



CITIZENS OF THE WORLD NEW YORK 2 CROWN HEIGHTS

2014-2015 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 22, 2015

By Erin Corbett, Regional Director of Operations & Compliance

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Chad Ferguson, Executive Director, Liz Runco, 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

Liz Runco has served as the Principal since August 5, 2014.

INTRODUCTION

Citizens of the World New York 2 Crown Heights (CWC CH) opened its doors in the fall of 2013. During the 2015-2016 school year we will serve over 290 students in grades kindergarten through third grade. The mission of Citizens of the World Crown Heights is to provide our diverse community of students with an intellectually challenging learning experience. As a collective community we create an environment that fosters the academic and social growth of each individual student. Together, we inspire our students to discover and refine their individual voices, empowering each student to become a true citizen of the world. CWC CH will add a grade in subsequent years.

CWC CH 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.

At CWC CH, we dedicate ourselves to emphasizing the common humanity in all people, while also learning to work across the divides that have traditionally separated our communities. Our school is grounded in the following guiding principles:

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	79	47												125
2014-15	86	71	48											205

Demographic Characteristics of Students

	Socio-Economic Diversity			Racial & Ethnic Diversity					
	Free	Reduced	Full	African American	Latino	Asian American	Native American	Caucasian	Multi-racial
	79%		5%	88%	7%	0%	1%	3%	2%
K	80%	7%	13%	81%	13%	0%	0%	5%	1%
1st Grade	63%	10%	27%	90%	4%	0%	1%	3%	1%
2nd Grade	94%	0%	6%	92%	4%	0%	0%	2%	2%
IEP Students	66%	0%	33%	100%	0%	0%	0%	0%	0%
ELL Students	76%	7%	19%	88%	7%	0%	0%	3%	0%

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

READING & PHONICS

Each day, students take part in a daily Balanced Literacy block as well as a Readers' Workshop. Readers' Workshop includes read alouds, shared reading, guided reading and independent reading – all Common Core Learning Standards-based, with ample opportunity for authentic reading. During Balanced Literacy students have multiple opportunities to receive targeted instruction one-on-one and in small groups. Additionally, students receive instruction in, a research-based approach to phonics, phonemic awareness, spelling and handwriting. Students engage in independent, leveled reading as part of the reading block and will be expected to continue this reading at home each day.

BALANCED LITERACY

- **Curriculum:** Teacher-created guided reading (w/ support from the Continuum of Literacy Learning & Scholastic Leveled Reading Books)
- **Purpose:** Guided literacy instruction and independent practice. Opportunity to practice with teacher, with peers and independently (comprehension, phonics, word study, etc.). Reflect on literacy development.
- **Components:** Centers work, including: guided reading, phonics, word study, listening center and computer-based programming.
- **Time Allocation:** 75 – 90 minutes per day, Monday – Friday (depending on grade level)
- **Classroom Set-Up:** Small group centers around room (4 – 6 kids/center) (including student tables, rugs and guided reading at table), classroom library (leveled and genre/content-based), designated place for visuals and materials, computer or iPad center to accommodate groups of 4 – 8 students.

READERS' WORKSHOP

- **Curriculum:** Lit Life (starting July 2014), text-based mini-lessons, guided practice and independent practice.
- **Purpose:** Explicit standards-based literacy instruction. Opportunity to practice with teacher, with peers and independently
- **Components:** Mini-lesson, guided practice, independent reading, share
- **Time Allocation:** 30 – 45 minutes per lesson, 2 - 3 days per week (depending on grade level)
- **Classroom Set-Up:** Whole class mini-lesson and guided practice at rug, independent or partner practice at tables, whole group share.

PHONICS

- **Curriculum:** Reading Mastery (Grades K – 2), Words Their Way (Grades 2 – 3)
- **Purpose:** Explicit phonics instruction and opportunity for guided practice and independent application.
- **Time Allocation:** 15 – 30 minutes per day (plus more time during reading centers)
- **Classroom Set-Up:** Whole or parallel group (carpet), students to work at tables.

WRITING

Writing instruction takes place during a structured Writers' 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 four different genres of writing: narrative, persuasive, informational and poetry 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:** Lit Life (starting July 2014)
- **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 per day, 2 – 3 days/week as a stand-alone instructional block, integrated into content instruction 2 – 3 days/week for 15 – 30 minutes.
- **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 and to display student process pieces.

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.

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 and Pinnell Benchmark Assessment System (see Attachment A) or NWEA Measures of Academic Progress.

Method

Citizens of the World Crown Heights Charter School 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 and 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-three 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 student's 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
Above Grade Level	69%
On Grade Level	10%
Below Grade Level	21%
Total Meeting Goal	79%

Fountas & Pinnell End of Year Assessment – First Grade	Totals
Above Grade Level	41%

On Grade Level	9%
Below Grade Level	50%
Total Meeting Goal	50%

Fountas & Pinnell End of Year Assessment – Second Grade	Totals
Above Grade Level	65%
On Grade Level	15%
Below Grade Level	20%
Total Meeting Goal	80%

Evaluation

In 2014-2015, Citizens of the World Crown Heights kindergarten and second graders reached their targeted goal. Specifically, 79% of our kindergarten students ended the year on or above grade level with an F&P instructional level of “D” or above and 80% of our second grade students ended the year on or above grade-level with an F&P instructional level of “M” or above. Our first grade, however, fell short of reaching the goal, with 50% of students reading on or above grade level.

