

Application in Support of
the Renewal of
The Charter School of Educational Excellence

August 2017



Charter School of Educational Excellence

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July 28, 2017

David Frank
Executive Director, Charter School Office
New York State Education Department
EB 5N Mezzanine
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

On behalf of the Charter School of Educational Excellence's (CSEE) Board of Trustees, it is with great pleasure that I submit this renewal application. The current charter term has been a period of tremendous growth for the school, our students, staff, and the families that we serve. During this period CSEE was designated as a reward school for the fourth consecutive year, and CSEE shared its best practices as a mentor school to two schools in need as part of the NYSED Dissemination Grant. CSEE grew its academic staff considerably while providing each enrolled child with a computer for school use. Additionally, the school was able to provide students with a high quality after school program and athletic program that helped our school community to come together as one.

CSEE's fundamental belief is that "*ALL CHILDREN CAN LEARN*" when given the right opportunity and resources to succeed. The school utilizes various teaching methods to make student learning not only rigorous, but exciting. This includes, but is not limited to, project-based learning, small group instruction, online instruction, and blended learning. At CSEE, administrators and teachers use assessment data and progress monitoring to design individualized student success plans and implement instructional strategies that address the individual learning needs of every student. The process of analyzing data and modifying instructional strategies to fit individual student needs has led to CSEE consistently providing many opportunities for students to grow academically, specifically those students who are coming in from the district and are far behind grade level.

CSEE's high success with the K-8 program has led to the demand from parents and local community for a 9-12 academic program of the same caliber. CSEE recognizes the demand for additional high-quality high school seats in the New York and Yonkers School District. A high school expansion would allow CSEE to increase enrollment numbers, providing additional high-quality charter school seats to a community that has far too few. The opening of a high school would allow CSEE to continue serving as a model that encourages creativity and innovation in the classroom while inspiring students to develop the intellectual and personal fortitude to realize their dreams.

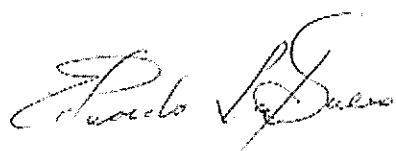
It pleases me to inform you that our partnership with the City of Yonkers has enabled us to work closely with the Mayor's Office as well as with other elected officials who support our efforts. This partnership has resulted in CSEE getting additional resources for the school and, most importantly, for our students and

families. By working together, the City of Yonkers and CSEE have supported one another during many community events as we bring together students, parents, staff, and community members to support various worthy causes.

In closing, it has been a great honor to serve as the chairman of CSEE's Board of Trustees since the inception of the school. I have had the privilege to be part of, and be a witness to, the hard work and commitment it takes to create a successful school. I look forward to another charter term of enthusiastic commitment from our students, staff, families, and board.

Thank you in advance for your consideration in this application for charter renewal and school expansion.

Sincerely,

A handwritten signature in black ink, appearing to read "Eduardo LaGuerre". The signature is fluid and cursive, with a large initial "E" and "L".

Eduardo LaGuerre
Chairman, Charter School of Educational Excellence

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SECTION 1: Academic Success

A. Benchmark 1: Student Performance

This Benchmark will be submitted prior to the October 2 deadline.

B. Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

1. Curriculum

- a. **The school utilizes documented curriculum that is aligned to the NYSLs and systematically reviewed and revised.**

Since 2013, CSEE has utilized the same variety of Common Core- and NYSLs-aligned curriculum. The specific curricula is listed in Tables 1 and 2 below. This consistency has allowed administrators and teachers to master the curriculum and propel student achievement, as evidenced in the Benchmark 1 discussion. Curricular details can be found here:

Table 1: Kindergarten – Grade Three:

CSEE - CURRICULAR DOCUMENTS/MATERIALS

Grade	CORE SUBJECT AREAS				
	ELA	MATH	SCIENCE	SOCIAL STUDIES	WRITING
K	<ul style="list-style-type: none"> Journeys Text & Practice books (vol.1 & 2) Leveled Reading Kits i-Ready online instruction RazKids online Reading for Home use 	<ul style="list-style-type: none"> Go Math! Text & practice book i-Ready online instruction ST Math 	Science Fusion by Houghton Mifflin Harcourt *Text and online resources	Units of Study that correlate with other parts of curriculum	Journeys Textbook & Practice workbook (HMH); Explorations in Nonfiction Writing by Heinemann
1	<ul style="list-style-type: none"> Journeys text (vol. 1-6) & practice books Leveled Reading Kits i-Ready online instruction RazKids online Reading for Home use 	<ul style="list-style-type: none"> Go Math! Text & practice book ST Math i-Ready online instruction ST Math 	Science Fusion by Houghton Mifflin Harcourt *Text and online resources	Our Community by McGraw Hill publisher	Journeys Textbook & Practice workbook (HMH); Explorations in Nonfiction Writing by Heinemann
2	<ul style="list-style-type: none"> Journeys textbooks & Journeys practice books Leveled Reading Kits i-Ready online instruction RazKids online Reading for Home use Ready CCLS 	<ul style="list-style-type: none"> Go Math! Text & practice book i-Ready online instruction ST Math Ready CCLS 	Science Fusion by Houghton Mifflin Harcourt *Text and online resources	Who We Are Americans by McGraw Hill publisher	Journeys Textbook & Practice workbook (HMH); Explorations in Nonfiction Writing by Heinemann
3	<ul style="list-style-type: none"> Journeys textbooks & Journeys practice books Leveled Reading Kits i-Ready online instruction RazKids online Reading for Home use Ready CCLS 	<ul style="list-style-type: none"> Go Math! Text & practice book i-Ready online instruction ST Math Ready CCLS 	Science Fusion by Houghton Mifflin Harcourt *Text and online resources	Our Communities by McGraw Hill publisher	Journeys Textbook & Practice workbook (HMH); Explorations in Nonfiction Writing by Heinemann

Table 2: Grade 4 – Grade 8:

4	<ul style="list-style-type: none"> Journeys textbook Leveled Reading Kits i-Ready online instruction RazKids online Reading for Home use Ready CCLS 	<ul style="list-style-type: none"> Go Math! Text & practice book i-Ready online instruction ST Math Ready CCLS 	Science Fusion by Houghton Mifflin Harcourt *Text and online resources	New York by McGraw Hill publisher	Journeys Textbook & Practice workbook (HMH); Explorations in Nonfiction Writing by Heinemann
5	<ul style="list-style-type: none"> Journeys text & practice book Leveled Reading Kits i-Ready online instruction RazKids online Reading for Home Ready CCLS 	<ul style="list-style-type: none"> Go Math! Text & practice book i-Ready online instruction ST Math Ready CCLS 	Science Fusion by Houghton Mifflin Harcourt *Text and online resources	The United States by Pearson/Scott Foresman	Journeys Textbook & Practice workbook (HMH); Explorations in Nonfiction Writing by Heinemann
6	<ul style="list-style-type: none"> Literature CC (textbook) Leveled Reading Kits i-Ready online instruction Ready CCLS 	<ul style="list-style-type: none"> Big Ideas MATH Textbook & Student Math Journal i-Ready online instruction Ready CCLS 	It's About Time by PBIS *Text and online resources	The World by Pearson/Scott Foresman	<ul style="list-style-type: none"> Literature Common Core Edition (Pierson) Ready CCLS
7	<ul style="list-style-type: none"> Literature Common Core Edition i-Ready online instruction Ready CCLS 	<ul style="list-style-type: none"> Big Ideas MATH Text & Student Journal i-Ready online instruction Ready CCLS 	It's About Time by PBIS *Text and online resources	Discovering our past (Early Years)	<ul style="list-style-type: none"> Literature Common Core Edition (Pierson) Ready CCLS
8	<ul style="list-style-type: none"> Literature Common Core Edition i-Ready online instruction Ready CCLS 	<ul style="list-style-type: none"> Big Ideas MATH Text & Student Math Journal i-Ready online instruction Ready CCLS 	It's About Time by PBIS *Text and online resources	Discovering our past (Modern Times)	<ul style="list-style-type: none"> Literature Common Core Edition (Pierson) Ready CCLS

Assistant principals (K – 8) and content-area directors (5 – 8) are responsible for creating a grade-specific scope and sequence to tailor each curriculum to CSEE student needs, based on the previous year's assessment data. The Grade 5 scope and sequence is detailed in Table 3:

Table 3: Grade 5 Mathematics Scope and Sequence

The Charter School of Educational Excellence				5 th Grade Mathematics Textbook: Go Math			Scope and Sequence		
September	October	November	December	January	February	March	April	May	June
Place Value, Multiplication, and Expressions	Add and Subtract Decimals Multiply Decimal	Divide Whole Numbers Divide Decimals	Adding and Subtracting Fractions with Unlike Denominators	Multiply Fractions & Divide Fractions	Geometry and Volume	Convert Units of Measure	Review/ Reteach	NYS Math Test Algebra: Patterns and Graphing	6 th Grade Readiness: • Percent and Decimal • Ratios and Rates
I-Ready Domain: Number and Operation & Algebraic	I-Ready Domain: Number and Operation	I-Ready Domain: Number and Operation	I-Ready Domain: Number and Operation	I-Ready Domain: Number and Operation	I-Ready Domain: Measurement	I-Ready Domain: Algebraic, Geometry, and Measurement	I-Ready Domain: All	I-Ready Domain: Geometry	I-Ready Domain: All
Chapter 1	Chapter 3 Chapter 4	Chapter 2 Chapter 5	Chapter 6	Chapter 7 Chapter 8	Chapter 11	Chapter 10	Ready Workbook	Chapter 9	Extra Chapter
5.OA.1 5.OA.2 5.NBT.1 5.NBT.2 5.NBT.5 5.NBT.6	5.NBT.1 5.NBT.2 5.NBT.3 5.NBT.4 5.NBT.7 5.NF.3	5.NBT.2 5.NBT.6 5.NBT.7 5.NF.3	5.NF.1 5.NF.2	5.NF.3 5.NF.4 5.NF.5 5.NF.6 5.NF.7	5.MD.1 5.MD.3 5.MD.4 5.MD.5 5.G.3 5.G.4	5.MD.1	Data-Driven	5.OA.3 5.MD.2 5.G.1 5.G.2	N/A
Modules: 1, 2, 4, 6	Modules: 1, 2, 4	Modules: 1, 2, 4	Module: 3	Modules: 4, 5	Modules: 2, 5	Module: 4	N/A	Modules: 4, 6	N/A

NOTE: Modules

[https://www.engage-nys.org/ccss-library/?f\[0\]=im_field_subject%3A13601&f\[1\]=im_field_grade%3A13521&f\[2\]=im_field_resource_type_tag%3A12051&is=1](https://www.engage-nys.org/ccss-library/?f[0]=im_field_subject%3A13601&f[1]=im_field_grade%3A13521&f[2]=im_field_resource_type_tag%3A12051&is=1)

NOTE: I-Ready domains will align with classroom instruction.

The 2017-2018 CSEE science program revisions offer one point of evidence as to how curriculum is systematically reviewed and revised. Based on student outcomes and teacher input, for example, the school will continue to utilize Houghton Mifflin Harcourt's *Science Fusion* and It's About Time's *Project Based Inquiry Science*, but in-school science instructional time will be more focused on inquiry and projects. Workbooks will now be reserved for at-home review and extension.

b. Curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades.

The CSEE curriculum is horizontally and vertically aligned through the school's curricular choices. Each teacher has a daily planning period with their grade level team (teachers and/or teacher assistants) to facilitate this work. Larger teams (teachers, administrators, and AIS providers, etc.) meet weekly to analyze assessment data and ensure that all students are on track to meet or exceed New York State Learning Standards.

c. Curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.

CSEE supports and ensures differentiation for all students in the following systemic ways:

Teacher Assistants – There is one teacher assistant per classroom in Kindergarten and Grade 1 and one teacher assistant per grade in Grades 2 – 6. Teacher assistants lead small group instruction and provide 1:1 support, as necessary, for any student requiring remediation at any point in time within flexible small groups. These staff members are typically recent college graduates pursuing certification, certified teaching assistants, or those pursuing certification in a related field (such as school psychology).

