



Promise Academy I Charter School

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**Harlem Children's
ZONE**

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Zahida Aminy
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AGENDA

Promise Academy I Board of Trustees Annual Meeting
Tuesday, July 19th, 2016

at

The Harlem Children's Zone
245 West 129th Street
New York, NY 10027

- I. Acceptance of the Minutes
- II. Promise Updates (*Achil Petit/Marquitta Speller*)
- III. Promise Academy I Updates
 - i. Lower Elementary School (*KiKi Walton*)
 - ii. Upper Elementary School (*Joseph Cordero*)
 - iii. Middle School (*Florence Bolton*)
 - iv. High School (*Marquitta Speller*)
- IV. Resolutions
 - i. Summer Session (*Candice Ashby*)
 - ii. Family Handbook (*Candice Ashby*)
- V. Financial Report (*Jim Hutter*)

The Harlem Children's Zone Promise Academy I Charter School

Board Meeting

Monday, June 13th, 2016

35 East 125th Street

Attendees: Geoffrey Canada, Arlene Gibson (via phone), Mitch Kurz, Kenneth Langone, Anne Williams-Isom, Stan Druckenmiller, Willie Mae Lewis, Alfonso Wyatt (via phone), Aisha Tomlinson, Candice Ashby, Marlene Fox, Mindy Miller, Kwame Owusu-Kesse, Achil Petit and Marquitta Speller

Acceptance of Minutes (Geoffrey Canada)

The meeting was called to order at 3:00 pm and a motion was called to approve the meeting minutes from May 18, 2016. The motion was unanimously approved.

Superintendent's Updates (Achil Petit)

Superintendent Achil Petit reported that current enrollment for PAI was 1,092 and 873 for PAII.

Attendance is very good for PAI for the month of May, ranging from 95% to 97%. Schools are reaching out to parents whose children are having attendance issues. For PAII, attendance ranged from 94% to 96%.

PAI lower elementary students participated in the Barbershop Books program started by Alvin Irby. The program focuses on increasing literacy in under-served neighborhoods by placing books in barbershops and encouraging young people to read. Members of the New York Yankees met with lower elementary students and visited one of the participating local barbershops. The Yankees players read to Promise students and gave them free passes to a Yankees' game.

PAI upper elementary held a career fair, which was attended by 40 professionals. The students had great questions for the professionals. The school also had a combined art show with the middle and high schools.

PAI middle-school girls went on a retreat with staff members for team building and character development. There were 57 students.

High School Updates (Marquitta Speller)

Summer plans have begun and juniors have started in programs that will give them college exposures. Twenty students from PAI High School received a Geoffrey Canada scholarship, two of which will receive a full 4-year scholarship.

Students are beginning Regents exams on June 14, 2016. Both PAI and PAII high schools are preparing for the exams.

Graduation is coming up on June 23rd for PAI high school.

The science lab is being built at the 35 East 125th Street location.

To better collaborate across schools, there are plans to teach high school students with their sister grade in PAI and PAII for juniors and seniors.

The high schools have two new principals for the 2016-17 school year, Zahida Aminy for PAI and Ashley Blount for PAII.

Health Center (Marlene Fox)

The PAII Health Center at 35 East 125th Street on the 5th floor has been opened, staffed with a nurse practitioner and a health educator. Students are visiting the health center for illnesses, injury care and health education.

At the start of the 2016-17 school year, mental and dental health will be provided as well as vision screening and vaccinations. After school program staff members are escorting children to the health center from 2005 Madison Ave., as necessary. Staff members are helping families complete the appropriate forms that they need so that the health center can service them

PAI Bylaws (Candice Ashby)

A motion was called to approve a resolution to amend the Promise Academy I bylaws. The motion was approved. The updated bylaws can be found within the July 19th, 2016 board packet on the Promise Academy website.

