year- to- year trends.

Accountability Status by Year

Year	Status
2021-22	N/A
2022-23	N/A
2023-24	N/A