AIS Teachers – The school began this renewal period with two academic intervention support (AIS) teachers and added one additional AIS teacher a year for the past three years. Five AIS teachers were part of the school staff for the 2016-2017 school year. A sixth AIS teacher position has been budgeted for the next renewal period. All AIS teachers—an important part of the school's Title I and Response to Intervention (RtI) programs—are experienced, certified teachers who co-plan with grade level teams to ensure that the growth of struggling students. AIS teachers are assigned specific students based on assessment data and monitor the students' progress until the next assessment cycle.

Daily Guided Reading – Each student receives 100 minutes of literacy instruction daily. Within this block, K – 7 students receive 15 - 20 minutes, on average, of guided reading instruction. Teachers plan this targeted instruction utilizing both the *Journeys/Literature* curriculum and the CSEE resource library, which has leveled Scholastic texts.

Technology directly supports CSEE's differentiation. Curriculum Associate's *iReady* allows the CSEE community to understand how students perform and support students' individual learning needs. Each classroom has, at minimum, 27 laptops and a charging station. A 50-minute *iReady* block is part of each student's daily schedule four times a week, which allows for targeted, differentiated instruction in both ELA and math. Teachers pull small groups for re-teaching and intervention while the other students complete the *iReady* electronic curriculum that has been

created for their individual needs. Teachers and administrators utilize *iReady* performance reports to create flexible student groupings, AIS programming, and centers.

Lesson planning at CSEE supports differentiation. All teachers utilize the same lesson planning template, which highlights the differentiation that educators will employ during the specific instructional period. The reading and math curricula also provide specific resources and connections for teacher-led differentiation.

Language support components are visible throughout the CSEE community. As a former English Language Learner herself, the school's principal recognizes the importance of language supports for all learners. Each lesson plan highlights the vocabulary that will be taught and accessed during the lesson. Each classroom has brightly colored anchor charts and word walls so that students can reference language in context throughout the instructional day.

2. Instruction

a. **Instructional strategies are used to engage all students in high-quality, rigorous instruction.**

Student engagement is monitored closely at CSEE. In addition to the small group, technology-infused, accessible curriculum described above (1.B.1.c), CSEE school leaders and outside consultants create a yearly professional development calendar that support teachers' ability to create high-quality, rigorous instruction. During the 2016-2017 school year, for example, all teachers received sessions on effective questioning, developing critical thinkers, and increasing student engagement. When trends warrant specialized sessions for specific individuals or teams, these topics are covered by CSEE leadership during grade team meetings. For example, during the January 12, 2017 Grade 6 staff meeting, teachers were given a refresher course on utilizing data to drive their instruction while the next day's fourth grade team meeting focused on lesson pacing. Each agenda was crafted based on the specific team needs. Additional details for all CSEE professional development can be found in the yearly Professional Development Calendar.

b. **Processes have been implemented to create, revise, and provide feedback on unit and lesson plans.**

Each teacher has a daily preparation period to meet and collaborate with their grade level teams. Administrators are part of these meetings, at minimum, once every other week to further support the creation and revision of these instructional plans in real time. All lesson plans for the week are submitted for review no later than Monday morning. In the elementary grades, the principal, assistant principals, and AIS teachers give feedback, as necessary. At the middle school level, the ELA, math directors, and principal provide feedback.

3. Assessment and Program Evaluation

a. **The school utilizes a clear evaluation system, including formative, diagnostic, and summative assessments.**

CSEE utilizes a variety of formative, diagnostic, and summative assessments. The school's assessment calendar ensures that the assessments are provided in a timely, efficient way that do not overburden staff or students. The assessment calendar for the upcoming school year is created each May. Two assessment calendars – Kindergarten (Table 4) and Grades 7 – 8 (Table 5) – are provided below to provide necessary detail on the school's evaluation system.

During the 2015 NYSED review, CSEE school leadership shared concerns about *Fountas and Pinnell's* (F&P) predictability. While F&P remains as CSEE's benchmark reading assessment, select students (i.e. those in the school's AIS program, students with IEPs, etc.) are tested with *DIBELS* (K – 2) and *DRA* to provide a more consistently reliable measure for students that may need more time and intervention to increase their reading levels.

Table 4: Kindergarten Assessments

Assessments in Kinder	Purpose of Assessment	Subject	Method of Administration	Who Uses this Information?	How Will Information Be Used?	Type of Assessment	Frequency
DIBELS	To test early phonics skills	ELA	1:1	Teacher Title I Special Education	*Create reading groups *Select students for Title I services and small groups *Differentiate instruction	Diagnostic	Sept./Jan./June
Fountas & Pinnell	To identify instructional & independent reading levels of students	ELA	1:1	Teacher Title I Special Education Administration	*Create reading groups *Select students for Title I services *Raz-Kids *Differentiate instruction	Diagnostic	Sept./Dec./March/June
Letter/Sound Assessment	To assess a child's acquisition of letter names and sounds	ELA	1:1	Teacher Title I Special Education	*Create reading groups *Select students for Title I services *Differentiate instruction	Formative	Sept./Dec.
Journey's Assessments	To see if learning targets have been met	ELA	*Whole Group *Modifications as mandated in section 504 and IEP's	Teacher Student Parents Special Education	*Plan/differentiate instruction *Provide feedback to students/parents *Set learning goals *Differentiate instruction	Summative/Formative	Weekly assessments and 6 week assessments
Prerequisite Skills Inventory	To assess what skills children have already mastered	Math	1:1	Teacher Title I Special Education	*Plan math groups *Select children for Title I services *Differentiate instruction	Diagnostic	Sept.
Go Math Assessments	To see if learning targets have been met	Math	*Whole Group *Modifications as mandated in section 504 and IEP's	Teacher Title I Parents Special Education	*Plan math groups *Select children for Title I services *Provide feedback to parents/students *Differentiate instruction	Summative	Approximately every 4-6 weeks and a mid-year assessment
I-Ready	To assess student level and progress monitor growth	ELA/MATH	Computer 1:1	Teacher Title I Administration Students Parents Special Education	*Monitor growth *Individualize instruction *Provide feedback to students/parents *Differentiate instruction	Diagnostic/Formative	Sept./Jan./March
Sight Word Test	Assess if readers can recognize sight glance	ELA	1:1	Teacher Title I Special Education	*To select words that will be taught in lessons *Increase fluency *Differentiate instruction	Formative	Sept./June

Table 5: Grades 7 – 8 Assessments

Assessments in Grade 7-8	Purpose of Assessment	Subject	Method of Administration	Who Uses this Information?	How Will Information Be Used?	Type of Assessment	Frequency
Fountas & Pinnell	To identify the instructional and independent reading levels of students	ELA	1:1 for flagged students	Teacher Title I Special Education Administration	*Select students for Title I services *Differentiate instruction *Differentiate instruction	Diagnostic	Sept./Jan./March/April
Prentice Hall Literature (modified by ELA Coordinator to ensure rigor)	To see if learning targets have been met	ELA	*Whole Group *Modifications as mandated in section 504 and IEP's	Teacher Student Special Education Parents	*Plan/differentiate instruction *Provide feedback to students/parents *Set learning goals *Differentiate instruction	Summative	Approximately every 6 weeks
Benchmark Assessment (created by Math Coordinator to ensure rigor)	To assess what skills children have already mastered	Math	*Whole Group *Modifications as mandated in section 504 and IEP's	Teacher Title I Special Education	*Plan math groups *Select children for Title I services *Differentiate instruction	Diagnostic	Sept.
End of Chapter (Created by Math Coordinator to ensure rigor)	To see if learning targets have been met	Math	*Whole Group *Modifications as mandated in section 504 and IEP's	Teacher Title I Special Education Parents	*Plan math groups *Select children for Title I services *Differentiate instruction *Provide feedback to parents and students	Summative	Approximately every 3 weeks
iReady Assessment	To assess student level and progress monitor growth	ELA/MATH	Computer 1:1	Teacher Title I School Students Special Education	*Monitor growth *Individualize instruction *Provide feedback to students *Differentiate instruction	Diagnostic/Formative	Sept./Jan./March
Mock Exams	To prepare students for NYS testing	ELA/Math	*Whole Group *Modifications as mandated in section 504 and IEP's	Teacher Title I Administration Students Special Education	*Create an item analysis, focus on skills that need to be taught/revisited *Title I teachers- reteach skills & design interventions *Develop lessons / Differentiate instruction *group students according to data	Formative	Nov./Jan./March
NYS Common Core Assessment	*Measure level of achievement on state content standards * Identify percentage of students meeting performance standards	ELA/Math/Science (grade 8)	*Whole Group *Modifications as mandated in section 504 and IEP's	Teachers Title I Administration State Parents Special Education	*Determine AYP *Determine effectiveness of program *Comparison reports *Develop interventions *Differentiate instruction *Make changes to curriculum	Summative	April

- b. Qualitative and quantitative data informs instruction and improves student outcomes, evaluates the quality and effectiveness of the academic program, and prompts program modifications, when necessary.

As Tables 4 and 5 indicate, data is analyzed throughout the academic year at CSEE. The school's student information and data director (SIDD) manages the CSEE assessment process to ensure timely data reporting. The SIDD scans all assessments into *Skedula* and prepares the reports that teachers and administrators will utilize during their weekly planning sessions and bi-weekly team meetings. The Title I director and AIS teachers participate in team meetings with classroom teachers to ensure that timely data is incorporated into all lesson and unit plans.

At the time of renewal, *Skedula* houses all CSEE behavioral and formal assessment data. A proposed software update will allow for in-class assessments and *iReady* reporting to be housed within the system as well, allowing CSEE administrators to have comprehensive, year-over-year qualitative and quantitative data for every student.

Data has prompted program modifications during this renewal period. In 2013, for example, *Journeys* was utilized as the school's exclusive writing program. The data, however, indicated a need for additional writing supports. *Journeys* is now supplemented with Heinemann's *The Explorations in Non-Fiction* writing series to ensure students can read and write in response to both fiction and non-fiction texts.

4. Supports for Diverse Learners

- a. **Academic supports are provided to support the needs of all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. As detailed above, CSEE uses a wealth of assessments to understand and remediate for the needs of our individual students in the classroom by classroom and AIS teachers.**

Response to Intervention (RtI) program – CSEE utilizes a robust RtI program to support all learners. Each August, teachers are trained in the different levels of support and the Title I director and AIS teachers ensure the RtI process is followed throughout the year.

The three-tiered RtI program at CSEE offers specific, research-based interventions matched to student needs. Tier One always takes place in the classroom by the teacher or educational assistant. Tier Two is typically small group, supplemental instruction and the frequency and duration is determined by the data. Most Tier Two small-group AIS classes meet, at minimum, for 90 minutes per week. Tier Three is implemented when students have not responded to previous interventions. Tier Three students' data is monitored weekly and these students meet in very small groups or individually with their AIS teacher for approximately 150 minutes per week.

In addition to the RtI program supports, based on internal assessment data, select students in Grades 3 – 8 are invited to participate in a ten-week, invitation-only after school intervention program. The program curriculum is designed each year in response to the specific student needs. Certified teachers who have demonstrated strong classroom results are selected by the CSEE administration to lead the program.

Pupil Personnel Committee (PPC) – The school's Pupil Personnel Committee (PPC) is another important vehicle to support the needs of all students. The group convenes monthly and is comprised of, at minimum, special education and Title I directors, teachers (classroom and AIS), and the school psychologist. If the student receives special services, the ELL and/or special education teacher is also part of the committee meeting. The committee discusses the specific student's strengths and needs while identifying potential supports to propel achievement. The committee formally revisits the progress of each student six to eight weeks following the PPC meeting to determine if further evaluation is necessary.

Special Education Services - In August, all teachers receive their students' IEPs and review those documents with the special education director. The school employs a full-time, certified resource room teacher. In collaboration with the school's special education director, the resource room teacher tracks year-over-year student data to ensure that each individual student receives adequate, mandated interventions that propel growth. An in-house counselor provides counseling to both mandated and at-risk students. Speech, occupational and physical therapists are contracted to provide services, as needed.