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 17.

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 economically disadvantaged students among all public schools in New York State.

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.

Goal 1: Optional ELA Measure

Each year, 75 percent of students will perform in the 75th 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 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 in the spring of 2015, and provides a summary of performance.

Grade	% on or above National Norm (50 th Percentile)	% on or above 75 th Percentile
Grade K	38.6%	21.17%
Grade 1	30.4%	11.42%
Grade 2	40.4%	10.63%

Evaluation

In 2014-2015, Citizens of the World Crown Heights did not meet our NWEA-based language arts goals in Kindergarten through Second Grades. The percentage of students performing at or above the 75th percentile, by grade, was 21% in Kindergarten, 11% in First Grade, and nearly 11% in Second Grade. Across all three grade levels, a larger percentage of students were found to be performing at or above the national norm (50th percentile); the above chart indicates this information by grade.

Summary of the English Language Arts Goal

Citizens of the World NY2 Crown Heights achieved its Fountas & Pinnell goal in kindergarten and second grade. Our first grade cohort did not meet this goal. Over the past year our school added the NWEA MAP assessment to our ELA testing portfolio. Coupled with our F&P data, the MAP assessment data will help us closely monitor our progress to next year's English Language Arts goal. Use of this data, along with improvements to our curricular framework, should ensure that a larger percentage of our students achieve our ELA goals.

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	Did not achieve

	grade level as measured by a benchmark, final assessment e.g. Fountas and Pinnell Benchmark Assessment System.	
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 English language arts 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 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 percentil or higher on the NWEA MAP exam.	Did not achieve

Action Plan

Once reading levels are assessed using the Fountas & Pinnell Benchmark Assessment System (K – 3) & the Reading Mastery baseline assessment (K – 2), 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.

Student that are identified, as exceeding grade-level expectations will participate in guided reading instruction within the classroom, grouped with students of similar reading levels. This guided reading structure will allow students time to explore more challenging text beyond the current grade level standards. In Kindergarten and first grade, these students will continue to receive explicit phonics instruction daily while in second grade, students performing above level will transition to Words Their Way instruction, which they will continue with through third grade.

Students meeting grade level expectations will also participate in guided reading instruction in a small group within the classroom. This guided reading instruction will be tailored to grade level standards based on a student's current reading level. When appropriate students will continue to receive phonics instruction, again, using Reading Mastery in grades K – 2 and Words Their Way in grades 2 – 3, based on individual student data.

Students performing below grade level will also participate in guided reading and phonics instruction, at their level. Where necessary, these students are also eligible for a 'double dose' of guided reading and/or phonics instruction using our intervention programs, Leveled Literacy Intervention (LLI) and Wilson Foundations. This intervention will happen both within the classroom and in small pull-out groups designed by our intervention specialist and/or our Special Education Support Service Teacher.

All three levels will have access to instructional and independent 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 groups based on their progress at each assessment period.

MATHEMATICS

Goal 2: Mathematics
CWC CH students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

MATH

Students participate in an extended math block that incorporates Cognitively Guided Instruction (CGI) and computer-based practice into a Math Workshop model. 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 Envisions as the primary curriculum. Additionally, students engage in daily fact practice and review of previously taught standards, using a combination of the online components of the Envisions curriculum and a variety of external sites.

MATH WORKSHOP
<ul style="list-style-type: none">■ Curriculum: Envisions, supplementing with Cognitively Guided Instruction (CGI), Kathy Richardson and online resources■ Purpose: Provides a structure for students to learn mathematical content through direct instruction, as well as small group math activities and experiences.■ Time Allocations: 65 - 75 minute block daily, depending on grade level.

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: Optional Measure

Each year, 75 percent of students will perform in the 75th percentile or higher on the NWEA 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, 2nd and 3rd. 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 normal curve equivalents necessary to track growth over time.

Results

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

Math NWEA MAP Results Spring 2015

Grade	% on or above National Norm (50 th Percentile)	% on or above 75 th Percentile
Grade K	30.26%	14.00%
Grade 1	24.00%	13.04%
Grade 2	23.08%	10.42%

Evaluation

In 2014-2015, Citizens of the World Crown Heights did not meet our NWEA-based math goals in Kindergarten through Second Grades. The percentage of students performing at or above the 75th percentile, by grade, was 14% in Kindergarten, 12% in First Grade and 10% in Second Grade. Across all three grade levels, a larger percentage of students were found to be performing at or above the national norm (50th percentile); the above chart indicates this information by grade.

Additional Evidence

N/A

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.¹

¹ 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.

