

Our World Neighborhood Charter School 3

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Brian Ferguson, CEO

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Brian Ferguson (CEO) and Richard Lee (CAO) prepared this 2022-23 Accountability Progress Report on behalf of the school's board of trustees:

Jeanette Betancourt Ed. D. Chair (Executive, Education and Development Committees)

Melissa Chin Vice Chair, Education & Facilities Committees)

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Brian Ferguson, CEO has served as the school leader since 2002.

SCHOOL OVERVIEW

OWN 3 opened in September 2022 with Kindergarten and 1st grades.

OWN Charter Schools firmly believes that the creation of a strong school culture is one of the more important elements that has driven its success. OWN Charter Schools has created a school culture that perpetuates a joyful, high-performing, student-centered learning environment. Its school culture is underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose. Staff members are required to reflect on what and how they are teaching and how and why their students are performing. The students are also asked and taught to reflect on their learning and to communicate with their peers and teachers on how best to help them maximize their potential.

While our culture arises from our mission, vision, and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies, and rituals that support, reinforce, and perpetuate the culture. OWN Charter Schools believes it has reaped the tremendous benefits by ensuring that it:

- Promotes effort and productivity among all stakeholders
- Improves collegial and collaborative activities that promote better communication and problem solving
- Builds student and teacher commitment to and identification with the school and their communities
- Energies and motivates students and staff

- Focuses attention and behavior on what is important and valued.

Our Pillars of a Positive Community (“Pillars”) curriculum underpins our school culture and is designed to impart to our students the values of our shared community. Pillars provides a construct by which the school imbues its ethical tenets in all that its stakeholders (administrators, teachers, children, families) do. Pillars draw the school community together by embodying its focus on the social, emotional, and academic development of our students. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance, and citizenship. These pillars reverberate throughout the curriculum. Teachers and staff are expected to be exemplars as well as elucidators of the pillars. As a school that serves a socio-economically and ethnically diverse community, OWN Charter Schools uses the tenets of the Pillars to ensure that all people feel that they are welcome and meaningful members of our diverse school family. As the school makes progress through its candidacy to become an International Baccalaureate school, it is also integrating and using the ten learner profiles that guide the implementation of the PYP program.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21														N/A
2021-22														N/A
2022-23	51	31	0	0	0	0	0	0	0	0	0	0	0	82

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students attending Our World Neighborhood Charter School will become proficient readers and writers of the English Language.

BACKGROUND

ELA instruction is delivered through the Teachers College Readers and Writers Workshop model. In this model, teachers plan lessons based on their assessments of students’ reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Reading Specialist, Special Education Teacher and/or the ELL Specialist as needed to differentiate and to meet the needs of all learners.

The Readers and Writers Workshop is aligned with CCSS and was developed to ensure students read frequently and for extended periods of time to build their stamina and comprehension. This work along with the amount of reading done is increasing reading achievement. Readers and Writers Workshop provides strategy lessons that are supported with mentor texts that exemplify a specific reading skill or strategy that is modeled in both the Readers and Writers Workshop. Children practice a specific skill or strategy with leveled texts that are appropriate for their abilities. Students learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays and letter writing. Exemplar texts for each instructional focus support the reading and writing units. OWN also relies heavily on the EngageNY curriculum modules for its K-5 elementary ELA program, purposefully integrating these modules into the ELA instructional block.

While focusing on phonics and phonemic awareness in the early grades, it introduces students to the joy of reading with authentic literature. OWN Charter Schools students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective and the concurrent focus on phonics and phonemic awareness will provide them with the tools to do just that. From the earliest grades, composition and writing will be emphasized through Units of Study of Readers and Writers Workshop. Students will learn to identify themes and sub-themes and learn to think (and express their ideas in both writing and speaking) about what they have read.

METHOD

During 2022-23, OWN 3 used iReady assessments consistently throughout the academic year to determine students' areas of strength and areas for growth. These assessments are linked to NYS standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in English Language Arts. Assessments were given three times a year. In addition, Fountas & Pinnell running records and Dibels were used along with on demand writing to determine instruction and follow up with students.

RESULTS AND EVALUATION

During the 2022-23 school year, OWN 3 has used iReady assessments consistently throughout the year to determine students' areas of strength and areas of growth. These assessments are linked to standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in English Language Arts.

	Reading	Progress to Annual Typical Growth	Avg. time on task	Avg. lessons passed
Grade K	47%	98%	21h 46m	60%
Grade 1st	71%	120%	17h 50m	73%
OWN 3 average	59%	104%		67%

ADDITIONAL CONTEXT AND EVIDENCE

We have seen great success with 104% of the students making progress to annual typical growth. The students are passing lessons in ELA for the 2022-23 school year at 67% on average. Kindergarten students made 98% progress to annual typical growth and notably 1st grade students made 120% progress to annual typical growth. For 1st grade students on average, they gained nearly 1 ¼ grades for the year.

ACTION PLAN

OWN 3 is committed to having all its students develop the needed skills to become proficient in reading and writing. The school will continue to support the skills of its instructional workforce, to provide students with the highest quality of instruction.

During the coming year, OWN 3 has committed to improving the outcomes of its reading and writing programs in K-2. That will be accomplished with a robust intervention program that includes an ELA coach, two ENL teachers, Academic Intervention team and teachers. Students will also engage with the school's online English language arts program that is aimed at assessing and diagnosing student learning.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students attending Our World Neighborhood Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

The teaching of mathematics carries equal weight to the teaching of reading and writing. In order to compete in almost every aspect of life, OWN Charter Schools students will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument, and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one's ability and effectiveness in areas beyond the math discipline. These are skills and understandings that support the Common Core Standards in mathematics. This strong foundation will also enable our students to apply mathematics to the real-world.