As a public school, all students are eligible to enroll at CSEE. The director of special education meets with each family to review the student's mandated services at the time of enrollment. If the student is mandated to receive a service that CSEE does not offer, the family is notified that the resource room accommodation can be provided as a support until a permanent placement is

secured or as a time-delineated trial period to monitor the student's progress and request a revision to the student's mandated setting.

English Language Learners (ELLs) receive pull-out language instruction in 50 minute instructional blocks. The frequency of these periods (1 – 3 per week) depends on the student's ELL level, as determined by the New York State English as a Second Language Achievement Test (NYSESLAT). A certified ELL teacher collaborates with the student's classroom teacher during the co-planning and team meetings to create an individualized, responsive program.

- b. **The progress of individual students is carefully monitored and communication between interventionists and classroom teachers is systematic and ongoing.**

The CSEE meeting structure (monthly PPC meetings, weekly planning meetings with grade level teachers, and bi-weekly team meetings) ensures that the progress of individual students is carefully monitored. AIS teachers and teacher assistants co-plan with classroom teachers on a daily and/or weekly basis. The special education and Title I directors oversee the school's AIS team, ELL, and special education teacher to ensure that this communication is systematic and ongoing.

C. Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress, social-emotional growth, and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

1. Behavior Management and Safety

- a. **The school has a clear, consistent approach to behavior management.**

On the most recent family survey administered in April 2017, 99% of CSEE families agreed with the statement, "My child is safe at school." *The Leader in Me* by Franklin Covey, guides the school's approach to behavior management and safety. The program initially came to CSEE through a 2014 grant and has since become an integral part of the school community. Anyone walking the school's hallways will see brightly colored flags that say "Be Proactive," "Synergize," and "First Things First," to serve as constant reminders and guidance around the program's principles. At the start of each school year, teachers are trained in *The Leader in Me's* seven guiding principles. Each teacher creates a mission statement in collaboration with their students at the start of the year, which is posted in the classroom to serve as constant reminders of behavioral expectations. Below are the K-101 and eighth grade mission statements for the 2016-2017 school year.



Students participate in a 50-minute, weekly *The Leader in Me* instructional period that explicitly teaches and reinforces these principles throughout the year.

Many of the CSEE school community initiatives are a direct result of *The Leader in Me* program. The Student Lighthouse Committee, for example, is part of this program. This group is comprised of students that have been nominated by a teacher, parent, and peer. The Student Lighthouse Committee convenes monthly to discuss student issues and identify possible solutions. Students from this group serve on the school announcement, greeter, and mail teams to support school operations. The school's math director serves as the "booster shot coordinator" to continually boost the team's understanding and implementation of the seven habits during school events, meetings, and initiatives.

The school's Code of Conduct and behavioral ladder links behaviors to a specific and consistent consequence across all grade levels. These behaviors, and the consequences they trigger, are tracked through *Skedula*. All staff members can tag administrators and other team members to notify them about a particular student's behavior. The school counselor is responsible for ensuring a global view of individual student's behavior in *Skedula* and coordinating student supports, as needed. This tracking system also allows for year-over-year monitoring to determine if there are outside factors, such as time of year, affecting student's behavior.

The CSEE Code of Conduct was most recently reviewed in May 2017 by the school's legal counsel to confirm it remains compliant with state and federal laws. The board formally reviews this, and all policies, on an annual basis.

b. Systems are in place to ensure that the environment is free from harassment and discrimination and that a safe environment is maintained.

In creating the type of environment where 99% of CSEE parents agree that their child is safe at school, the school utilizes a comprehensive approach to ensure the community is free from harassment and discrimination. In addition to the programs and initiatives listed above, the school ensures full compliance with the Dignity for All Students Act (DASA) and the physical education/health and athletic director serves as the school's DASA coordinator.

Each year, the school organizes a series of workshops to provide students with information about and strategies to overcome bullying, harassment, and discrimination. For example, the Yonkers Police Department presented two workshops during the 2016-2017 school year: one on bullying and another on internet safety. The school also recognizes an annual Bullying Prevention Week. If a bullying or harassment issue arises, the school's guidance counselor ensures a swift and thorough resolution.

2. Family Engagement and Communication

a. The school communicates and engages with families and the school community.

CSEE engages with families regularly in multiple forms of communication: in person meetings, mailings (backpack and electronic), as well as school website and mobile app. All school-wide family communication is archived here. The school utilizes *One Call Now* to produce automated calls and *Remind* to send automated text messages to families. The monthly Parent Teacher Organization (PTO) meetings precede the school's public board meetings to ensure that families can communicate with all levels of the school community on a regular basis.

b. Teachers communicate with families to discuss students' strengths and needs.

Teachers communicate with families to discuss students' strengths and needs throughout the year. All communication (phone, email, and text) is logged in *Skedula* to ensure clear, consistent communication. Academic alerts, generated through *PowerSchool*, are sent home monthly as a printed report. Report cards and progress reports are issued three times a year. If class-wide communication is needed, teachers utilize *Remind* to send information clearly and efficiently. On the 2017 CSEE Parent Survey, 97% of families agreed with the statement "I get regular updates regarding my child's progress through progress reports and report cards."

c. Family and student satisfaction are measured and, on occasion, weigh into schoolwide decision-making.

As mentioned above, the monthly PTO meeting is scheduled to precede each public board meeting. A thirty-minute public forum joins the two meetings so families can share any concerns with both administrators and board members in a timely and transparent way. CSEE also conducts an annual parent survey and administers feedback forms following all family workshops.

The school utilized parent feedback into schoolwide decision-making many times throughout this renewal term. For example, CSEE now offers Boy Scouts, Girl Scouts, and The New York Grey Cadets programs to enhance extra-curricular opportunities for students based on parent feedback. When parents voiced concern over the school's food service vendor, CSEE organized a tasting with potential vendors and utilized parent and students votes to make a new vendor selection. And finally, when parents in Yonkers raised concerns about student travel to school, the board designated funds to cover the cost of transportation for students residing between one to two miles of the school.

d. Family and/or community concerns are addressed systematically.

The CSEE complaint policy is published on the school's website. There is a clear process for both academic and non-academic complaints. If the issue cannot be resolved directly with a staff member or child's teacher, a form is available to file a formal complaint with the school's principal. If the issue remains unresolved, community members are provided with instructions to file a complaint with the board or school's authorizer.

e. School-level academic data is shared with the broader school community and media to promote transparency and accountability among families, students and school constituents.

CSEE is extremely proud of its designation by NYSED as a Reward School for the past four years. Information regarding the school's progress and academic success is shared with the community, staff members, and friends of CSEE via the school website, mobile app, and newsletters. The

information is also provided during monthly PTO and board meetings, community activities, and fundraisers. Recently, the school was visited by foreign governments seeking information about CSEE's instructional strategies and student achievement.

3. Social-Emotional Supports

a. The social-emotional needs of students are supported through systems and programs.

The CSEE approach to behavioral management supports the social-emotional needs of students. In addition to *The Leader in Me* and DASA compliance discussed in 1.C.1, the school psychologist and guidance counselor support students' social-emotional growth. Girls Inc., led by the school guidance counselor, for example, meets after school with the goal of empowering and inspiring female students. The school psychologist also works with teachers, students, and their families to identify and coordinate social-emotional supports. The athletic director and coaches meet with students regularly during the daily after school program for the purpose of fostering team building strategies, sportsmanship, and leadership development. The systems that are put in place through this program help to meet the social and emotional needs of students.

b. School leaders collect and use data to track the social-emotional needs of students and (c.) use data regarding the impact of programs designed to support students' social and emotional health.

As detailed in 1.C.1.a and 1.B.4.a, *Skedula* and the school's PPC meeting protocol are two ways CSEE collects and utilizes data to track the social-emotional needs of students. By having a clear system for tracking this data, the team can intervene efficiently and continuously. PPC meetings can be requested for academic or social-emotional concerns. The school guidance counselor ensures that each student is getting the individualized or group social-emotional support they require.

CSEE's social-emotional support initiatives (workshops, *Girls Inc.*, etc.) are all a direct result of social-emotional data analysis. As mentioned earlier, all social-emotional data is closely monitored in *Skedula* on an ongoing basis. When incidences of bullying began over social media, for example, a workshop on social media usage was organized.

SECTION 2: Organizational Soundness

A. Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

- 1. Summarize the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget.**

CSEE is in sound and stable financial condition.

CSEE's financial history is defined by increases in student enrollment and facility expansion required to support student enrollment growth. The value of school assets increased from \$3.3 million to \$14.2 million because of the construction of middle school facilities and other improvements.

During the second renewal term of the CSEE charter, the priority has been to manage debt incurred through delays in per pupil payments by school districts during the 2013 and 2014 fiscal years, and through building the middle school facility.

During the second renewal term, CSEE met or exceeded all debt service bond covenants. The Standard and Poor's rating for these bonds was upgraded from a BB to a BB+ rating this year, while CSEE organically generated cash flow required to grow its academic staff, provided each enrolled child with a computer for school use, upgraded its wireless network to permit implementation of technological innovations to enhance the academic curriculum, and improved and expanded elementary school facilities. Elementary school facility improvements enhanced safety by adding fire control systems, and enhanced comfort through renovations of and repairs to recreational space, bathrooms, and the HVAC system.

- 2. The board is structured and operates to conduct due diligence in its role as fiscal steward of the school.**

CSEE presently has seven members on its board of trustees. The board operates through four standing committees (executive, academic, finance, and facilities) that meet with staff to review progress and make recommendations to the board as a whole. The board meets monthly, 11 times a year. Once a year, the board has a retreat to revisit strategic goals and evaluate the performance of the principal and assistant principals.

The CSEE Board of Trustees uses the annual budget, reports (staff- and consultant- generated), and the independent annual audit of financial statements as the primary tools for conducting financial due diligence while meeting its fiduciary obligations to CSEE.

In CSEE budget and financial statement preparation, the board of trustees follows generally accepted accounting principles for non-profit organizations, such as schools, and the requirements of OMB Circular A-87 in respect to grant or cost reimbursement agreements with the federal and state government.

3. The board has provided long-term fiscal direction to the school.

The long-term fiscal health and stability of CSEE during the second renewal term required the board of trustees to overcome cash shortfalls caused by delays in payment of per pupil revenues and middle school construction cost overruns. These challenges were addressed by actions including:

- Obtaining a term loan and a revolving line of credit to address operating cash flow issues;
- Establishing a good working relationship with the City of Yonkers and the Yonkers Public School district to obtain timely per pupil payment for students enrolled in CSEE starting in the 2015 fiscal year;
- Leveraging per pupil payment revenues with three-year grant funding commitments from federal, state and local sources to support academic and after school activities and school facility improvements;
- Achieving better control and cost savings in respect to operational expenses;
- Paying off all debt, excluding middle school bond debt, in the 2016 fiscal year; and
- Amending the service agreement with Victory Education Partners (VEP) to lower the cost of services and change the scope of work under the new agreement. During fiscal year 2017 and hence forth, CSEE will not engage in services with VEP.

4. CSEE monitors the school's financial condition on a monthly basis.

Annual budgets are adopted in the fiscal year preceding the year in which they take effect. Each annual budget is developed by the board of trustees with input via budget recommendations from the principal, senior staff, and consultants.

At each monthly meeting, as part of regular order, the CSEE Board of Trustees reviews and gives direction in respect to budget matters based on monthly reports, including student enrollment relative to annual budgeted student enrollment and the CSEE Charter enrollment cap, and year-to-date expenditures relative to annual budget amounts.

At the end of the fiscal year, budget amendments are adopted by the board of trustees, if necessary.

5. The board reviews several documents as part of the process to monitor the school's financial condition.

As needed for school operations and legal compliance, the board of trustees provides oversight and conducts due diligence in respect to matters impacting CSEE's financial condition. Examples of such matters undertaken by the board of trustees include: review of lease hold improvements; procurements of new vendors for food, IT, and insurance services; and the Customers Bank revolving line credit increase.

The board reviews a monthly financial reporting package which includes a profit and loss statement compared to budget, a balance sheet, a statement of cash flows, and a capital expenditure report. In addition, the board thoroughly reviews the original budget and any amended budgets that may occur throughout the year.

B. Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

1. Description of the most challenging fiscal issues the school has encountered over the past five years and how they were, or are being, resolved.

CSEE's most pressing fiscal issues were caused by the need to solve cash flow issues due to delays in the receipt of per pupil payments, while simultaneously paying middle school construction cost overruns caused by the default of the general contractor.

These problems were addressed by securing \$750,000 in credit. After CSEE secured timely school district per pupil payments, it paid the term loan and line of credit balances in full.

2. Description of internal controls and procedures the school has changed over the past five years.

CSEE has committed to change internal controls and procedures for future capital projects to better comply with state legal requirements and to reduce the risk of default by:

- Using competitive procedures when selecting major contractors;
- Requiring the use of payment and performance bonds; and
- Having increased oversight of payments for construction costs.

Additionally, CSEE has changed internal controls and procedures applicable to the purchase of insurance. General liability, property, and worker's compensation insurance are now purchased by CSEE directly.

3. 5-Year Budget

A completed budget for a five-year renewal of and revision to the Charter providing for the enrollment of students in grades 9 – 12 is set forth in Attachment E.

C. Benchmark 6: Board Oversight and Governance

The CSEE Board of Trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

The CSEE Board of Trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

1. The board recruits and selects board members with skills and expertise that meet the needs of the school.

The CSEE Board of Trustees has been stable over the course of the charter term. Five of CSEE's board members have remained consistent from the previous charter term, and two have been added: Jasmine Colon, the new Parent Teacher Organization President, and Dr. James Stenerson, a professor of education technology. James Stenerson replaced Carol Russo, who also had an education background, allowing the board to maintain a comparable skillset.

The CSEE Board of Trustees includes a parent representative position, which rotates on an annual basis and is filled by the Parent Teacher Organization president. This annual rotation contributes to the majority of board turnover; six members have turned over throughout this charter term, and five of those seats were filled by parent representatives.

The CSEE board includes individuals with expertise in finance, accounting, law, education, and fundraising, and it seeks to maintain this diversity with the recruitment of additional board members. In general, CSEE prioritizes the recruitment of board members of high moral character that demonstrate an interest in the welfare of children and are committed to improving education in the New York area. All board members must be willing to dedicate the necessary time and energy to ensure the effective and smooth operation of the school, adhering to all guidelines in the bylaws.

New board members are typically recruited through personal networks. Should a member of the CSEE's Board of Trustees resign from their responsibilities, the board will look to replace that board member with someone of equal or greater qualifications. While not an immediate priority, the board plans to recruit trustees with accounting and legal backgrounds.

All new trustees receive training and orientation on how to be effective board members, including in-depth knowledge of the school's mission and goals. Members of the board of trustees, as well as school staff members, will meet with new board members several times to ensure that the orientation training has achieved its desired goals. If the new board member is filling a position that requires direct interaction with a member of the school's staff (i.e., the relationship between the chairman of the finance committee and the school's business manager), the board ensures adequate meeting time is set aside so the new board member understands the intricacies and responsibilities of the relationship.

2. *The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.*

The CSEE Board of Trustees reviews the school's original charter as its primary source to guide strategic planning. Currently, the board engages in a formalized goal-setting process during its annual retreat each summer, where they meet with external educational professionals and senior school staff to set goals and priorities for the upcoming school year. In the summer of 2016, the board identified the following goals and priorities:

- Planning for the high school expansion request for the renewal process;
- Academic achievement in the middle school grades;
- Increase use of technology in classrooms; and
- Increase parent communication.

Throughout the school year, the board monitors progress towards these annual goals at the following intervals:

- *Annually* – At the annual board retreat, the board, in coordination with the CSEE principal and external educational experts, develops the school's formal goals and annual strategic plan for the following school year. At the board retreat the following year, progress toward these goals is fully assessed, and new goals are set for the next school year.
- *Quarterly* – Academic, financial, student/staff, and operational data are reported quarterly to the board by key personnel members, school staff, and the committee heads.
- *Monthly* – The CSEE principal provides reports to the full board at monthly board meetings regarding progress towards achieving academic goals. These monthly reports ensure that adequate progress is made on each goal throughout the school year. The school budget is also reviewed, payment for student enrollment is discussed, and expenses are voted upon.

3. *The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.*

To ensure active oversight of all charter school management, including fiscal operations and progress toward meeting academic and other school goals, the CSEE Board of Trustees utilizes a committee structure to ensure detailed oversight of each area of focus. The board is comprised of the following committees:

- *Executive Committee:* The Executive Committee shall be vested with the responsibility of ensuring effective decision making by the board, including the following activities:
 - Planning board meeting agendas;
 - Serving as a communication link with other board members;
 - Assessing the charter school's short and long-term needs;
 - Presenting a strategic plan to the board;
 - Consulting on employee issues and terminations;
 - Participating in the Yonkers Teachers Union negotiations and issue;
 - Participating and facilitate in expulsion hearings; and
 - Participating in Student, Personnel, and Parent Grievance Process.

- *Academic Committee:* The Academic Committee shall be vested with the responsibility of program planning, curriculum, professional development and fulfillment of the school's accountability plan. Specific responsibilities include:
 - Creating a principal evaluation tool;
 - Conducting the principal midyear and end-of-year evaluation;
 - Participating in a collaborative decision making process related to the instructional programs and materials, programming and staffing decisions;
 - Reviewing student achievement;
 - Reviewing and monitoring the professional development plan and school strategic plan;
 - Reviewing the status of certified teachers and teacher assistants;
 - Conducting regular walk-throughs of the school;
 - Providing a report at each board meeting; and
 - Participating in the suspension process.
- *Finance Committee:* The Finance Committee shall review the regular budget and other fiscal reports to be submitted to the board of trustees on a quarterly basis, or at such other times as required by the Board of Trustees. The Financial Committee will also focus on board fundraising initiatives to benefit the school. The Treasurer shall be the chairperson of this committee. Specific responsibilities include:
 - Determining the financial goals of the school and monitor its progress in achieving those goals;
 - Establishing sound financial policies and monitor whether the school's activities adhere to those policies;
 - Reviewing the school's financial control systems in order to safeguard the resources of the school;
 - Arranging for a financial audit to be conducted by a licensed independent auditing firm at least annually;
 - Meeting periodically with the principal and director of operations to discuss financial results;
 - Reviewing following year fiscal budget and provide guidance on the school's business objective;
 - Presenting recommendations to the rest of the board after the budget is completed;
 - Overseeing the hiring of the business manager/director of operations; and
 - Overseeing fundraising initiatives.
- *Facilities Committee:* The Facilities Committee shall be vested with the responsibility of:
 - Overseeing the expansion and construction initiatives at CSEE;
 - Participate in the decision making and negotiations of all contracts that pertain to the building (i.e. cleaning company, technology services, HVAC services, security, food services, and other service providers that impact the facilities);
 - Monitor building lease, inspections, certificates, and school safety;
 - Oversee creation and implementation of the school safety plan;
 - Oversee the implementation of school's safety drills;

- Coordinate with landlord and city department of building officials for ongoing compliance with building codes; and
- Monitor use and condition of all school systems.

All committees meet on an as-needed basis, and provide detailed updates at each monthly board meeting. As part of this process, a standardized agenda template is prepared in advance of the meeting and consistently used for each meeting. Beginning in the 2017 school year, the CSEE Board of Trustees will shift to the use of a formalized dashboard tool.

4. *The board regularly updates school policies.*

All CSEE school policies are reviewed by its attorney on an annual basis prior to the June board meeting. Any alterations to school policies are discussed during the board meeting and then voted upon during executive session. The CSEE board also takes a proactive approach to updating school policies; should a concern be surface throughout the school year, that particular need will be addressed immediately.

5. *The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.*

Evaluation of School Leaders – The CSEE Board of Trustees regularly and systematically assesses the performance of the school leader against clearly defined goals, and makes timely use of the evaluations. With the support of its educational consultant, Victory Education Partners (VEP), the board of trustees created a principal evaluation tool in the Summer of 2013. This tool is updated to reflect goals and performance targets prior to the start of each school year at the annual board retreat, and at this time the principal and board of trustees hold a formal meeting to discuss the performance evaluation targets for the following school year. The evaluation tool includes performance targets including survey results, supervision of staff, business and operational administration, student academic achievement, implementation of the schoolwide evaluation system, development of staff, and communication. The principal evaluation tool is revisited informally throughout the school year, and the board and the principal engage in a formal evaluation process twice per year: once at the midpoint of the school year and again at the conclusion of the school year. The CSEE Board of Trustees is in the process of developing a new principal performance evaluation tool, which will be utilized beginning in the 2017-2018 school year. The board also formally evaluates the assistant principal using the above-mentioned process.

Evaluation of Board – The CSEE Board evaluates itself against a clearly defined set of goals through its self-assessment rubric. The purpose of this self-assessment tool is to gather feedback on the overall progress and performance of the board and its individual members. The self-assessment rubric is completed by all board members each spring, and results are discussed, analyzed, and used to develop plans at the yearly board retreat.

Evaluation of Service Providers – The CSEE Board of Trustees regularly evaluates VEP, its educational consultant. VEP provides support in the following areas: academic services (through July 2015), operations support (including human resource services, finance, and accounting), and risk management services. As part of the contract between VEP and CSEE, which is effective July 1, 2016 through June 30, 2018, the CSEE staff provides an annual written evaluation of VEP's performance under the agreement, with oversight and direction from the CSEE Board of Trustees.

6. *The board demonstrates full awareness of its legal obligations to the school and stakeholders.*

In order to maintain full awareness of legal obligations to CSEE and stakeholders, the CSEE Board of Trustees utilizes support from an attorney who has a retainer agreement with the school. The board also carefully follows any policy updates from the NYSED Charter School Office, as well as any changes to educational law. The board reviews all policies and the provisions of its charter on an annual basis.

See Benchmark 10 for a full description of compliance with applicable state and federal laws, and the provisions of the CSEE charter.

D. Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

1. School Leadership

a. The school leadership team obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.

The school's adherence to its mission is detailed in section 3.A: Benchmark 8. In terms of organizational capacity, CSEE leadership ensures the staff's commitment to the school's mission through their meeting protocols. The principal, for example, devotes nine hours per week meeting with teachers/grade teams to allow for a continual improvement in student learning. These team meetings focus on both data analysis and troubleshooting issues as they arise to enforce the CSEE belief that the team works together to support each and every student.

b. Roles and responsibilities are clearly delineated for leaders, staff, management, and board members.

As detailed in Attachment O, the school's organizational structure clearly delineates roles and responsibilities for leaders, staff, management, and board members to propel student achievement.

School Leadership - The principal reports directly to the board of trustees, which is responsible for conducting an annual, formal evaluation of the principal. The leadership team consists of the principal and two assistant principals, one to oversee the elementary and one for the middle school. The school instructional leaders are supported by a team that includes the director of government, parents, and external relations; the student information and data director; the PE/health and athletic director; the ELA director; the mathematics director; the Title I director; and the special education director. More details on these roles and responsibilities can be found in Table 6.