<http://www.hczpromise.org/community/board-meeting-documents>

PAI Elections (Candice Ashby)

A motion was called to approve a resolution to re-elect Board members Kenneth Langone, Geoffrey Canada, Stanley Druckenmiller, Arlene Gibson, Alfonso Wyatt and Aisha Tomlinson. Voting Trustees and Advisory Trustees were also established. The Board unanimously approved the resolution. A detailed list of the approved elected and re-elected Board members can be found within the July 19th, 2016 board packet on the Promise Academy website.

<http://www.hczpromise.org/community/board-meeting-documents>

Independent Accountant (Jim Hutter)

A motion was called to approve a resolution to appoint independent accountants Grant Thornton for the fiscal year 2016 audit for PAI. The Board unanimously approved the resolution. A detailed version of the resolution can be found within the July 19th, 2016 board packet on the Promise Academy website.

<http://www.hczpromise.org/community/board-meeting-documents>

Financial Report (Jim Hutter)

Jim Hutter covered Promise Academy I's proposed fiscal year 2017 budget. PAI is increasing in enrollment to 1,115 students (a 23-student increase in enrollment year over year.) FY '17 revenue is increasing by \$0.6M, of which \$400,000 is due to higher funding rates and the other \$200,000 is related to higher enrollment. Total expenditures have increased by \$600,000 or 3.1% year over year and the HCZ contribution is \$1.2M both in the FY '16 projection as well as FY '17 budget. The contribution per student has decreased modestly to \$1,076 per student.

The board unanimously approved the new budget for fiscal year 2017. The financial report can be found within the July 19th, 2016 board packet on the Promise Academy website.

<http://www.hczpromise.org/community/board-meeting-documents>

HCZ Promise Academy I June 2016 Attendance Report

HCZ PAI Lower Elementary School				HCZ PAI Upper Elementary School			
Date	Number of Students Absent	Enrollment	% of Students Present	Number of Students Absent	Enrollment	% of Students Present	
6/1	10	288	97%	7	293	98%	
6/2	11	288	96%	8	293	97%	
6/3	19	288	93%	10	293	97%	
6/6	16	288	94%	9	293	97%	
6/7	22	288	92%	8	293	97%	
6/8	20	288	93%	7	293	98%	
6/9	22	288	92%	17	293	94%	
6/10	25	288	91%	16	293	95%	
6/13	19	288	93%	17	293	94%	
6/14	19	288	93%	14	293	95%	
6/15	14	288	95%	11	293	96%	
6/16	23	288	92%	17	293	94%	
6/17	34	288	88%	16	293	95%	
6/20	33	288	89%	3	292	99%	
6/21	39	287	86%	10	292	97%	
6/22	29	287	90%	2	292	99%	
6/23	24	287	92%	36	292	88%	
6/24	36	287	87%	42	292	86%	
6/27	45	285	84%	56	292	81%	
6/28	112	285	61%	61	292	79%	
Average	29	288	90%	18	293	94%	

HCZ Promise Academy I June 2016 Attendance Report

HCZ PAJ Middle School				HCZ PAJ High School		
Date	Number of Students Absent	Enrollment	% of Students Present	Number of Students Absent	Enrollment	% of Students Present
6/1	8	255	97%	27	257	89%
6/2	7	255	97%	20	257	92%
6/3	7	255	97%	25	257	90%
6/6	9	255	96%	37	257	86%
6/7	4	255	98%	60	257	77%
6/8	5	255	98%	67	257	74%
6/9	13	255	95%	75	257	71%
6/10	16	255	94%	25	257	90%
6/13	13	255	95%	15	257	94%
6/14	13	255	95%			
6/15	18	255	93%			
6/16	12	255	95%			
6/17	24	255	91%			
6/20	19	255	93%			
6/21	13	255	95%			
6/22	69	255	73%			
6/23	17	255	93%			
6/24	14	255	95%			
6/27	91	255	64%			
6/28	104	255	59%			
Average	24	255	91%	39	257	85%

Regents Exams



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July 19, 2016

Dear Ms. Hooks,

In accordance with Education Law § 2852 (7)(a), Harlem Children's Zone Promise Academy I Charter School is formally submitting a material revision to its current approved charter. The material revision was approved by the HCZ Promise Academy I Board of Trustees on July 19, 2016.