Mastery of basic skills in mathematics is a prerequisite for students to move forward in more advanced treatments of these subjects. In keeping with the belief that OWN Charter School must offer a balanced approach to instruction, OWN Charter School believes that facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts and skills with the help of drill and practice are necessary precursors to OWN Charter School’s students’ ability to engage in higher order critical thinking and analytical skills.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. ELLs need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. Structured mathematics scaffolding tasks that challenge students, while simultaneously providing them with the necessary support to achieve the lesson’s specific learning objectives, amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics. In addition to the Go Math curriculum teachers draw heavily from the Engage NY Math modules provided by NYSED.

METHOD

During 2022-23, OWN 3 used iReady assessments consistently throughout the academic year to determine students’ areas of strength and areas of growth. These assessments are linked to standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in Mathematics. Assessments were given three times a year. In addition, GO Math and quarterly assessments were administered to determine instruction and follow up with students.

RESULTS AND EVALUATION

During the 2022-23 school year, OWN 3 has used iReady assessments consistently throughout the year to determine students’ areas of strength and areas of growth. These assessments are linked to standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in Mathematics.

OWN 3 average	Math	Progress to Annual Typical Growth	Avg. time on task	Avg. lessons passed
Grade K	45%	88%	18h 37m	85%
Grade 1st	68%	133%	17h 31m	97%
OWN 3 average	57%	113%		91%

ADDITIONAL CONTEXT AND EVIDENCE

We have seen great success with 113% of the students making progress to annual typical growth. The students are passing lessons in ELA for the 2022-23 school year at 57% on average. Kindergarten students made 88% progress to annual typical growth and notably 1st grade students made 133% progress to annual typical growth. For 1st grade students on average, they gained over 1 1/3 grades for the year.

ACTION PLAN

OWN 3 is committed to having all its students develop the needed skills to become proficient in reading and writing. The school will continue to support the skills of its instructional workforce, to provide students with the highest quality of instruction.

During the coming year, OWN 3 has committed to improving the outcomes of its reading and writing programs in K-2. That will be accomplished with a robust intervention program that includes an ELA coach, two ENL teachers, Academic Intervention team and teachers. Students will also engage with the school's online English language arts program that is aimed at assessing and diagnosing student learning.

GOAL 3: SCIENCE

Goal 3: Science

All students attending the Our World Neighborhood Charter School will become proficient in their understanding and use of Science.

BACKGROUND

The National Science Teachers Association supports the notion that inquiry-based science must be basic in the curriculum of every elementary and middle school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. OWN Charter School's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

OWN Charter School's science curriculum provides students with the essential skills and knowledge that they will need to undertake advanced science coursework in high school, and beyond. OWN Charter School's curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly

connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges.

In the elementary grades OWN Charter School's science curriculum is delivered through a combination of FOSS Kits, Delta Science Modules and OWN Charter School developed curriculum. At the middle school level students have the option of taking the NYS Regents course—Living Environment, or the traditional NYS science program. The FOSS program is aligned with the National Science Education Standards, Next Generation Science Standards and to New York State science standards. It is also aligned with the school's workshop model of instruction as the pedagogies utilized in the FOSS program include inquiry, hands on active learning, multi-sensory methods, student to student interaction and discourse and reflective thinking. Delta Science Modules provide teachers with additional resources to expand student exploration by tailoring the science program to meet students' needs as well as the curricular standards. The modules are used in conjunction with the Foss program kits and the OWN Charter School developed curriculum. Beginning in grade 7 and in grade 8 some students take Regents Living Environment course.

Finally, leveled library books round out the instructional materials for science. Each classroom has a science library. Since language development and literacy are infused as an essential element of all core subject instruction, science instruction also incorporates topic-appropriate leveled readers that are read to or read by students. Journaling again is an important part of science. Students keep science journals in which they document experiments, record observations, keep records, describe processes and activities, take notes from texts, oral presentations, media and interviews. Leveled readers and journaling serve to not only reinforce science concepts, but provide additional opportunities for students to focus on their listening, speaking, reading and writing skills.

METHOD

The school administered the science assessment to students from Delta/FOSS curriculum to determine where students are performing. Changes in curriculum were made based upon the results of these assessments.

RESULTS AND EVALUATION

The school is reviewing the Science curriculum and areas that need to be addressed based upon NYS Science exam results as well as internal data. There is additional training and a network wide curriculum review that is being completed to enhance Science education. We believe that this will enhance and address any issues in this area.

ACTION PLAN

The school began the process of adjusting its curriculum to the future demands of testing in both elementary and middle schools. It believes that it has a strong plan and will implement the shifts in topics to better prepare students in grade 5 for the new science exams.

One of the school's greatest challenges is the recruitment and retention of talented Science teachers at the middle school level. During the past two years, OWN joined a consortium of schools, both public and charter, who gets students enrolled in NYU Teacher Residency

program to join our team. Thus far we have seen some benefit, but the challenge is still very hard.

GOAL 4: ESSA

Goal 4: ESSA

All students attending the Our World Neighborhood Charter School will have the opportunity to succeed and will meet goals based upon performance standards.

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 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. More information on assigned accountability designations and context can be found [here](#).

RESULTS AND EVALUATION

The school has met the above standards.

Accountability Status by Year	
Year	Status
2020-21	Not applicable
2021-22	Not applicable
2022-23	Good Standing

[1] A school's Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter term, the Accountability Period includes the first year of operation through the fourth year of the charter term.