



Promise Academy II Charter School

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Ashley Blount
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AGENDA

Promise Academy II Board of Trustees 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 II Updates
 - i. Lower Elementary School (*Sheryl Ragland*)
 - ii. Upper Elementary School (*Shondell James*)
 - iii. Middle School (*Paul Cooley*)
 - 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 II 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

PAII Bylaws (Candice Ashby)

A motion was called to approve a resolution to amend the Promise Academy II 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>

PAII 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 Accountants (Jim Hutter)

A motion was called to approve a resolution to appoint independent accountants Grant Thornton to the fiscal year 2016 audit for PAII. 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 II's proposed fiscal year 2017 budget. PAII is increasing in enrollment to 978 students (a 105-student increase in enrollment year over year.) FY '17 revenue is increasing by \$2.1M; about \$300,000 is due to higher funding rates and the other \$1.8M is related to the school expanding to the 12th grade in addition to greater overall enrollment. Total expenditures have increased by \$1.8M, and the HCZ contribution is dropping from about \$2.1M for FY '16 to \$1.8M for FY '17. On a per student basis, there is a larger drop because it's being divided over a greater number of students from slightly over \$2400 per student to \$1840 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 II

June 2016 Attendance Report

HCZ PAII Lower Elementary School				HCZ PAII Upper Elementary School			
Date	Number of Students Absent	Enrollment	% of Students Present	Number of Students Absent	Enrollment	% of Students Present	
6/1	10	266	96%	7	236	97%	
6/2	14	266	95%	10	236	96%	
6/3	24	266	91%	15	236	94%	
6/6	10	266	96%	14	236	94%	
6/7	13	266	95%	10	236	96%	
6/8	8	266	97%	10	236	96%	
6/9	18	266	93%	9	236	96%	
6/10	19	266	93%	11	236	95%	
6/13	16	266	94%	14	236	94%	
6/14	20	266	92%	7	236	97%	
6/15	17	266	94%	11	236	95%	
6/16	18	265	93%	18	236	92%	
6/17	29	265	89%	12	236	95%	
6/20	26	265	90%	19	236	92%	
6/21	25	265	91%	20	236	92%	
6/22	16	265	94%	12	236	95%	
6/23	54	265	80%	12	236	95%	
6/24	53	265	80%	18	236	92%	
6/27	49	265	82%	41	236	83%	
6/28	63	264	76%	39	236	83%	
Average	25	266	91%	15	236	93%	

HCZ Promise Academy II

June 2016 Attendance Report

HCZ PAII Middle School						HCZ PAII High School		
Date	Number of Students Absent	Enrollment	% of Students Present	Number of Students Absent	Enrollment	% of Students Present		
6/1	9	238	96%	7	133	95%		
6/2	11	238	95%	6	133	95%		
6/3	14	238	94%	13	133	90%		
6/6	8	238	97%	4	133	97%		
6/7	3	238	99%	9	133	93%		
6/8	9	238	96%	9	133	93%		
6/9	18	238	92%	9	133	93%		
6/10	9	238	96%	10	133	92%		
6/13	9	238	96%	9	133	93%		
6/14	10	238	96%					
6/15	4	238	98%					
6/16	20	238	92%					
6/17	15	238	94%					
6/20	17	238	93%					
6/21	15	238	94%					
6/22	17	238	93%					
6/23	70	238	71%					
6/24	32	238	87%					
6/27	41	238	83%					
6/28	48	238	80%					
Average	19	238	92%	8	133	94%		

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 II Charter School is formally submitting a material revision to its current approved charter. The material revision was approved by the HCZ Promise Academy II Board of Trustees on July 19, 2016.

Harlem Children's Zone Promise Academy II Charter School began its first charter in February 2005. The school has had two renewal periods approved by the Board of Regents:

Original Charter: February 16, 2005 - April 14, 2010

Renewal Period 1: April 15, 2010 – April 14, 2015

Renewal Period 2: April 15, 2015 - June 30, 2019

Harlem Children's Zone Promise Academy II 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 II 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 II 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 II 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 II 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 II 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

Promise Academy II will support its teachers and staff in creating and maintaining this positive school environment through professional development.