Harlem Children's Zone Promise Academy I Charter School began its first charter in September 2004. The school has had two renewal periods approved by the Board of Regents:

Original Charter: September 2004 – August 10, 2009

Renewal Period 1: August 11, 2009 – August 10, 2014

Renewal Period 2: August 11, 2014 - June 30, 2019

Harlem Children's Zone Promise Academy I Charter School is applying for an amendment to the existing charter in order to provide academic support during the summer to **remedial students only**. Currently, all students at Promise Academy I Charter School attend a summer session and we anticipate that approximately one-third of our students will require remediation.

Harlem Children's Zone Promise Academy I Charter School would like to use its resources to more intensely focus on students who are not at grade level to give them a better chance of being promoted on time and to eventually go to college. Additionally, high school students would have more time to attend college summer programs and teachers would have more time to prepare for the academic year ahead. It is our belief that this strategy will strengthen our current structure and improve test scores for children, who have difficulty keeping up with the rigorous curriculum, helping them to meet higher academic standards and increasing their chances of earning a degree at a university or college.

We are seeking a material revision for the following reasons:

- It is becoming increasingly difficult to compete for teachers with other schools that do not operate in the summer. When Promise Academy I Charter School first opened, the quantity of charter schools operating in the City of New York was much lower. In the current climate, however, Promise Academy I Charter School has to compete with many other schools to retain its strongest and most talented teachers.
- We believe that we can improve our focus on children who need remedial help, specifically in the area of English Language Arts.
- We will be able to provide a whole series of support services for our students who do not need remedial help, such as chess programs, college excursions, field trips, educational projects and more.

In conclusion, this revision to our charter will make our school stronger because we will be able to recruit and retain high-quality teachers, have more targeted summer instruction to improve ELA scores, and will have better support services for our non-remedial students that want to continue to attend summer session.

Attached, please find the pages in the Harlem Children's Zone Promise Academy I Charter School charter with changes that reflect a summer program that is mandatory for remedial students only.



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If you have any questions, please contact Candice Ashby, Director of Compliance and Reporting, at 646-556-6283 or candice.ashby@hczpromise.org

Sincerely yours,

**Dr. Achil Petit
Superintendent**

cc: Anyeli Matos, Senior Director of Operations and Finance

cc: Melissa Harris, Executive Director of Office of School Design and Partnership

include work in number sense, computation, and geometry; the middle grades introduce probability and statistics, algebra, and computation with fractions, decimals, and percents; and the upper grades concentrate on intermediate algebra, trigonometry, pre-calculus, and calculus. As students grapple with these mathematical standards, they are taught to reason abstractly and quantitatively. At least 1 hour per day is devoted to the study of mathematics. The school uses diagnostic and assessment data, particularly from i-Ready, to target students who need additional help in mathematics and to ensure that math within the school is aligned with the Common Core State Standards.

A Safe, Structured, and Personalized Environment—Safety—both physical and emotional—is a prerequisite to learning. HCZ Promise Academy’s leaders, given their extensive experience with urban students, are well aware of the balance that the school must strike in order to make students feel safe. To achieve such a balance, HCZ Promise Academy is committed to implementing policies and practices that promote security and safety. This is reflected in HCZ Promise Academy’s Behavior and Discipline Policy. In addition, the HCZ Promise Academy school culture emphasizes personalized relationships between students, teachers, and families and ensures that each student maintains a close relationship with one or more adults in the building.

Recruitment and Development of Talented and Committed Teachers and Administrators—HCZ Promise Academy has made and will continue to make the recruitment and support of instructional leaders and teachers a top priority. The school aggressively pursues the best educators in the nation—educators who care deeply about children and are committed to the academic success of their students. It also supports its teachers through an ongoing program of professional development.