Table 6: CSEE Director Roles and Responsibilities

TITLE	JOB DESCRIPTION
Student Information & Data Director	<ul style="list-style-type: none"> • Enters and manages student data in <i>PowerSchool</i>, including enrollments, withdrawals, student/teacher/room schedules, transcripts, test scores, immunizations, medical conditions, dietary restrictions, demographics, and keeps up-to-date proof of residency for every student in system. • Monitors the entry of attendance and grades by teachers into <i>PowerSchool</i>, monitors student absences for correct excused/unexcused coding, prepares student absence lists and daily absence bulletin, assists the Guidance Counselor with addressing parents' concerns regarding student absences and tardiness, including attendance letters and procedures, directs teachers concerning attendance procedures and policies. • Generates reports from <i>PowerSchool</i> to satisfy the requirements of school administrators, local and state government, law enforcement and health agencies. • Oversees student entry and withdrawal from the school; Enrolls new students throughout the year; Enters basic student and demographic information; Processes arriving student's cumulative records; Prepares cumulative records for departing students; Maintains files of arriving/departing students' cumulative records. Copies and sends cumulative records for withdrawing students and maintains a log of students who entered and departed the school throughout the year; Provides home room assignments and schedules • Serves as primary account manager for <i>iReady</i> implementation and assessment. Review accounts on a regular basis to understand usage trends, and complete regular check-ins with classroom teachers. Address any teacher/student concerns and ensure the resolution of issues in a timely manner, with follow-up when appropriate • Creates exam answer sheets for grades K-8 in <i>Datacation</i>. Link exam questions to the New York State Standards, scan, and provide reports based on exam results to teachers/administrators in order for grade level teams to have meaningful data-driven discussions. • Generates initial set-up of student rosters and maintains data of STMath for grades K-5. • Manages DIBELS Data System. Generates initial set-up of student rosters and maintains data of benchmarks for grades K-2. • Submits annual BEDS data and other required student enrollment and demographic data to the New York State Education Department. • Organizes & facilitates Student Lighthouse Committee, meetings, and jobs.
PE/Health & Athletic Director	<ul style="list-style-type: none"> • Prepares annual budget and spending decisions for the Interscholastic Athletic program. • Procures all athletic supplies, awards, and equipment inventory. Issues and returns all school athletic equipment. Determines priorities for uniform replacement on a rotating basis. • Creates contest and practice schedules for nine modified athletic teams; including transportation, facility readiness (at CSEE and off-site), cancellations, and rescheduling; and certified officials. All schedules are reviewed by school Principal before made official. • In cooperation with the School Nurse, coordinates proper medical examinations for sports eligibility. Ensures that all coaches comply with school and league regulations in regard to physicals prior to participation and returning from any type of injury. • Leads curriculum implementation for grades K-8; modifying instruction appropriate to the content area goals and standards. • Oversees K-8 PE/Health curriculum, lesson plans, and student engagement. • Responsible for collecting and reporting data regarding material incidents of discrimination and harassment within the CSEE building and during CSEE sponsored events.

	<ul style="list-style-type: none"> • Responsible for collecting both incident and accident report forms and reporting data into PowerSchool. • Responsible for maintaining schools vending machines which includes machine maintenance, purchasing food and beverages weekly. Track all deposits and expenditures related to the machines which provides funding to CSEE. • Hire coaching staff with proper credentials and evaluate coaching performance on an annual basis. • Coordinates public relations and media coverage in collaboration with CSEEs Director of Government and External Affairs. • Organizes the annual athletic banquet. • Responsible for creating and implanting seasonal fundraising activities. • Supervises, observes and evaluates instruction and teaching performance for department faculty using the CSEE evaluation rubric. • Grant writing related to Health and Physical Education. “Fuel Up To Play 60” has currently rewarded CSEE with over \$10,000 in funding, resources, and equipment.
English Language Arts Director	<ul style="list-style-type: none"> • Conducts informal observations of teachers in either ELA or writing and provide feedback within a timely manner; in addition, provide feedback to administration, if required. • Participates in all (K-8 and content specialty) formal observations including pre-and post-observations; assist administration in drafting formal observation write ups. • Facilitate co-planning sessions weekly for each grade level overseen to ensure teacher teams are pacing curriculum accordingly and CCLS are addressed. • Creates ELA assessments, answer keys (exemplar written responses), and standard item analyses for grades 5-8 to better align with CCLS and enhance the level of rigor used in these assessments. • Analyzes individual student data, grade level trends, and modifies curriculum to ensure deficiencies are addressed. • Participates in all grade level meetings 5-8 to communicate with administration any grade level instructional or procedural issues. • Identifies and orders texts for each grade level to ensure that these materials address standard(s) RI.10 or RL.10; creates question stems for instructional practices using grade level texts. • Provides reading and writing demo lessons to model best practices to teachers; conducts post-observation meetings with teachers to allot for reflection on lessons, and to develop teacher growth plans. • Acts as secretary for School Lighthouse Committee, maintaining attendance, accurate and detailed notes on decisions made, and calendar upcoming events and meetings. • Coordinates afterschool ELA and math test prep programs. • Supervises school-wide bus and walker dismissal procedures.
Mathematics Director	<ul style="list-style-type: none"> • Conducts informal observations of teachers in math and provide feedback within a timely manner; in addition, provide feedback to administration, if required. • Participates in all (K-8 and content specialty) formal observations including pre-and post-observations; assist administration in drafting formal observation write ups. • Facilitates co-planning sessions weekly for each grade level overseen to ensure teacher teams are pacing curriculum accordingly and CCLS are addressed. • Creates math assessments, answer keys, and standard item analyses for grades 5-8 to better align with CCLS and enhance the level of rigor used in these assessments. • Analyzes individual student data, grade level trends, and modifies curriculum to ensure deficiencies are addressed. • Participates in all grade level meetings 5-8 to communicate with administration any grade level instructional or procedural issues. • Identifies and orders texts that are implemented in lessons for each grade level; creates question stems for instructional practices using grade level texts. • Provides math demo lessons to model best practices to teachers; conducts post-observation meetings with teachers to allot for reflection on lessons, and to develop teacher growth plans.

	<ul style="list-style-type: none"> • Monitors student transition between class periods. • Serves as member of Student Lighthouse Committee and Booster Shot Coordinator.
Title I Director	<ul style="list-style-type: none"> • Oversees Title I program implementation. Works with administrators, teachers, and parents concerning all Title I Programs and requirements. • Gathers and disseminates Title I information and resources to staff and parents. • Provides support, resources, and data to AIS teachers, classroom teachers, and support staff, such as curriculum maps, pacing guides, and lesson plans for educational development • Provides parent workshops and material to supplement various instructional strategies. • Maintains Title I student files and documentation of services/interventions for assurance of compliance with guidelines. • Conducts informal observations on students receiving AIS services to document progress for their student file. • Provides in-service training at the beginning of the year to inform AIS teachers and support staff of program requirements, documentation, and important dates. • Organizes state test data to identify students eligible for AIS services at the beginning of the year; distributes to AIS teaching staff. • Collects and organizes Home Language Survey to identify students eligible for ELL services at the beginning of the year. • Provides information and creates schedule for AIS teachers, ELA director, and Math director for checking teacher progress reports and report card grades and comments for each marking period. • Assists in reviewing grade-level progress reports and report cards each marking period.
Special Education Director	<ul style="list-style-type: none"> • Manages all Special Education services throughout Kindergarten – Grade 8. • Coordinates with the Special Education Consultant to ensure compliance. • Supervises and manage the Special Education Department (i.e. Speech Providers, Occupational Therapy Providers, Special Education Teacher, Vision Teachers, and Physical Therapist). • Collaborates with School Psychologist(s) when students are being evaluated. • Oversees writing and implementation of all Individualized Education Plans, including students that receive related services. • Participates in all special education committee meetings, initials, and annual reviews. • Serves as a 504 Chairperson. • Completes all state reporting, including the PD and VR reports. • Serves as liaison between the Charter School and Central Office (Yonkers and NYC - CSE 1/CSE 2). • Monitors all CPSE/CSE processes for students with disabilities to make sure the Yonkers/NYC school district is in conformance with established regulations and laws. • Schedules all CSE, 504, Annual, and parent meetings into shared calendars. • Provides assurance that all classified students have complete and appropriate IEPs and that they are placed in appropriate programs and receiving services recommended by the CSE (including both in-district and out of district placements). • Communicates with parents going through the evaluation process and creates a familiar, comfortable relationship with them. • Maintains and manages all Student Individualized Education Plan files. • Consult with teachers to review the child's IEPs and 504s. • Tracks students that are in the process of an evaluations and checks in with parents. • Manages grouping for all students with IEPs and 504s for mock and NYS Exams. • Tracks all Speech, Occupational, and Vision therapy attendance in Google Sheets.
Director of Gov't, Parents & External Relations	<ul style="list-style-type: none"> • Under direction of the board, serves as a liaison between Charter School of Educational Excellence and the local community stakeholders, government officials, and other school districts. • Helps the school involve parents in the activities of children; Develops an interest among parents in the school system.

	<ul style="list-style-type: none"> • Works with the Principal, teachers, guidance and other professional staff, as well as parents and other concerned individuals regarding problems affecting the students' progress and achievements, behavior, personal well-being or other school related problems they may be experiencing • Completes forms, questionnaires and other necessary documentation to enroll students and document their activities. • Develops rapport with students, their parents and school officials in the interest of promoting the proper adjustment and progress of the students. • Interviews family members and students to gather information to be used to determine eligibility for the student programs and other programs and services. • Performs record keeping and general clerical functions (e.g. scheduling, copying, faxing, mailings, etc.) to provide information with the school community and support the school administration.
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Classroom Staff – Each CSEE classroom has one lead teacher. There are teacher assistants per class in Kindergarten and Grade 1, and one teacher assistant per grade in Grades 2-6. More details about the teacher assistant position can be found in 1.B.1.c. The AIS teacher role is distinct from the teacher assistant role as these team members have demonstrated years of success as a classroom teacher and work to provide targeted supports for students in the CSEE Rtl program.

Academic Enrichment, Physical Education, and Health/Wellness – A key design element of CSEE is “fostering learning opportunities through meaningful opportunities in the arts.” To implement this key design element, CSEE employs two art teachers, one music teacher, one music assistant, two PE teachers, one PE aide, one *Rosetta Stone* teacher, one technology teacher, and one technology assistant. There is also a part-time recess coach to ensure that recess provides an appropriately engaged and structured time for all students.

The responsibilities of the school’s ELL and special education teachers are detailed in 1.B.4. The responsibilities of the school psychologist and counselor are detailed in 1.C.

c. School leaders communicate with all members of the school community, including staff, parents/families, students, and other stakeholders.

i. School leadership solicits feedback.

As mentioned in 2.D.1.a, staff feedback is a standing agenda item in the weekly team meeting agenda. During each of these meetings, teachers are asked to raise questions and concerns with the school administrators in attendance. Staff and family feedback is also formally gathered in the annual, anonymous staff feedback survey.

ii. School leadership shares important information regarding individual student and school-wide performance.

CSEE school leadership shares individual and school-wide performance information with all staff members through bi-weekly team meetings. The analysis of internal and state assessments, *iReady*, and in-class assessments occurs in a systematic and ongoing way. As discussed earlier (1.C.2.e), school-wide performance is also shared systematically with the larger community during monthly meetings (PTO and board) as well as publicly through the school website, app, and newsletters.

iii. School leadership shares information about school initiatives and programs.

All CSEE staff share a Google calendar to communicate details about school initiatives and programs. This information is also communicated with the larger school community through the school's website, app, monthly newsletters, and individual backpack mailings. Communication on initiatives and programs is accessible here.

d. School leaders successfully recruit, hire, and retain key personnel, and make decisions – when warranted – to remove ineffective staff members.

When recruiting and hiring staff, CSEE begins the search from within the school community whenever possible. When teacher assistants receive their certification, for example, they are considered for teacher vacancies. When teachers demonstrate success utilizing student data to drive student performance, they are considered for AIS position openings. The school posts open positions on the school website as well as on high-traffic job boards.

To support with retention, the board revised CSEE's salary schedule to be comparable with The New York City Department of Education (NYCDOE) and Mt. Vernon to retain teachers beyond year four, which was a past concern. The school also provides Teacher Retirement System (TRS) benefits for its staff. When warranted, ineffective staff members have been removed. The new CSEE teacher evaluation protocol will ensure that performance data is collected more frequently than was previously permissible under union guidelines. More information about the CSEE teacher evaluation process is discussed in 2.D.2.d below.

2. Professional Climate

a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including the areas of finance, human resources, and communication.

The staffing of the school's educational needs is discussed in 2.D.1.b. The school is also fully staffed to meet its operational needs including a director of operations, human resources manager, an administrative assistant for the principal, an operations assistant, five school aides, one food service manager, two IT support staff, four custodians, and five security guards. This robust structure allows CSEE to meet all educational and operational needs.

b. Collaboration is structured among teachers.