In addition to promoting academic achievement, HCZ Promise Academy II strives to develop positive social skills and character in its students. This is done through cultivation of a culture of respect that emphasizes positive and nurturing student-teacher relationships. The school culture also emphasizes respect among adult peers, so that the adults are effective role models that help students see and learn about socially acceptable behavior and attitudes.

Recruitment and Development of Talented and Committed Teachers and Administrators: HCZ Promise Academy II 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 II offers an extended school day, ~~and school year~~. The academic day runs from 8 AM until 4 PM. Students also have the opportunity to participate in extended after-school programming from 4 PM – 6 PM. HCZ Promise Academy II provides a summer program with academic, arts, and athletic enrichment ~~as part of its extended school year for all students who have difficulty keeping up with the rigorous curriculum during the academic year. During the school's extended school year, HCZ Promise Academy II students spend 202 days, significantly more than the 180 days required at traditional schools.~~

In addition, HCZ Promise Academy II 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.

I.B.4. Enrollment Planning (see chart below):

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	100	100	100	100	100
1	100	100	100	100	100
2	90	100	100	100	100
3	80	90	100	100	100
4	80	80	90	100	100
5	80	80	80	100	100
6	80	80	80	100	100
7	80	80	80	100	100
8	80	80	80	80	100
9	80	80	80	80	100
10	50	80	80	80	90
11	50	50	80	80	80
12	0	50	50	80	80
Total	950	1050	1150	1200	1250

I.B.5. Governance and Organizational Design:

The HCZ Promise Academy II Board of Trustees is the school’s oversight and policy-making body. HCZ Promise Academy II’s Board of Trustees fulfills the statutory responsibilities associated with operating

Intense Focus on the Arts, *emphasis on Music*: HCZ Promise Academy II's founders believe that the arts should be taught and studied for their own sake and because they improve student achievement in other disciplines. The school will have dedicated arts instruction in dance, music, theatre and visual arts, meeting NYS Learning Standards. All students in grades K-8 will read, write, and develop an appreciation for music. Music electives in high school will include jazz band, wind band, orchestra, and choir. The primary grades (K-3) will incorporate the curriculum, "Music and the Brain," and there will be required class instruction in music and visual arts in grades K-8. Elective classes are offered in music and visual arts in high school (grades 9-12). Theater and dance will be incorporated into the school's curriculum in grades K-8 and electives will be offered at the high school level. Advanced students will have the opportunity to develop art and music portfolios, which will prepare them for college admission auditions.

A Safe, Structured, and Personalized Environment: Safety - both physical and emotional - is a prerequisite to learning. HCZ Promise Academy II'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 II 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 II 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: No ingredient is more critical to the success of schooling than the positive relationship between teacher and student. For this reason, HCZ Promise Academy II 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. Teacher recruitment initiatives include participation in and hosting teacher recruitment events, posting available positions to online teacher job boards and employment websites, campus recruitment for undergraduate and graduate school students, partnerships with Teach for America and education-based staffing firms, internal teacher referral program, and networking with educators across the country. Once hired, staff will be supported through job-embedded professional development, including weekly meetings in which teachers and administrators analyze student work, performance data. The HCZ Promise Academy II professional development program is discussed in greater detail later in this narrative.

Extended School Day ~~and School Year~~: HCZ Promise Academy II'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.

HCZ Promise Academy II offers an extended school day ~~and school year~~. The school's academic day runs from 8 AM until 4 PM. Students also have the opportunity to participate in extended after-school programming from 4 PM – 6 PM. HCZ Promise Academy II 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 II students spend 202 days, significantly more than the 180 days at traditional schools.~~

In addition, HCZ Promise Academy II 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.