Extended School Day and School Year—HCZ Promise Academy offers an extended school day ~~and school year~~. The school’s academic day runs from 8 AM until 4 PM. HCZ Promise Academy provides a summer program with academic, arts, and athletic enrichment for all students who have difficulty keeping up with the rigorous curriculum during the academic year as part of its extended school year. During the school’s extended school year, HCZ Promise Academy students spend 202 days, significantly more than the 180 days at traditional schools.

In addition, HCZ Promise Academy uses data from a variety of assessments to identify student needs and, based on analysis of such data, tailors interventions to address student needs and learning styles.

~~Extended School Day and School Year~~—HCZ Promise Academy’s founders, leaders and educators understand that students—particularly urban students who often lack adequate educational and social development opportunities—benefit from spending increased time in structured and productive academic environments. Thus, HCZ Promise Academy offers an extended ~~school day and school year~~. The school’s academic day runs from 8:00 AM until 4:00 PM, significantly longer than the vast majority of surrounding public schools. Students then participate in extended after-school programming—staffed by teachers and interns—that provides time for athletics, tutoring, enrichment activities and a head start on nightly homework. HCZ Promise Academy provides a summer program with academic, arts, and athletic enrichment for all students who have difficulty keeping up with the rigorous curriculum during the academic year as part of its extended school year. ~~During the school’s extended school year, HCZ Promise Academy students spend 202 days, significantly more than the 180 days at traditional schools. HCZ Promise Academy may also provide occasional weekend sessions on Saturdays.~~

Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction.

The following academic intervention measures are currently in place at HCZ Promise Academy and will be used to address the needs of at-risk students. HCZ Promise Academy’s extended day ~~and extended year~~ provides all students—including at-risk students—with greater opportunities for remediation and/or enrichment. The intervention measures listed below were developed based on analysis of student achievement data during the first charter term. The measures are: a) academic small group and/or one-to-one tutoring (pull-out model) by Title 1 support staff and teaching assistants; b) differentiated small group instruction by classroom teachers; c) differentiated small group and/or one-to-one intervention by special education licensed teachers; d) individual action plans for students at-risk for academic failure; e) after school tutoring by day and after school staff; and f) Saturday Academy.

Instruction and interventions for at-risk students will be tailored based on ongoing analysis of assessment data. At the elementary level, the Fountas & Pinnell Intervention Programs, Expeditionary and EngageNY are used as assessment tools in Reading for students at-risk of academic failure. For mathematics, the Story of Units (EngageNY) and enVisionMath (Pearson) are used. For the purposes of this analysis, “at-risk” is defined as performing below grade level. At the middle and high school levels,

also part of the curriculum to bridge the gap between vocabulary development, reading fluency and comprehension. This also aligns ELA instruction across grade levels. Additionally, Kindergarten-Grade Two students are tested and evaluated each marking period using the Fountas & Pinnell reading assessments to track and monitor their progress. As the school has increased its focus on writing, first and second grade students rotate through centers on Grammar Wednesday in order to focus on various language skills from the Common Core State Standards. For grades 3-5, a writing workshop was also incorporated to teach students to write cohesive essays across all domains. A bi-weekly Common Core benchmark assessment has been administered in ELA and Social Studies. These tests mirror the Common Core format and are aligned with the current curriculum. The ELA test is from i-Ready materials and the Social Studies test is created by grade level teachers and includes reading passages, multiple choice questions and response questions.

At the middle school level, the NYS Expeditionary Learning curriculum was incorporated to provide students with more rigorous instruction. Independent reading occurs every day for 25 minutes, and students keep an independent reading journal and reading log on which teachers' conference with students daily to help build reading stamina. A vocabulary plan was put in place and there is a school-wide short response writing plan in which teachers in ELA, social studies and science classes complete and assess at least three short response questions per week

At the high school level, a strong focus on literacy is part of the curriculum with consistent data assessments to monitor student achievement. There is also differentiated instruction and teachers' with strong content knowledge provide support in preparing students for the Regents exam.