Teacher collaboration is structured through daily common planning periods, bi-weekly team meetings with administrators, and the school's staffing structure. Teacher assistants and AIS teachers co-plan with teachers, ensuring that small group, differentiated instruction occurs throughout a student's instructional day. Many teachers also communicate with each other informally and via email to fully develop their week's lesson plans/student activities.

c. The school ensures that staff has the requisite training, skills, expertise, and professional development necessary to meet students' needs. School leaders monitor the effectiveness of professional development initiatives.

CSEE employs a robust staff to ensure that the team has the training, skills, expertise, and professional development necessary to meet students' needs. Directors (ELA, math, special education and Title I), assistant principals, and the school's principal observe teachers, at minimum, once per week. When necessary, these administrators go into classrooms to teach model lessons. Co-observations are also utilized whenever possible to support teachers' professional development.

In addition to the meeting structures (daily common planning, bi-weekly team meetings, etc.) detailed above, one half-day each month is set aside for professional development. Each year, the school identifies school-wide professional development goals that will become the focus of professional development offerings. During the 2016-2017 school year, for example, professional development focused on questioning, student engagement and rubrics (2- and 4-point). Each professional development session includes a formal feedback form to measure the session's effectiveness.

- d. **The school utilizes systems to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation geared toward improving instructional practice.**

All teachers receive intensive support at the start of each academic year through pre-service training, daily observations, and weekly co-planning meetings. Any issues or concerns are addressed at the start of the year and revisited, as necessary, throughout the academic year. At the start of each year, observations occur multiple times per week, but beginning in the late fall, administrators observe each classroom, at minimum, on a weekly basis. Teachers are provided with quick feedback through "Glows and Grows" and more intensive support is offered as issues arise.

CSEE decertified from the teacher's union in August 2016, spurring an overhaul of the teacher evaluation system, which can now serve the unique needs of CSEE beginning in 2017-2018 school year. The new process will be rolled out to teachers at pre-service training in August 2017.

- e. **There are mechanisms in place to solicit teacher feedback and gauge teacher satisfaction.** Teacher satisfaction is gauged during the bi-weekly team meetings where a standing agenda item requests that teachers share any questions or concerns. If a teacher is experiencing an issue, this agenda item allows for the team to work through the challenge together quickly and efficiently so that it does not detract from staff morale. Teachers are encouraged to set up additional meetings (formal or informal) whenever an issue arises. Formal, anonymous teacher feedback is gathered through the annual teacher survey.

3. Contractual Relationships (Not Applicable)

SECTION 3: Faithfulness to Charter and Law

A. Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements outlined in its charter.

1. **School stakeholders, including leadership, staff, the board of trustees, parents, and students, demonstrate a common and consistent understanding of the school's mission and key design elements outlined in the charter.**
2. **The school has fully implemented the mission and key design elements in the approved charter and in any subsequently approved revisions.**

The mission of the Charter School of Educational Excellence ("CSEE") is to produce students who meet or exceed all New York State learning standards. CSEE will do this by creating a challenging learning environment with high expectations for every child with an emphasis on the basic subject areas of English-language arts, mathematics, social studies, and science. The school will employ standard-based and research-proven curriculum, implement best educational practices, use a variety of assessments to measure on-going student progress in skills and content learning, and support teachers with professional development activities that are aligned to the instructional program. CSEE's emphasis on basic subjects will give students a strong academic foundation that will allow them to become critical thinkers and life-long learners. The school will also expose students to a diverse curriculum that promotes appreciation of art, music, and cultural awareness. The Charter School of Educational Excellence will provide a safe and nurturing environment for all students and foster a strong partnership with families and the community.

The school's mission and key design elements are implemented in the daily practice of CSEE. The high expectations the school staff has for its students is visible in the visual elements reinforcing *The Leader in Me* principles through all hallways and classrooms. The school has consistently utilized standards-based and research-proven curriculum (1.B.1), trains and supports its teachers to utilize best practices (1.B.2 and 2.D.2), and employs a robust assessment calendar to measure on-going student progress (1.B.3). By providing students with the principles and habits they will need to be both academically and personally successful, CSEE aims to create critical thinkers and life-long learners.

All CSEE key design elements have been implemented consistently:

Extended Day of Eight Hours – The instructional day at CSEE has been eight hours since its founding. The school building opens at 7 a.m. each morning for students who'd like breakfast or for those families that need an earlier drop-off. Through a grant, an after-school program is offered to students in Grades 4 – 8 to extend their day at CSEE until 6 p.m., if desired.

Extended Blocks of Time for Basic Subjects – Each instructional period at CSEE is 50 minutes and there are 100 minutes of instruction designated as a double period/block. All CSEE students receive extended instruction in ELA and math. For example, all students receive 9 hours of literacy instruction each week (100 minutes daily for traditional ELA and writing, and an additional ELA-Lab period twice per week). In first grade, phonics is also built into the schedule to enhance the students' foundational skills. Math is taught as a double block beginning in Grade 2 and all students receive additional math instruction through the technological programs (*ST Math*,

iReady) to enhance their skills. Science instruction is also extended in some grades (2nd, 4th, 5th, and 8th) to allow for hands-on activities.

Using Teaching Assistants Throughout the Building – As detailed in 1.B.4 and 2.D.1.b, there is one teaching assistant in each classroom in Kindergarten and Grade 1 and there is one teaching assistant per grade in Grades 2 – 6. Earlier in the renewal term, there were more teaching assistants on staff, but it was determined that more strategic teacher assistant assignments can best support the growth and professional development of all teaching assistants.

Standards-driven Curriculum and Instruction – The school’s standards-driven curriculum and instruction is detailed in Benchmark 2. Specific curricular choices are detailed in Tables 1 and 2.

Fostering Learning Experiences Through Meaningful Interactions with the Arts – Each CSEE student has art, music, and physical education as part of their academic program. These courses are led by an experienced teacher and supported with a teacher assistant. The art and music curriculum correlates with the school’s social studies curriculum. In October, for example, students create art projects to celebrate Hispanic Heritage Month and learn songs that celebrate Hispanic cultures. In December, CSEE students celebrate international holidays in their classrooms, including art and music. Vibrant displays are created in art and students perform international holiday songs during a school-wide assembly. Afterschool intermural sports and school team competitions foster health, sportsmanship, and team building concepts.

Through parent feedback, school leaders arranged for the professional theatre troupe to perform at CSEE so that the students could have additional meaningful interactions with the arts. CSEE also contracts with various theatre companies to showcase eight theatre performances throughout the academic year.

B. Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Table 7: Special Population Student Demographics – The Charter School for Educational Excellence Charter School Compared to Yonkers City School District (District of Location)

	2014-15			2015-16			2016-17			2017-18
	Percent Total Enrollment		Variance	Percent Total Enrollment		Variance	Percent Total Enrollment		Variance	Anticipated Percent Total Enrollment
	School	CSD	+/-	School	CSD	+/-	School	CSD	+/-	
Economically Disadvantaged	84%	79%	+5%	84%	79%	+5%	85%	77%	+8%	86%
English Language Learners	9%	12%	-3%	12%	12%	0%	12%	16%	-4%	14%
Students with Disabilities	7%	17%	-10%	7%	17%	-10%	7%	19%	-12%	8%

1. Discuss trends in enrollment of special populations over the current charter term.

As seen in Table 6 above, CSEE has exceeded the economically disadvantaged enrollment target consistently during the renewal term. The ELL population has grown consistently so that the school met the target in 2015-2016. The preliminary 2016-2017 district data shows a spike in ELL enrollment (+4% in a single year), while the school's ELL enrollment has only grown slightly. To match this rapid district growth, CSEE's tri-lingual director will continue to engage with Yonkers ELL populations.

The school's students with disabilities enrollment has been consistent, but does not currently meet the target. CSEE's robust RtI and AIS program supports all individual learners without additional classifications that would be required at another school setting. As a student's disabilities classification is not known prior to the lottery, the school employs robust outreach to all Yonkers families, including those with students with disabilities.

2. If the school is not yet serving proportions of special student populations that are comparable to the district of location (or primary sending district), explain, in detail, the recruitment strategies and program services that were implemented over the charter term to attract and retain students with disabilities, English language learners, and students who are economically disadvantaged.

The director of government, parents, and external relations leads CSEE's enrollment initiatives between January and April of each year. The director is tri-lingual and delivers presentations in both English and Spanish to community organizations, groups, and businesses to ensure the Yonkers community is aware that CSEE is a high-quality, public school option for their students. Specific outreach for each of the special populations is detailed in Table 8 below.

Table 8: Recruitment Strategies for Special Populations

Special Population	Recruitment Strategies Utilized During 16 – 17
Economically Disadvantaged	<p>Presentations and applications left at all local churches and community organizations serving our community, which is designated as economically disadvantaged, as per the most recent census.</p> <p>Applications also delivered to the YMCA, Yonkers Public Libraries, and supermarkets.</p> <p>Attended several community functions including Community Cleanup, parades, school fairs, street fairs, and National Night Out, in order to meet and speak with potential ED parents.</p>
English Language Learners	<p>Half-page advertisement in Westchester Hispano newspaper ran in January and February</p> <p>Applications left at Mexican Chamber of Commerce, restaurants (i.e. Tacos Poblanos), churches (i.e. Iglesia Pentecostal), and YMCA (65% of YMCA's membership is Hispanic) that potential ELL students utilize</p> <p>Monthly presentations at Mexican Chamber of Commerce</p>
Students with Disabilities	<p>Partnering with Greyston Learning Center to determine ways that students with disabilities can be identified as early as possible</p> <p>Monthly meetings with the Yonkers Public Libraries resource teacher to connect with potential SwD families</p>

3. **Describe the process currently used to evaluate recruitment and outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.**
4. **Describe in detail the recruitment strategies and program services that will be implemented in the renewal term to attract and retain students with disabilities, English language learners and students who are economically disadvantaged.**

CSEE conducts an annual audit of its recruitment practices after registration each school year¹. Through this process, the school determines areas of success, growth, and to identify areas of growth for the following school year. The partnership with Greyston Learning Center, for example, is currently being expanded as one possible way to increase the number of students with disabilities. CSEE works with the Greyston staff to identify and intervene, where necessary, with students with disabilities while these students are still at a pre-school level to better prepare them for Kindergarten and beyond.

Additionally, CSEE has a subset of 66 students that qualify for special education services, but whose parents have declined the recommended classification. The type of special education services that a CSEE student receives is determined by the Committee on Special Education (CSE), Yonkers Board of Education. Although CSEE may start the process of getting a student evaluated for services (initial meeting with parent, PPC meeting), the student's parent has the final say when it comes to the child going through the evaluation process or receiving services via an IEP. The biggest challenge CSEE has faced when it comes to increasing the number of SWDs is related to the following:

- Parental lack of understanding of the evaluation process and feeling that it stigmatizes the child;
- Although the parent knows the child needs support, the parent may not agree to have the child undergo the evaluation process; and
- The parent may refuse to sign the final IEP if the child goes through the process.

These factors have compounded the challenge of increasing. Nevertheless, CSEE has employed a variety of recruitment strategies to attract and retain these students. Specifically, CSEE will work to strengthen connections with local organizations, as well as contact the local CSE to identify schools from which they can draw best practices, allowing them to ultimately increase enrollment of this population.

5. **Complete the tables in Attachment M and discuss trends observed over the current charter term and describe efforts made by the school to retain special populations.**

As seen in Attachment M, CSEE has had strong retention within each special population category over the course of the charter term. Retention rates range from 68-92% across the three categories.

CSEE has lost some SwD students over the years due to the type of services recommended via the IEP. For example, students that have left CSEE needed 12:1:1, 8:1:1, or other specialized services that are provided by a specific facility. However, as mentioned above, CSEE has prioritized the recruitment and retention efforts of SwD students.

To target SwD retention, CSEE works closely with *Andrus* in Yonkers. Andrus, a child advocacy non-profit, provides on-site support to CSEE students, as well as consultations directly at the school.

¹ Enrollment details are identified after student registration, as CSEE does not provide preferences through its lottery.

C. Benchmark 10: Legal Compliance

CSEE has complied with applicable laws, regulations, and the provisions of its charter throughout this charter term.

