



**Citizens of the World Charter
School New York 1
Williamsburg**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23, 2015

By Erin Corbett, Regional Director of Operations &
Compliance

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Chad Ferguson, Executive Director, Meredith Cronk, Principal and Erin Corbett, Regional Director of Operations & Compliance have prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
TR Straub	Board Chair
Evan McLaughlin	Treasurer
Kelly Bowers	Secretary
Tracy Epp	Member
Matt Scott	Member
Erik Wilson	Member

Meredith Cronk has served as the Principal since April 2013.

INTRODUCTION

INTRODUCTION

Citizens of the World New York 1 Williamsburg (CWC WB) opened its doors in the fall of 2013. During the 2015-2016 school year we will serve over 270 students in grades kindergarten through third grade. The mission of CWC WB is to provide a socio-economically, culturally and racially diverse community of students in the heart of Brooklyn with an intellectually challenging, experiential learning environment that develops each individual student's confidence, potential, and individual responsibility as citizens of the world in which we live. CWC WB will add a grade in subsequent years.

CWC WB is supported by Citizens of the World Charter Schools (CWCS). CWCS is a nonprofit organization that 1) enables individual Citizens of the World (CWC) schools to access national resources and knowledge to supplement their good work, and 2) ensures that while nearly all decisions affecting students are made at the local CWC school-level, all schools adhere to fundamental CWC values: all students performing at high levels, children of all backgrounds learning together, and community building.

CWCS collaborates with CWC schools to ensure that each school reflects its communities, parents, students and teachers. Significant decision-making occurs at the school level, like curriculum, staffing, budgeting, school and classroom materials, and professional development. As a result, each CWC school may look different because it reflects the values of its communities, parents, students and teachers.

Aided by exceptional local leadership and strong involvement from our parents, our student-centered learning model has been demonstrated to boost critical thinking and cognitive skills for young people from every background. We focus on providing interactive learning experiences for our students in a warm, joyful community with peers from all backgrounds; this approach helps prepare students not only to survive but also to thrive in college, in a diverse society, and in a global economy. We are preparing our students to emerge as a new generation of leaders – as trailblazers who are ready to tackle the future challenges in our world and surpass the conceived limitations of what students, communities, parents, and schools can achieve in the world.

As the first national school network with a commitment to economic and racial diversity, we are helping to guide the conversation about what an excellent education contains, requires, and accomplishes, while building a broader base of support for reform. We believe our schools' success will inspire a renewed respect and support for public schools and the excellent education they can deliver to all students.

OUR SCHOOLS

- Prepare students to become citizens of the world in an ever-changing future
- Promote academic rigor and experiential learning to support and develop children's natural intellectual curiosity
- Embrace a constructivist, project-based learning approach
- Develop each child's potential to live as a learner, both in school and out
- Reflect, welcome and celebrate the community's diversity
- Strengthen the bonds among members of the school community and beyond

OUR CORE VALUES

Excellence	We demand lasting quality.
Diversity	We are better and stronger because of our differences.
Authenticity	We are our true selves in this work, and we are candid.
Community	We care deeply about people. We share and build partnerships. We celebrate, laugh, and seek joy, even in the tough times.
Change	We welcome the unknown, embracing the unexpected and new. We adapt to meet the ever-changing times. We find new ways.

GUIDING FUNDAMENTALS

Future world leaders will need to engage in cooperation, dialogue and debate across lines of difference. This approach will require familiarity with, and respect for, people of all races and economic backgrounds. In order to build our students' capacity to become these leaders, we provide a rigorous and student-centered academic program composed of dynamic classrooms that prize critical thinking, creativity and community building. We do not shy away from the complexities of ethnic, racial or socio-economic relations, but face them head-on to prepare our students to engage positively and respectfully with others from all backgrounds and philosophies.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	50	53												103
2014-15	66	78	56											200

Demographic Characteristics of Students

	Socio-Economic Diversity			Racial & Ethnic Diversity					
	Free	Reduced	Full	African American	Latino	Asian American	Native American	Caucasian	Multi-racial
	87%		14%	33%	57%	1%	1%	8%	1%
K	87%	4%	9%	37%	57%	0%	1%	4%	3%
1st Grade	87%	5%	7%	31%	64%	0%	2%	4%	0%
2nd Grade	78%	11%	11%	44%	44%	0%	0%	11%	0%
12:1:1 Class	82%	4%	14%	42%	48%	0%	2%	6%	0%
IEP Students	88%	8%	5%	0%	95%	0%	0%	5%	2%
ELL Students	80%	6%	14%	33%	56%	0%	1%	8%	0%

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

CWC WB students will become proficient readers and writers of the English language.