Mathematics: HCZ Promise Academy's math program has been designed to not only address the NY State Learning Standards, but also to support students in developing the requisite skills and understandings that promote more in-depth learning. HCZ Promise Academy uses the extra time provided through its extended year-day to fully explore an enriched math curriculum. Using curriculum that is aligned to the Common Core Standards, the math program focuses on building students' understanding of mathematical concepts, critical thinking, and computational skills.

Each grade level is organized into units that involve students in the exploration of major mathematical ideas, and may revolve around two or three related areas, for example, addition and subtraction or geometry and fractions.

provides immediate feedback on student performance. Teachers can use this data to adjust lessons to meet individual student learning needs.

i-Ready has replaced Acuity as the school-wide math and ELA interim assessment system, with the notable improvements of adaptive capabilities and ability to begin testing students as early as Kindergarten. Student performance is measured against the Common Core Standards and is predictive of performance on the NYS Exam. The i-Ready diagnostic exams from the 2012-13 school year indicating a high correlation coefficient between its results and performance on the NYS Exam.

High-fidelity data has been the keystone to effective analysis performed by teachers during “data days”, which have been another outcome of this consolidation of efforts. Data days, which occur within the week following each quarterly diagnostic, are professional development days that offer teachers an opportunity to analyze areas of strength and weakness, discuss effective practices with their colleagues, and plan strategies for the next quarter of instruction. Administrators use these days to identify areas of strength and weakness of a classroom level and make higher-level decisions about teacher and curriculum development. This manual effort is complemented with an automated system whereby i-Ready assigns individualized remediation and enrichment exercises to students based on assessment results. Students are expected to use i-Ready several times per week and complete class work that are informed by its data, and, in concert, teachers are expected to assign exercises through i-Ready that are informed by data captured manually within the classroom.

This cycle of assessment, analysis, and targeted instruction continues beyond the use of i-Ready and technological systems. The Promise Academy teaching philosophy is centered on the notion that all students have different instructional needs, and it is our job to find ways to identify and address those needs. Small-group instruction and tutoring that is offered as part of an extended day, ~~extended year,~~ and after-school program has been and will continue to be an integral piece to achieving high academic outcomes. A focused effort on technology has begun to allow this effort to accelerate. In the near future, this effort will move to new heights at Promise Academy with the introduction of a one-to-one student device model. Each classroom will be equipped with a cart of tablets, which will bring students one step closer to individualized learning opportunities and further tighten cycle of assessment, analysis, and instruction.



Promise Academy I

FY16 Budget Vs Projection and FY17 Budget

(\$ millions)	FY'16		FY'16 Projection		FY'17 Budget vs. FY'16 Projection Fav / (Unfav)	
	Budget		Fav / (Unfav)		FY'17 Budget	Fav / (Unfav)
Enrollment	1,104	1,090	(14)		1,115	25
Grades	K - 12	K - 12			K - 12	
DOE and other gov't funding	\$ 18.2	\$ 18.2	\$ -		\$ 18.8	\$ 0.6 (a)
Expenditures:						
Personnel Services	15.7	15.5	0.2		16.4	(0.9)
OTPS	3.8	4.0	(0.2)		3.6	0.4
Total Expenditure	<u>19.5</u>	<u>19.5</u>	<u>(0.0)</u>		<u>20.0</u>	<u>(0.5)</u>
HCZ Contribution Inc/(Dec)	<u>\$ 1.3</u>	<u>\$ 1.3</u>	<u>\$ (0.0)</u>		<u>\$ 1.2</u>	<u>\$ 0.1</u>
HCZ contribution/student (whole \$)	\$ 1,178	\$ 1,193			\$ 1,076	

(a) The \$0.6m revenue increase reflects higher funding rates (\$0.4m impact) and higher enrollment (\$0.2m impact). Excludes bonus, growth fund and "in-kind" contributions.