1. *CSEE has ensured substantial compliance with applicable state and federal laws and the provisions of its charter.*

As described in Benchmark 6, the CSEE Board of Trustees ensures compliance by utilizing support from an attorney who has a retainer agreement with the school. The board also carefully follows any policy updates from the NYSED Charter School Office, as well as any changes to educational law. The board reviews all policies and the provisions of its charter on an annual basis. Specifically, the board adheres to the following state and federal laws, as well as all other applicable legal obligations:

General Municipal Law and Conflict of Interest – CSEE’s board has adhered to the school’s policy on conflicts of interest. In following the principles laid out within this policy, the board has managed to avoid creating any situations where a conflict of interest presented itself. CSEE follows the general provisions set forth in The General Municipal Law.

Open Meetings Law – As a regular practice, the dates and times of the board meetings are posted on the website, a board meeting calendar is created and given to parents every year before school begins, and board meetings are individually announced through public postings. The meetings are held at CSEE, which is a central, easy to access location to accommodate parents, staff, and members of the community. Board meetings are also held on the same night as the PTO meetings to encourage family participation.

The Dignity for All Students Act (DASA) – CSEE’s staff and family handbook has been updated to include DASA requirements. All teachers receive the mandated DASA training each school year. The health/PE director serves as the DASA coordinator.

Fulfilling Obligations Set Forth in Bylaws – The CSEE Board of Trustees fulfills all obligations set forth in its bylaws, including, but not limited to: composition, terms of office, number of trustees, vacancies, compensation requirements, quorum, voting, and resignations.

In addition to the abovementioned areas of legal compliance, the school is fully handicapped accessible, holds a valid Certificate of Occupancy, and ensures that the facility is safe and secure at all times.

2. *The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.*

CSEE has not received any formal complaints throughout the course of the charter term. Should corrective action be necessary, the school will follow its formal complaint policy and maintain compliance with all pertinent legal requirements.

3. *The school has sought Board of Regents and/or Charter School Office approval for significant revisions.*

Material Revisions:

- A revision to increase maximum enrollment from 690 students to 729 students
- A discontinuation of the contract with the school's comprehensive management services provider, Victory, and the creation of a new contract with Victory Education Partners (VEP)²

Non-Material Revisions:

- A revision to its bylaws; including: a five-year term for board members other than the PTO president, the elimination of term limits, minimum and maximum number of allowable board members (nine to 11 members, with no less than nine), and a change in board committees

SECTION 4: Charter Revisions

A. High School Expansion Material Revision Request

1. Description of the Requested Revision

The Charter School of Educational Excellence (CSEE) respectfully requests authorization to expand to serve students in Grade 9 in the 2018-2019 school year, growing to serve students in Grades 9-12 in the 2021-2022 school year.

2. Justification for the Requested Revision and Evidence of Demand

The demand for high quality education seats extends beyond elementary and middle school in Yonkers City School District. In 2016, 26% of students in Yonkers City School District scored proficient on the New York State ELA exam, and 24% on the Math exam. That year, CSEE significantly outperformed the district, with 55% of students scoring proficient in ELA, and 70% in Math. CSEE recognizes that its commitment to these students extends beyond elementary and middle school. The opening of a high school will allow CSEE to continue serving as a model that encourages creativity and innovation in the classroom while inspiring students to develop the intellectual and personal fortitude to realize their dreams.

CSEE recognizes the demand for additional high-quality high school seats in the New York City area. According to the New York City Charter School Center, demand for charter schools increased by seven percent for the 2017-18 school year. There were an estimated 73,000 applicants for 25,000 seats, which leaves nearly 48,000 students on waitlists citywide. In the 2017 CSEE admissions lottery, 485 families applied for approximately 84 available seats. A high school expansion would allow CSEE to increase their enrollment numbers, providing additional high-quality charter school seats to a community that has far too few.

In May of 2017, Yonkers Mayor Mike Spano and Superintendent of Schools, Dr. Edwin M. Quezada announced the findings of a recently commissioned building capacity study of Yonkers Public Schools, indicating that Yonkers' 39 schools are overcapacity by 4,428 seats for its enrollment of

² The contract with VEP expires June 30, 2018. At this time, CSEE plans to enter into a new contract with Little Bird (will provide services around HR, payroll, teacher retirement, benefits) and Boost Ed. (will provide services related to finance and operations).

27,000 students, pre-kindergarten through grade 12³. Due to the lack of adequate space in many schools, class sizes, specifically in elementary schools, and special education services are below New York State Office of Facilities Planning standards. This report also revealed a widening gap between capacity and enrollment, as Yonkers Public Schools was previously 4,100 seats overcapacity in 2010. As such, an additional public high school option would help alleviate this overcrowding issue.

In addition to the demand and proven track record of success, there is strong community support for the creation of a CSSE High School. CSEE completed a petition, where approximately 600 signatures were gathered. CSEE also administered a parent survey to 269 parents, which indicated strong support for the high school expansion. Over 91% of families noted they would enroll their child in a CSEE high school. Finally, letters of community support have been collected, including letters from the following:

- Mike Spano, Mayor of Yonkers
- Corazón Pineda-Isaac, Council Member, 2nd District;
- Edwin Aponte-Velez, Chairman of Yonkers Hispanic Federation Chamber of Commerce;
- Mike Brady, President & CEO of Greyston;
- Marisol Mancebo, Chief Financial Officer of the YMCA of Yonkers; and
- Eleven CSEE parents.

3. Proposed Timeline

CSEE requests to open its high school program in the 2018-2019 school year. The high school facility would begin with Grade 9 in the 2018-2019 school year, and one additional grade level would be added each remaining year of this charter term, leading to grades 9-12 in the 2021-2022 school year.

4. Authorization

At the July 13, 2017 meeting of the Charter School of Educational Excellence Board of Trustees, the following resolution passed unanimously:

Resolution 63 2016-2017: Authorization to submit a material revision request to the Charter School of Educational Excellence application for charter renewal certification authorizing the enrollment of students in grades 9-12

RESOLVED: The Board of Trustees moves to submit a material revision request to the Charter School of Educational Excellence charter renewal certification authorizing the enrollment of students in grades 9-12.

Motioned by: C. Medina

Seconded by: S. Cruz

Discussions: None

Votes for and against: unanimously passed

³ Source found here.

5. Enrollment Information**Approved Enrollment**

CSEE has been authorized to serve 690 students per grade—across Grades K-8—through the 2017-2018 school year. The current approved maximum enrollment is 690.

Table 10: Approved Enrollment

Grade	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
K	79	76	76	76	76
1	79	76	76	76	76
2	76	79	76	76	76
3	76	79	76	76	76
4	76	76	79	76	76
5	76	76	79	76	76
6	76	76	76	79	76
7	76	76	76	79	76
8	76	76	76	76	79
Total	690	690	690	690	690

Proposed Enrollment

As shown below, CSEE requests authorization to expand by one grade level per year, beginning in the 2018-2019 school year. At full capacity, the CSEE enrollment will grow to 1090, serving students from Kindergarten through Grade 12.

Table 11. Proposed Enrollment

Grade	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
K	79	76	76	76	79
1	79	76	76	76	76
2	76	79	76	76	76
3	76	79	76	76	76
4	76	76	79	76	76
5	76	76	79	76	76
6	76	76	76	79	76
7	76	76	76	79	76
8	76	76	76	76	79
9	100	100	100	100	100
10		100	100	100	100
11			100	100	100
12				100	100
Total	790	890	990	1090	1090

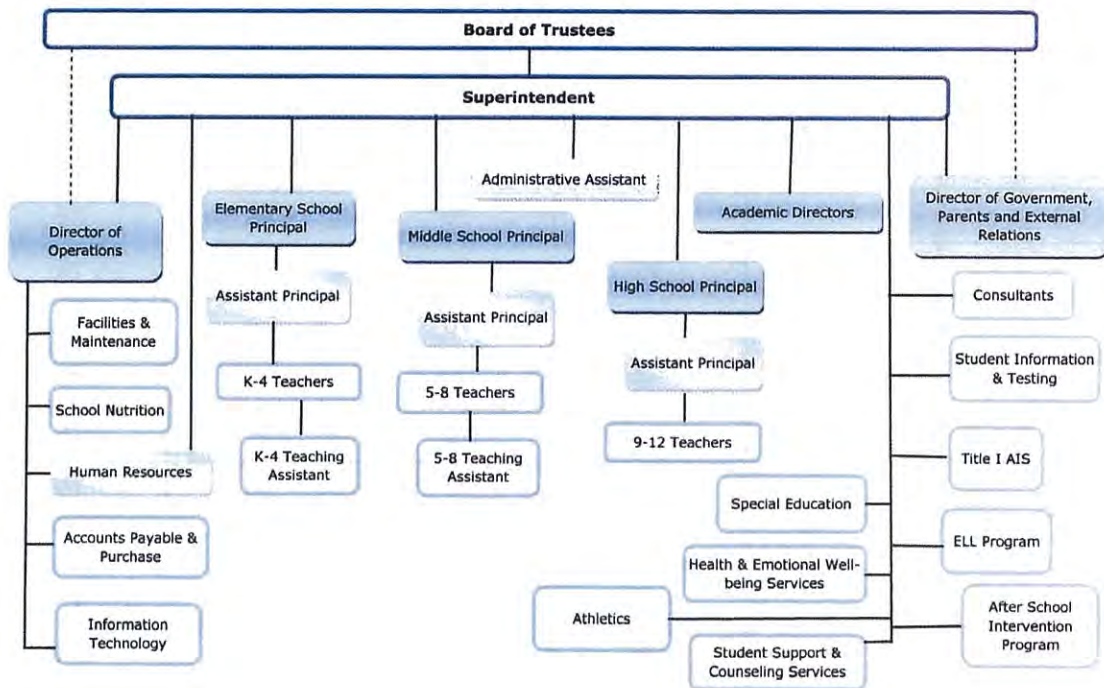
6. Location and Space

In the 2018-19 school year, CSEE plans to open its high school program in a temporary facility, beginning with Grade 9. This temporary facility—located at 220 Warburton Avenue—is adjacent to the current K-8 facility, and will eventually become part of the permanent high school facility. Once approved by NYSED, CSEE would begin construction on an addition to this space, which would eventually house the entire high school. CSEE anticipates that the addition would be complete by the 2020-2021 school year.

7. Organizational Structure

CSEE will ensure consistency and quality of its program as it expands to serve high school grades. As seen in Table 3 below, the elementary and middle school organizational chart will remain largely unchanged. Attachment H also includes the proposed high school organizational structure. Within this new structure, the superintendent will oversee all school leaders, including the elementary, middle, and high school principals, director of operations, and academic directors. Assistant principals will report into the principals, and teachers will report to the assistant principals. The high school will be supported by the current board of trustees and central office staff to maintain stability and seamless communication across the elementary, middle, and high school programs.

Table 12. Organizational Chart



8. Curriculum and Assessment

Consistency with Original Charter

CSEE plans to implement the mission statement and key design elements that are currently present at the school, allowing for consistency across the entire CSEE program. The school's mission statement will be the following, pending NYSED approval: *"The Charter School of Educational Excellence's mission is to develop students who are critical thinkers, motivated leaders, and lifelong learners. We are committed to a strong partnership with our teachers, parents, and community."*

Additionally, the key design elements will remain as follows:

- *Extended Day of Eight hours;*
- *Extended Blocks of Time for Basic Subjects;*
- *Using Teaching Assistants Throughout the Building;*
- *Standards-driven Curriculum and Instruction; and*
- *Fostering Learning Experiences Through Meaningful Interactions with the Arts.*

Course Overview

CSEE will base its high school curriculum on proven models established by successful public schools, such as the Manhattan Center for Science and Mathematics (MCSM) and other effective models, which offer rigorous college preparatory programs, personalized guidance, specialized support for English language learners, and research opportunities through partnerships with local universities, hospitals, and businesses. The student community at CSEE is similar to that of MCSM, and the two schools share a philosophy of providing intensive curriculum and instruction in a warm and nurturing environment.