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 Measure²

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 NY2 Crown Heights did not meet its absolute goal for mathematics with regard to MAP assessments and our internal network-wide assessment. In addition to continued use of the MAP assessment, we will begin using Envisions unit assessments to provide interim data to help us more closely monitor our future mathematics goals. Our on-going embedded professional development, use of assessment data and refinement of our math curriculum will support higher levels of student achievement in mathematics over the next school year and beyond.

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	N/A

² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.
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	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.	
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 CH 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 small groups of students who are working on a similar math concept or skill and to provide opportunity for application of math knowledge. The materials used for the small group instruction are a combination of Envisions, Kathy Richardson, CGI and teacher-created resources. 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 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 MAP and standards-based unit assessments, teacher may differentiate their instruction by assigning students to work in a center that will reflect their academic needs as well as 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 independent activities with some teacher guidance. Teachers may also choose to use the data to develop center to pull a student for an intervention. 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 unit assessments, teachers may differentiate their instruction by assigning students to a small teacher-directed center. This center 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 during centers or may choose to use intervention materials from the Investigations or Kathy Richardson curriculum during this time. Students performing below grade-level expectations may also qualify for push-in or pull-out small group intervention. These groups, which are taught by Learning Specialists or Special Education Teachers, are designed based on standards and can include a small group of students across the various grades.

SCIENCE

Goal 3: Science

CWC CH 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. Can include unit resources from other CWC schools, FOSS, SEL Resources
- **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:** 40 - 45 minutes per daily, Monday through Friday (varies by grade level)

Goal 3: Absolute Measure

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 science exam.

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 17.

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 CH will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school 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 CH 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 17 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%	76%	12%	2%	0%	11%	N/A

Method

The mission of CWC CH is to provide a socio-economically, culturally and racially diverse community of students in the heart of Crown Heights 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 inaugural year, our goal was to spread the word about the mission of our school to as many people in CSD 17 as possible. We enacted the following strategy for student recruitment.

Connecting with the base

Current CWC Families

We started our recruitment efforts by empowering our current parents to spread the word on their experiences at CWC CH. Parents participated in prospective parent tours, parent panel discussions and family events leading up to the start of the school year.

Families who have submitted a Lottery Enrollment Form

We have placed calls to each of the parents who have submitted a Lottery Enrollment form. Each parents was thanked for their submission, as well as updated on the progress of the school. We have also let them know of the upcoming meetings to meet the Principals via Constant Contact 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 our community school district 17 (CSD 17). We mapped out CSD 17 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 over 200 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:

- Open House tours for prospective parents, daycare and preschool leaders and community groups
- Daycare Tabling events with DOO & Student Recruiters
- Admissions Celebrations
- Registration Events
- Family Picnics

Targeted Bulk Mailing

For CSD 17 we produced and mailed a bilingual information sheet and lottery enrollment forms. This mailing was sent to households with age appropriate children in both CSDs.

Crown Heights mailing 3400+ households

NYC Charter School Common Application

We have received requests for an on-line student enrollment (to the lottery) application. In lieu of having one as part of our website, we are using the NYC DOE common application and will provide a link to it on our website.

Results

Citizens of the World Crown Heights 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
	84%		16%	88%	7%	0%	1%	3%	2%

Evaluation

Citizens of the World NY 2 Crown Heights 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 CH implemented the following recruitment strategy for the fall of 2014 in hopes that exposing as many families as possible to our mission and curricular approach will allow them to view our school as viable educational option.

Call to Action with Current CWC CH 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. Current CWC CH families participated as Student Recruitment Ambassadors, led tours, and attended panel sessions at daycares with recruiters. We also hosted Parent Meet & Greet/Q&A session during our parent tours. Parents were trained during Family Council in messaging and creating a 30-second elevator pitch.

Events

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

Staffing

CWC CH hired a full-time Director of Family & Community Engagement. This person managed recruitment and enrollment during the spring of 2015.

Preschool/Daycare Outreach

We have contacted and visited 200 preschools & daycares in Crown Heights 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

that generated multiple applications last year. We sent a holiday card to over 200 daycares in the Crown Heights and surrounding neighborhoods.

Increase Social Media Presence

We created CWC CH Facebook page and Twitter account. Also, we joined Crown Heights, Ditmas Park, Bed-Stuy, and Park Slope 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

We set-up an account in Constant Contact so that a bi-weekly newsletters were sent to our mailing lists. In addition to updates on school start-up we developed additional content that helped develop knowledge about the school model and mission. 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 weekly tours for interested families and replied to all inquiries within 48 hours of receipt.

RECRUITING EFFORTS

Recruiters were on the ground throughout CSD 17. We have mapped out CSD 17 and are canvassing the communities focusing first on the highest traffic areas and major subway stops. Our goal is 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. 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, The Brooklyn Children's Museum, Prospect Park, The Botanical Garden, farmers markets, etc. Recruiters were also be on the ground throughout the following neighborhoods in addition to Crown Heights: Fort Greene, Clinton Hill, Bed-Stuy, Prospect Heights, Lefferts Gardens, Flatbush, Prospect Park South, Ditmas Park, Windsor Terrace & Kensington.

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 and plan to host 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
- Mandatory Orientation
- School Tours/Open Houses starting October 2015

ATTACHMENT

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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