Background

READING & PHONICS

Students take part in an extended balanced literacy block every day. Balanced literacy instruction includes Guided Reading, Reading Workshop, and Phonics, which provide students with Common Core aligned instruction that incorporates one-on-one, small group, and whole group instruction. Through Balanced Literacy, students engage in read alouds, shared reading, guided reading, and independent reading, and have opportunities to read text at both their independent reading level as well as their grade level.

READERS' WORKSHOP

- **Curriculum:** Core Ready from Lit Life (K-3); Engage NY Expeditionary Learning (3rd Grade only)
- **Purpose:** Common Core aligned literacy instruction. Text-based mini lessons that include direct instruction, guided practice, and independent practice
- **Components:** Mini-Lesson, guided practice, independent reading and practice, share
- **Time Allocation:** 40-50 minutes, 4-5 days/wk
- **Classroom Set-Up:** Whole class mini-lesson and guided practice at rug, independent or partner practice at seats, whole group share.

GUIDED/CLOSE READING

- **Curriculum:** Teacher-created guided and close reading (w/ support from the Continuum of Literacy Learning & Scholastic Leveled Reading Books, and Close Reading Texts)
- **Purpose:** Guided literacy instruction and independent practice. Opportunity to practice with teacher, with peers and independently (comprehension, phonics, word study, etc.).
- **Components:** Small group teacher-led instruction and small group centers (computer-based literacy programs, listening center, independent reading, phonics work)
- **Time Allocation:** 30-40 minutes, 5 days/wk
- **Classroom Set-Up:** 2-3 teacher led instructional groups, 2-3 student centers within the room, (i-Pads, leveled reading library, phonics instructional activities, headphones with cd players and/or listening center)

PHONICS

- **Curriculum:** Wilson Foundations (K-1); Recipe for Reading (2-3)
- **Purpose:** Explicit phonics instruction and opportunity for guided practice and independent application.
- **Time Allocation:** 20-30 minutes, 4-5 days/wk
- **Classroom Set-Up:** 2-3 Differentiated, teacher-led groups per class

WRITING

Writing instruction takes place during a structured Writing Workshop. Students learn to observe the world in and around them, and write drafts, revise, edit, and present polished and well-crafted pieces of writing. Writing instruction focuses students on the three different genres of writing: narrative, persuasive, informational, and on the craft of writing. Students write every day, as part of the on-going process of creating authentic, meaningful writing. We encourage students to continue developing writing skills at home through the use of a writer's notebook or journal

WRITERS' WORKSHOP

- **Curriculum:** Core Ready from Lit Life (K-2) Engage NY Expeditionary Learning (3rd Grade only)
- **Purpose:** Explicit modeling of writing across genres. Guided and independent practice. Reflection and feedback.
- **Components:** Mini-lesson, guided practice, independent practice, reflection/share
- **Time Allocation:** 30-45 minutes, 4-5 days/wk
- **Classroom Set-Up:** Space for modeling and shared writing (whole group or parallel groups), space for independent writing, designated place for writing visuals and materials

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Goal 3: Absolute Measure

Each year, 75 percent of all students in grades Kindergarten-2nd grade will perform at or above grade level as measured by a benchmark, final assessment e.g. Fountas & Pinnell Benchmark Assessment System (see attachment A)

Method

CWC WB assesses students' reading levels using the Fountas & Pinnell Benchmark Assessment System (F&P). This assessment is given four times a year, starting with a beginning of the year baseline assessment, followed by three additional assessments in November, March and a final assessment in June. Each assessment given throughout the year is used to track ongoing student progress as well as determine a student's grade level equivalent in reading. The Fountas & Pinnell Assessment System is based on a text level gradient, starting from level A (beginning kindergarten) all the way through level Z (grades 7/8+). The Assessment is administered one-on-one, student to teacher for approximately twenty- thirty minutes. There are two equivalent benchmark texts for each reading level, one fiction and one non-fiction. Once the student is assessed the teacher will be able to determine a students independent and instructional reading level. This assessment information will help guide instruction for each individual student, as well as target his or her grade level goals throughout the school year.