Reading: Students will engage in study of primarily American and British literature with extensions into other English-language literatures from around the world in upper grades. Students will study multiple genres across all grades, including non-fiction (essays, articles, memoirs, etc.), poetry, short stories, plays, and novels. The curriculum is aimed at helping students become critically-engaged readers who understand the core structures and techniques of various genres, are able to mobilize appropriate terminology to describe and analyze various genres, and identify and describe the purpose of particular writing styles and strategies. Students learn to apply these tools of critical analysis to explore the construction of cultures, ideas, and identities through literature.

Writing: CSEE will provide an intensive high school writing program that begins with a focus on non-fiction writing—essays, articles, speeches, position papers, etc. Students will learn about identifying reputable sources of evidence, mobilizing appropriate details to develop a persuasive argument. They will move on to explore additional genres, learning to write research papers, professional correspondence, media analysis, and narrative essays. Upper grade students will engage in writing about social and cultural issues such as race, gender, and nationality, taking multi-cultural, transnational, and historical perspectives on these issues into consideration in their writing. Students will prepare for college-level writing by preparing college essays and personal statements, as well as speeches/public presentations, and increasingly complex, interdisciplinary research papers. Students engaged in AP English will also learn to conduct comparative literary analysis and write persuasive essays about the origins and history of literature.

Math: CSEE will prepare students for advanced college math by offering courses in algebra, geometry, pre-calculus and calculus. The curriculum progresses through the CCLS, requiring students to maintain portfolios/binders of their work across lessons, units and marking periods as a means to help them assess their own growth and prepare for quizzes and unit tests. CSEE will also offer courses on financial algebra to further advance a core aspect of the math curriculum: application of math to real world situations. Students will learn to transform algebraic equations into data maps and visualizations such as graphs of bivariate data and scatterplots, all for the purpose of helping them analyze financial structures, systems, and trends.

Social Studies/History: Students will follow the CCLS for high school, studying US and global history as a means to study the related fields of geography, sociology, political science, and economics. For example, in 9th grade, students will study the United States's physical geography (e.g. mountains and waterways) and cultural geography (e.g. patterns of immigration) to examine how geography has influenced the history of the country. In global history courses, students will learn about the rise and decline of various societies, the ways languages have spread across regions and continents, different forms of government, as well as the influence of science and industry on national and global relations. Across all grade levels and content areas, students will engage in research projects that culminate in research papers, multi-media presentations, and collaborative applied research projects.

Science: CSEE will prepare students in the four core areas of high school science: earth science, chemistry, living environment, and physics. They will learn about the scientific method, methods and figures of measurement, physical and chemical properties of matter, the fundamentals of motion and space, including position, velocity, acceleration, and mass. Students will learn to translate quantitative or technical information expressed in words in a text into visual forms (e.g. table, chart, graph); follow a complex multi-step procedure to carry out experiments (labs); write arguments focused on the scientific method; compare and contrast findings presented in a text to those from other sources; and other CCLS.

Languages Other Than English: CSEE will build upon our elementary and middle school curriculum by offering four additional levels of instruction in Spanish. The curriculum will begin with preparing students to build basic capacity in reading, writing, listening and speaking Spanish, as well as demonstrating understanding of Spanish as a “social language.” Students who advance through all four years of study will develop college-level skills that prepare them to read increasingly complex fictional and non-fictional texts, write in multiple genres, communicate effectively (give directions, persuade others, make suggestions, express wishes, give advice, etc.), and understand the array of Spanish-speaking cultures in the world.

The Arts: The CSEE art curriculum will prepare students to engage with art and art history through critical thinking, analysis and application. The arts curriculum helps students develop an appreciation for art as well as fundamental skills in the visual arts—drawing, photography, graphic design. Specifically, students will learn to:

- Utilize the principles of visual design
- Solve design problems through applied research
- Construct meaning about the world through art making
- Develop a global perspective on art through the study of art history
- Use personal experiences to express a vision of the world
- Work in groups to express shared visions and understandings of the world
- Appreciate art as a source of enjoyment and life-long learning.

The arts curriculum is closely tied to both the New York state benchmarks for the arts, as well as the NY Blueprint for Teaching and Learning in the Arts.

Physical Education and Health: The high school physical education curriculum provides students with the opportunity to develop their fitness and wellness as well as engage in a range of sporting activities. Through the health education program, students learn health prevention concepts and development of positive life skills. Students will demonstrate an understanding of health promotion and disease prevention concepts to establish a foundation for leading healthy, productive lives.

Subjects and Electives: Along with the above articulated curriculum, CSEE will provide students opportunities to take the following: fundamentals of computer science and programming, culinary arts, performing arts, automotives, construction and facility management. We will offer an array of AP courses across the disciplines to help graduates be successful in their transition to college and career.

Guidance & Counseling: CSEE will offer guidance and counseling that are fully integrated with our instructional programs and focused on college and career readiness. We will follow the American School Counselor Association (ASCA) National Model that consists of four components: (a) foundation, (b) delivery, (c) management, and (d) accountability. The foundation of our program will

focus on outcome-oriented guidance and counseling in which students develop clear goals and faculty support them in building the skills and competencies necessary to achieve those goals. We will deliver counseling through individualized student planning sessions, providing responsive services and clear, school-wide supports for student academic, social, and emotional success.

Instructional Planning

CSEE faculty will meet as subject-area and grade level professional learning communities (PLCs) to adapt these unit plans, which include guidelines for differentiating instruction for ELL, SWD, and high-risk students. Through the PLCs, teachers will adapt these unit plans and develop weekly lessons plans that meet the specific needs of their students. They will also identify any additional resources necessary to effectively deliver and assess the curriculum. By meeting both on grade level and in subject areas, CSEE will help ensure both horizontal and vertical alignment of curriculum and instruction.

Throughout this process, careful attention will be given to the specific differentiation strategies incorporated into all lesson and unit plans to ensure that the needs of all students are met. All texts, anthologies, and leveled readers will be reviewed to ensure that all students' reading levels are considered for each lesson across all subject areas, including math. This extensive pacing, mapping, and lesson plan review process provides ample opportunity for curricular revisions, on both the micro and macro level.

Interventions: Planning for Students Below Grade Level

Given that approximately 25% of CSEE's ninth grade class will enter from other middle schools, it is essential to plan for students who are below grade level. Based on data for students in grades K-8 who have entered CSEE at a mid-point in their educational experience (e.g. entered in 5th grade), most students enter three to four grade levels behind their peers in ELA and math. CSEE plans to increase overall ELA instructional time in ninth grade for this population, as a means to accelerate learning in this keystone subject area.

In addition to this broad intervention, CSEE will provide targeted interventions for any student who enter the school below grade level in ELA or math. As CSEE provides an extended day, the school is able to embed these targeted interventions into the school day and help ensure that our most at-risk students benefit from these interventions.

At the more granular level, all unit plans include strategies for differentiating instruction based on students' unique needs. When PLCs meet to adapt these units and develop weekly lesson plans, they will be guided by data on student readiness and mastery related to the subject matter, IEPs, and other pertinent information on what their specific students need in order to achieve the outcomes established for the unit/lessons.

Assessments

CSEE administers formative and summative assessments to gather indicators of student performance and to predict future performance on state testing, particularly Regents Tests. Table 12 below, "CSEE Grades 9-12 Assessment System," provides for a comprehensive list of all CSEE high school assessments.

Table 3: CSEE Grades 9-12 Assessment System

Assessment	Grades	Frequency & Sample	Purpose	Data Use
Teacher Created Daily Assessments	9-12	Daily <ul style="list-style-type: none"> • Do Now responses • Questioning • Class discussions • Review of homework • Written responses 	To assess student understanding	<ul style="list-style-type: none"> • To determine whether to continue in a lesson or to stop and re-teach
Teacher Created Lesson Assessments	9-12	Weekly <ul style="list-style-type: none"> • Short writing assignments; paragraph reflections • Quick Writes • In-class worksheets • Exit & entrance slips • Quizzes 	To assess student understanding	<ul style="list-style-type: none"> • To determine whether lesson objective was met and adjust the next day or week's instruction • To group students for re-teaching as needed
EngageNY & Teacher Created Unit Assessments	9-12	Weekly and Bi-Weekly <ul style="list-style-type: none"> • Review of homework • Quizzes • Binder/portfolio checks • Unit exams 	To assess mastery of unit content & skills	<ul style="list-style-type: none"> • To adjust pacing and instruction, as necessary • To identify skills for re-teaching or extension, for whole class or small groups • To identify groups for differentiated instruction • To identify students for intervention services • To identify professional development needs
Practice State Exams	9-12	3x/year	To determine preparedness for state exam	<ul style="list-style-type: none"> • To adjust pacing calendars, lesson and unit plans to ensure students master CCLS
NYS Assessments	9-12	Annual	To assess overall school & student performance	<ul style="list-style-type: none"> • To identify students for RtI and after school support • To measure student growth and assess overall education program performance • Student and school-wide goal setting and evaluation
NYS Regents Exams	See NYS Regents Schedule		To assess individual student mastery of subject matter	<ul style="list-style-type: none"> • To assess overall education program performance

Data from assessments will be used by teachers to inform, guide and improve instructional practice. At the beginning of the year, teachers will work in PLCs to analyze summative assessment data from the prior year and align their curriculum in each grade level and subject area. After each assessment is administered, teachers will work in their PLCs to make adjustments to their scope and sequence and lesson plans. Teachers will analyze exit tickets, and re-teach a lesson if they find their students did not yet master that particular topic. Additionally, PLC teams will meet with directors and the principal to discuss and analyze data. They will use the data to create targeted small-group instruction focused on comprehension, RTI groups, and other forms of small-group intervention. School leaders will also use data from assessments to monitor the effectiveness of school programs and make school-wide decisions. They will use assessment data to monitor the effectiveness of the academic program and to inform their school-wide growth goals.

9. Evidence of Sufficient Budget

See expansion budget attachment for details.

B. Mission Statement Material Revision Request

1. Description of the Requested Revision

CSEE's current mission statement is the following: *"The mission of the Charter School of Educational Excellence ("CSEE") is to produce students who meet or exceed all New York State learning standards. CSEE will do this by creating a challenging learning environment with high expectations for every child with an emphasis on the basic subject areas of English-language arts, mathematics, social studies, and science. The school will employ standards based and research proven curriculum, implement best educational practices, use a variety of assessments to measure on-going student progress in skills and content learning, and support teachers with professional development activities that are aligned to the instructional program. CSEE's emphasis on basic subjects will give students a strong academic foundation that will allow them to become critical thinkers and life-long learners. The school will also expose students to a diverse curriculum that promotes appreciation of art, music, and cultural awareness. The Charter School of Educational Excellence will provide a safe and nurturing environment for all students and foster a strong partnership with families and the community."*

CSEE respectfully requests to alter this current mission statement to the following: *"The Charter School of Educational Excellence's mission is to develop students who are critical thinkers, motivated leaders, and lifelong learners. We are committed to a strong partnership with our teachers, parents, and community."*

The CSEE leadership and Board of Trustees have determined that a more concise mission statement would serve in the best interest of the greater school community. Additionally, the above proposed mission statement is directly aligned with the goals and key design elements of the school. As such, CSEE requests to revise its mission statement, with implementation beginning at the start of the 2017 school year.

2. Board of Trustees' Resolution

At the July 13, 2017 meeting of the Charter School of Educational Excellence Board of Trustees, the following resolution passed unanimously:

Resolution 18 2017-2018: Authorization to revise the Charter School of Educational Excellence mission statement and request a material revision to the CSEE Charter Renewal Application by reason of a revised mission.

RESOLVED: The Board Trustees revises the mission statement of the Charter School of Educational Excellence as follows:

The Charter School of Educational Excellence's mission is to develop students who are critical thinkers, motivated leaders, and lifelong learners. We are committed to a strong partnership with teachers, parents, and community.

AND IT IS FURTHER RESOLVED: That the Board of Trustees authorizes the submission of a material revision request in the third CSEE Charter Renewal Application by reason of the revised mission of Charter School of Educational Excellence.

Motioned by: J. Killoran

Seconded by: C. Medina

Discussions: None

Votes for and against: Unanimously passed

3. Evidence of Realistic Timeline

CSEE plans to alter its mission statement within a realistic timeframe, as the school will introduce the new statement at the beginning of the 2017 school year. This is a natural time of transition for all leadership, teachers, students, and families.