- a. *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 II and will be used to address the needs of at-risk students. HCZ Promise Academy II'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 I 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 Learning 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, similar interventions will be used to address the needs of at-risk students. Students determined to be at-risk will be provided small group instruction every afternoon. HCZ Promise Academy II will use i-Ready, as well as school-developed interim assessments and sample New York State tests to monitor the progress of these students on an ongoing basis.

i-Ready is a web-based standardized assessment and diagnostic system that is aligned with Common Core State Standards and that provides teachers and administrators with assessments and near-immediate reports with student achievement data organized and disaggregated, at the school, class or student level, depending on the teacher or administrator's needs. The use of i-Ready, along with school-based assessments and other student achievement data will enable HCZ Promise Academy II teachers—with support from the principals and assistant principals—to identify the specific needs and gaps of individual and groups of at-risk students, and to make effective instructional decisions that address them. Academic Intervention logs ("Student Action Plans") will be used to track in-school, after-school, and at-home intervention strategies, the implementation progress of these strategies, and their effectiveness from a student, teacher, and school perspective. Appropriate technologies will be considered and purchased to enhance record-keeping and data-management for at-risk students.

- b. *Describe how information gathered by your school's planning team through school visits, classroom observation, and research on best practices has informed the educational approach described above.*

Prior to the first charter term, the HCZ Promise Academy II planning team visited several public, charter, and independent schools and conducted considerable research on best practices. This research continued throughout the first charter term, and the school's academic practices were informed by ongoing analysis of the implementation and results of instruction and the use of research-based best practices.

- c. *Describe how instructional decisions will be made in your school. Who will participate and what are their roles?*

The Superintendent has overall responsibility for making instructional decisions at HCZ Promise Academy, in consultation with the Assistant Superintendent, the Principals and the Director of Student

Pinnell reading assessments to track and monitor their progress. 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 Teacher's College Reading & Writing Project curriculum is utilized to provide students with a rigorous and balanced literacy instruction. Students participate in 45 minutes of reading, 45 minutes of writing, and 45 minutes of small group guided reading/practice on a daily basis. The small group guided reading and practice is planned based on data from recent in-class assessments.

Middle school students are required to read for 30 minutes a night and they log their minutes in a reading log. On Fridays, students participate in a 60-minute reading marathon. Teachers conference with students and evaluate individual reading ability.

Middle school students are also have trained all of our science and social studies teachers in how to instruct students in the area of non-fiction reading. Science and social studies teachers are required to review one subject- relevant non-fiction article a week. Science and social studies teachers hold weekly meetings with ELA teachers and participate in ELA professional development sessions.

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 II'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 II 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 State 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.

Social Studies:

HCZ Promise Academy II will implement a social studies curriculum that focuses on building skills and content knowledge while also supporting the school's intention to strengthen reading and writing skills across the content areas. During the latter part of the initial charter term, HCZ Promise Academy II began a process of strengthening the alignment of social studies curricula with the Common Core Standards and ensuring that curricula supports a "long view" of K-12 student learning. The school uses social studies textbook series that set the foundation in early grades for more complex and challenging curriculum at the middle and high school levels. Hands-on approaches, relevant topics, and opportunities to develop curiosities, are all important at the elementary level so that confidence, engagement and successful self-monitoring of learning become embedded practices that will welcome the increased demands at later grade levels.

d. Describe the rationale for selection of assessments. For example, if you adopt goals based on student assessments other than New York City and State tests (e.g. Terra Nova), please explain why your school selected these assessments.

i-Ready is a grade K-12 adaptive diagnostic assessment tool that contains both teacher-led and individualized online instruction. i-Ready identifies student proficiency as well as providing students with instruction at their individual level. Both tools can be used for either remediation or enrichment. i-Ready 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 State 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 II 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~~ is 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 II 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.

e. Describe your school’s promotion requirements for each grade.

Several factors determine whether a scholar has met the criteria for promotion, including attendance, submitted work, and other assessment measures. Elementary students must show they have accomplished the New York State Learning Standards in their current grade before being promoted to the next grade. Promise Academy II will use multiple measurements to determine grade level academic performance

including report card grades, scores on formal assessments such as New York State Assessments (Grades 3-8), Independent Reading Levels, i-Ready and end-of-year assessments.

Those students who do not meet benchmark standards, or demonstrate adequate progress in achieving grade-level performance or content-area mastery will be examined at greater length. Consideration will be given to evidence that a student is catching up (that is narrowing the performance gap, thereby showing a value-added increase in end-of-the year performance) and if the student met the content area standards over the course of the year. Other factors used to determine promotion will be social/emotional readiness, attendance, progress in ELL interventions and attainment of IEP goals, if applicable.