Results

Fountas & Pinnell End of Year Assessment - Kindergarten		Totals
On or Above Grade Level		71%
Below Grade Level		29%
Total Meeting Goal		71%

Fountas & Pinnell End of Year Assessment – First Grade		Totals
On or Above Grade Level		65%
Below Grade Level		35%
Total Meeting Goal		65%

Fountas & Pinnell End of Year Assessment – Second Grade		Totals
On or Above Grade Level		70%
Below Grade Level		30%
Total Meeting Goal		70%

Evaluation

In 2014-15, CWC students in kindergarten and second grade came within 5 percentage points of the target, ending the year at 71% and 70% respectively. For second grade, this demonstrated a significant increase from YR 1, in which 55% of students ended the year on grade level. 65% of our first graders performed on grade level at the end of 2014-15, representing a gap of 10 percentage points from our targeted goal.

In order to increase the performance level at each grade level, we are strengthening our support to SPED students by adding ICT classes at each grade level, increasing the number of ICT classrooms across the school from 3 to 8. This includes two ICT classrooms at the 3rd grade level to support students. Additionally, we are increasing our targeted student support by creating additional Learning Support Specialist positions across the school, including targeted LSS teachers at grades 2 and 3, as well as an additional ESL teacher to support students school-wide. We are also adding a Director of Instruction to our administrative team in order to increase the amount of instructional support and teacher coaching within the building.

Additional Evidence

N/A.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in Community School District 14.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Method

N/A. Our school only served K-2 in 2014-15.

Goal 1: Optional ELA Measure

Each year, 75 percent of students K-3 will perform at the 50th percentile or higher on the NWEA MAP exam.

Method

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in Kindergarten, first grade and second grade. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides national percentiles that can be tracked over time.

Results

The table below shows the results of the MAP reading assessment in the spring of 2015, and provides a summary of performance.

Grade	% on or above National Norm
Grade K	39.7%
Grade 1	30.4%
Grade 2	28.3%

Evaluation

In our first year of implementation, our MAP scores fell far short of our goal for student performance. As a result, we are redesigning our scope and sequence to better align with Common Core standards at each grade level. Additionally, we have identified Common Core aligned unit assessments that will be administered six times throughout the year to measure student performance against these standards.

Summary of the English Language Arts Goal

CWC WB performed within 5 percentage points of our F&P goal in kindergarten and second grade, but was 10 percentage points behind the goal in first grade. In an effort to increase the rigor and effectiveness of our instruction, we have rewritten our scope and sequence to ensure it is fully aligned to the Common Core, and have increased our SPED teaching staff and Learning Support Specialists across the school to offer greater ICT programming and intervention at the second and third grade levels. CWC WB has also added a Director of Instruction to oversee the curriculum implementation, and to provide direct instructional support and coaching to teachers to increase their instructional effectiveness.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Absolute	Each year, 75 percent of all students in grades Kindergarten-2nd grade will perform at or above grade level as measured by a benchmark, final assessment e.g. Fountas & Pinnell Benchmark Assessment System.	Did not meet goal
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and	N/A

	performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Optional ELA Measure	Each year, 75 percent of students will perform at the 75 th percentile or higher on the NWEA MAP exam.	Did not meet goal

Action Plan

Once reading levels are assessed using the Fountas & Pinnell Benchmark Assessment System and Foundations or Recipe for Reading baseline phonics assessments, teachers will use this data to guide reading instruction as well as provide leveled support for individual students. This plan is directly linked to our response to intervention guidelines. This plan will include three levels of academic support, 1) students exceeding grade-level expectations, (2) students meeting grade-level expectations, (3) students performing below grade-level expectations.

Students that are identified, as exceeding grade-level expectations will participate in guided and/or close reading instruction within the classroom, grouped with students of similar reading levels. This reading structure will allow students time to explore more challenging text beyond the current grade level standards. Students at this level will also continue to receive leveled phonics and word work instruction through Foundations (K-1) or Recipe for Reading (2-3).

Students meeting grade level expectations will also participate in guided or close reading instruction in a small group within the classroom. This reading instruction will be tailored to grade level standards based on a student's current reading level. Students will continue to receive leveled phonics and word work instruction whole class and in small groups using Foundations (K-1) or Recipe for Reading (2-3).

Students performing below grade level will also receive small group guided or close reading instruction within the classroom, and will receive a double dose of either guided/close reading or phonics instruction from a Learning Support Teacher or second classroom teacher. When a student is in need of further intervention, they will receive more individualized support from a Learning Support Teacher or second classroom teacher, who will provide small group sessions focused on their specific reading levels using our Leveled Literacy Intervention (LLI) program.

All three levels will have access to grade level instructional text and independent leveled text, both in school and at home. Students will be assessed using F&P throughout the year, and students may move within the different reading levels based on their progress at each assessment period.

MATHEMATICS

Background

Math

Students participate in an extended math block that incorporates Cognitively Guided Instruction (CGI) and Math Workshop. CGI focuses on problem solving and the application of learning in new situations. Students are given a problem of the day, work creatively to determine an approach to the problem, and then meet as a class to discuss their solutions. Math workshop incorporates core content, aligned to the Common Core Standards, using Engage NY as the primary curriculum resource and Developing Number Concepts from Kathy Richardson for extended, hands-on practice building conceptual understandings. Within this format, students work to develop their number sense and number reasoning skills as a central part of the core math content.

MATH WORKSHOP
<ul style="list-style-type: none"> ■ Curriculum: Engage NY and Developing Number Concepts by Kathy Richardson ■ Purpose: Provides a structure for students to learn mathematical content through direct instruction, as well as small group and individual math activities and experiences. ■ Time Allocations: 40-70 minute block daily

COGNITIVELY GUIDED INSTRUCTION
<ul style="list-style-type: none"> ■ Curriculum: CGI Problem Sets from Stephanie Smith ■ Purpose: Develops problem solving skills and the ability to apply mathematical understandings and learned concepts to new situations ■ Time Allocations: 30 minutes, 3-4 days/wk

Goal 2: Absolute Measure

Each year, 75 percent of students K-3 will perform at the 50th percentile or higher on the MAP exam.

Method

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned to New York State Standards and was administered in grades Kindergarten, 1st, and 2nd grade. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy and math skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides normal curve equivalents necessary to track growth over time.

Results

The table below shows the results of the NWEA MAP mathematics test in the spring of 2015, and provides a summary of performance.

Grade	% on or above National Norm
Grade K	47.6%
Grade 1	25.0%
Grade 2	15.1%

Evaluation

Students in grade K demonstrated stronger performance on the MAP than students in grades 1-2, however all grades fell far short of our MAP target. In order to address this, we have rewritten our scope and sequence to fully align with the Common Core standards. We have also identified a more rigorous Common Core aligned curriculum, Engage NY, with assessments that will be given six times throughout the year in order to monitor progress towards our goal.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.²

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Goal 2: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Summary of the Mathematics Goal

Citizens of the World NY1 Williamsburg did not meet its absolute goal for mathematics with regard to MAP assessments. We are confident that our implementation of MAP assessments will provide interim data to help us more

² The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

closely monitor our future mathematics goals. Our on-going, embedded professional development and refinement of our math curriculum, along with a scope and sequence and more rigorous curricula that is fully aligned to the Common Core, will support higher levels of student achievement in mathematics.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Absolute	Each year, 75 percent of all students in grades kindergarten-2nd grade will perform at or above grade level as measured by NWEA MAP (Proficient or Advanced levels).	Did not achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

CWC WB will use baseline and interim assessments to provide target instruction to students who fall into the following 3 categories in terms of Math comprehension level.

- (1) Exceeding grade-level expectations,
- (2) Meeting grade-level expectations,
- (3) Performing below grade-level expectations.

The scope and sequence for the math workshop has been paced to ensure mastery of grade level standards and to allow time for regular review of standards. The format of the math workshop is to support grade level instruction, as well as small groups, targeted instruction for students who are working on a similar math concept or skill. The structure of CGI is designed to allow students to grapple with mathematical concepts as they learn to apply mathematical understandings to solve real-world problems. The materials used for instruction are a combination of Developing Number Concepts by Kathy Richardson, Engage NY, and CGI. Student groupings are determined based on performance on both MAP and unit assessments.

For students who are exceeding grade-level expectations as identified by MAP and standards-based unit assessments, teachers may differentiate their instruction in a number of ways within the math workshop. One form of differentiation is that students may be asked to work on an extension activity in an independent or technology based center. All of the curricula mentioned offer extension activities that will further develop the students understanding of the math concept, and at times, introduce them to the math concept from a higher grade.

For students who are meeting grade-level expectations as identified by the MAP and standards-based unit assessments, the teacher may differentiate their instruction by assigning students to work in a math station or activity that will reflect their academic needs and may adjust the level of teacher support needed. Teachers may choose to use assessment data to determine the students who will work on an activity independently. Teachers may choose to assign students to work on activities with some teacher guidance. Teachers may also choose to use the data to provide students with targeted small group instruction as an intervention or extension. The curricula previously mentioned provide activities that can serve as an extension as well provide activities that can provide additional academic support for a specific skill. The assessment data will inform teachers on the type of activities used during the math workshop as well as differentiate the level of independence or teacher specific supports that students will receive during the math block.

For students who are below grade-level expectations as identified by the MAP and standards based assessments, teachers may differentiate their instruction by assigning students to a small teacher-directed station. This station should contain no more than six children so that the children are able to receive more teacher support. Teachers may choose to develop basic foundational skills such as counting during CGI, or may choose to use intervention materials from the Engage NY or Developing Number Concepts curriculum. Students performing below grade-level expectations may also qualify for additional push-in or pull-out small group

interventions provided by Learning Support Specialists. These teachers will design standards-based instruction using the provided curricula, that targets the MAP or unit identified standards in need of development.

SCIENCE

Goal 3: Science

CWC WB students will use technology, scientific concepts, principles, and theories to conduct and analyze investigations.

Background

INTEGRATED SCIENCE

Using New York State Standards as the basis for Science curriculum, CWC teachers create project based learning units that integrate core content areas, including reading, writing, math, art, and music. Students use an inquiry-based approach to explore core science and social studies content and demonstrate their mastery of the content through structured performances of understanding and culminating projects.

SCIENCE

- **Curriculum:** Teacher created project-based learning units that can include resources from other CWC schools, FOSS, and SEL curricula materials
- **Purpose:** Science and Social Studies content is taught during this time through project-based and inquiry-based learning. Students engage with other students and develop/practice awareness of self and others and
- **Time Allocation:** 30-55 minutes, 4-5 days/wk

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in Community School District 14.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

NCLB**Goal 4: NCLB**

CWC WB will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

N/A. Our school only served K-2 in 2014-15.

Results

N/A. Our school only served K-2 in 2014-15.

Evaluation

N/A. Our school only served K-2 in 2014-15.

Additional Evidence

N/A. Our school only served K-2 in 2014-15.

APPENDIX A: OPTIONAL GOALS

Goal S:

CWC WB will ensure that the demographic makeup of the school reflects the school's diverse community, as described in the approved Charter Proposal, including ethnic, cultural, and racial representation. All action taken to achieve cultural and racial diversity will be in strict adherence to the law.

Goal S: Absolute Measure

The school's diversity data (socio-economic, ethnic, and racial) will align to the data representative of Community School District 14 as a whole, as displayed below:

	Socio-Economic Diversity			Racial & Ethnic Diversity					
	Free	Reduced	Full	African American	Latino	Asian American	Native American	Caucasian	Multi-racial
	55%		45%	8%	30%	5%	0%	55%	N/A

Method

The mission of CWC WB is to provide a socio-economically, culturally and racially diverse community of students in the heart of Williamsburg with an intellectually challenging, experiential learning environment that develops each individual student's confidence, potential, and individual responsibility as citizens of the world in which we live. Our primary goal is to create a high-performing school that any and all families will want to join.

As the first national school network with a commitment to economic and racial diversity, we are helping to guide the conversation about what an excellent education contains, requires, and accomplishes, while building a broader base of support for reform. We believe our schools' success will inspire a renewed respect and support for public schools and the excellent education they can deliver to all students.

In our second year, our goal was to continue to spread the word about the mission of our school to as many people in CSD 14 as possible. We enacted the following strategy for student recruitment.

Connecting With the Base

Families who have submitted a Lottery Enrollment Form

We placed calls to each of the parents who have submitted a Lottery Enrollment form. Each parent was thanked for their submission and invited to attend the school for a tour and/or scheduled information sessions. We have also let them know of the upcoming meetings to meet the Principals via email and personal phone calls.

Outcomes: Parents were thankful for the call and excited about the meetings with the Principals.

Casting a Wide-Net

Recruiters were on the ground in Community School District 14 (CSD 14). We mapped out CSD 14 and are canvassing the communities—street-by-street, focusing first on major business districts. Our goal was to spread the word about how our school's mission and approach differed from those already in the area.

Recruiters were asked to focus their literature drops in the following ways:

- + Posters in convenience stores, markets and other high traffic businesses
- + Literature in early childhood centers, community centers, and other places where pick-up literature is found
- + Person-to-person one page handouts and (if they ask) enrollment forms as well.

Events

We have held the following events:

- Meet the Principal Information sessions
- Daycare Tabling events with DOO & Student Recruiters
- Daycare information sessions with Principal & DOO
- Registration Events

Targeted Bulk Mail

For CSD 14 we produced and mailed a Spanish/English bilingual information sheet and lottery enrollment forms. This mailing was sent to households with age appropriate children in CSD 14 and in surrounding school districts (CSD 32, CSD 16 and CSD 13)

NYC Charter School Common Application and Online Application

Parents were able to apply to the school's lottery both through the NYC Charter School Center's Common Application as well as directly on our website.

Results

Citizens of the World Williamsburg Charter School's Demographic Data for 2014-2015:

	Socio-Economic Diversity			Racial & Ethnic Diversity					
	Free	Reduced	Full	African American	Latino	Asian American	Native American	Caucasian	Multi-racial
	80%	7%	14%	33%	57%	1%	1%	8%	1%

Evaluation

Citizens of the World NY 1 Williamsburg did not reach its socio-economic or racial-ethnic diversity goal for the 2014-2015 school year.

Action Plan

In order to achieve our socio-economic and racial & ethnic diversity goals CWC WB implemented the following recruitment strategy for the fall of 2015 in hopes that exposing as many families as possible to our mission and curricular approach which will allow them to view our school as viable educational option.

Call to Action with Current CWC WB Families

We sent home recruitment letters to current families asking them to spread the word about our application process and submit an application for any other children in their family who are of the appropriate school age. We also hosted Parent Meet & Greet/Q&A session during our parent tours.

Events

We ran daily tours and weekly information sessions for prospective parents and preschool, daycare, and community leaders starting in January 2015.

Preschool/Daycare Outreach

We have contacted and visited preschools and daycares in Williamsburg encompassing similarly aligned preschools & daycares (progressive and Montessori), afterschool programs, tutoring centers, daycares where we had tabling events & information sessions last year and daycares that have kindergarten to increase 1st grade applicants. We also revisited daycares and preschools that generated multiple applications during the previous year. We sent separate invitations to our preschool/daycare directors for private tours and meetings with the principal.

For the 2015-2016 recruitment season, we also printed recruitment materials into Polish and dropped Polish materials at preschools and daycares that serve higher populations of Polish-speaking students.

Increase Social Media Presence

We more actively maintained our CWC WB Facebook page to advertise school events, interesting articles related to the school and lottery/enrollment deadlines.

Also, we joined Williamsburg, Greenpoint, Bed-Stuy, and Bushwick parent listservs and blogs and contacted various bloggers.

Application Process

Families were able to apply to our lottery via a paper application, our website, or the NYC Charter School Center's Common Application.

Application Follow-Up

All prospective families were added to our list serve and received our newsletters, updates, and invitations to Open Houses and other school events. We ran daily tours for interested families.

Recruiting Efforts

Recruiters were on the ground throughout CSD 14. We have mapped out CSD 14 and canvassed the communities focusing first on the highest traffic areas and major subway stops. Our goal was to spread the word about our school, while at the same time being a good neighbor. We were a visible presence at neighborhood and community events including Community Board Meetings and community school fairs. Our recruiters continued person-to-person one-page handouts at major subway stops and drop literature in early childhood centers, community centers, as well as place posters in convenience stores, markets, and other high traffic businesses. They also canvassed at events in the neighborhood, McCarren park, farmers markets, etc. Recruiters were also be on the ground throughout the following neighborhoods in addition to : Fort Greene, Bushwick, and Bed-Stuy. Finally, our student recruitment materials were printed in Spanish/English to ensure that Spanish-speaking families had access to the materials.

We also sent bilingual Spanish/English information flyers and applications directly to families in CSD 14, 32, 16 and 13.

Continued Parent Engagement

Increasing and maintaining the engagement of current families and families who are offered spots from the 2015-2016 lottery continued throughout the spring and summer. We hosted the following events:

- Family induction nights and enrollment sessions for lottery winners within 10 days of lottery and before Spring Break.
- Enrollment sessions for subsequent offers and missing paperwork.
- Family Fun Day and Staff Meet & Greet for current and prospective families
- Spring Recital and Open House
- Spring Family Dinner
- Summer Playdates in McCarren Park
- One on one phone calls from their child's teacher before the start of the school year
- Mandatory Orientation
- School Tours/Open Houses starting October 2014

ATTACHMENT A

Fountas & Pinnell

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

06/26/2013

Heinemann
DEDICATED TO TEACHERS

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