Students who are making limited academic progress will be given the opportunity to strengthen their skills through small group intervention during the day, in our afterschool program, and in an intensive summer session. Assessments will be given at the end of the summer session to assist in making final promotion decisions.

Parents must be notified in a meeting of the decision not to promote their child, where they must acknowledge the decision by signing a parent conference form.

The *Promotional Criteria* for students in Grades 3-8 are as follows:

Attendance:

Students must not have more than 20 unexcused absences for the entire school year. Students who have been identified as requiring additional academic support and designated to attend the summer program, must also adhere to the attendance policy. Attendance during the extended year/summer session is included.

Report Card Grades:

Students must earn end of the year passing grades of 65% in each of the four core subjects – ELA, math, science and social studies. Students must pass at least three of the four core subjects. Grades are determined using the following criteria:

- Standardized Assessments 40% (Assessments may include domain, unit, post assessments, I-Ready Diagnostics, Reading Levels*)
- Classroom or Formative Assessments 30% (Includes teacher created assessments such tests and quizzes, projects, performance tasks, exit slips, etc)
- Reading, Writing or Math Habits 20% (Habits generally include classwork, participation, discussion, effort, notebook and post-it checks, independent reading logs, conference notes, Do-Nows)
- Homework 10%

* Additionally, students in selected grades must not be more than one level below the Independent Reading Level (or Lexile) Benchmark for the end of the school year for each grade. The IRL Benchmark for each grade is as follows:

Third Grade	Level P	Sixth Grade	Level X
Fourth Grade	Level S/T	Seventh Grade	Level Y
Fifth Grade	Level V	Eighth Grade	Adult Literature

New York State Common Core Tests

Although a state test score will not be the sole determining factor in promotion decisions, the scores will be used in conjunction with report card grades to determine academic achievement and readiness to succeed in the next grade.

Behavior

Students who do not meet these criteria will be in jeopardy of being promoted. The principal will meet with parents of students who are promotion in doubt as needed.

The *Promotional Criteria* for students in the Lower Elementary are as follows:

Attendance:

Students must not have more than 20 unexcused absences for the entire school year. Students who have been identified as requiring additional academic support and designated to attend the summer program, must also adhere to the attendance policy. ~~Attendance during the extended year/summer session is factored in.~~

Classwork:

Students must maintain at least a 70% average on all class work (Level 2) and make the minimal effort to participate in class and complete all assignments.

Assessments:

Students' overall average on assessments must be at least 70% (Level 2). The average of 70% must be maintained in at least 3 marking periods in all core subjects.

Additionally students must not be more than one level below the Independent Reading Level Benchmark for the end of the school year for each grade. The IRL Benchmark for each grade is as follows:

Kindergarten Level E
First Grade Level J
Second Grade Level M

Students who do not meet these criteria will be in jeopardy of promotion. The principal will meet with parents of students who are promotion in doubt as needed.

Please note our grading system:

0-69% Level 1 70-79% Level 2 80-89% Level 3 90-100% Level 4

Assessments = 65%- 70% of grade, Class work = 20%-25% of grade, Homework = 10% of grade

****If scholars are in danger of being retained, parents will be notified in writing by regular mail.***

****If a scholar is in danger of being retained, parents can appeal by writing to the principal with 15 days of the date on the letter from the school.***



Promise Academy II

FY16 Budget Vs Projection and FY17 Budget

	FY'16 Budget	FY'16 Projection	Fav / (Unfav)	FY'17 Budget	FY'17 Budget vs. FY'16 Projection Fav / (Unfav)
<i>(\$ millions)</i>					
Enrollment	867	872	5	978	106
Grades	K - 11	K - 11		K - 12	
DOE and other gov't funding	\$ 14.4	\$ 14.4	\$ -	\$ 16.5	\$ 2.1 (a)
Expenditures:					
Personnel Services	13.3	13.4	(0.1)	15.3	(1.9)
OTPS	3.0	3.1	(0.1)	3.0	0.1
Total Expenditure	<u>16.3</u>	<u>16.5</u>	<u>(0.2)</u>	<u>18.3</u>	<u>(1.8)</u>
HCZ Contribution Inc/(Dec)	\$ 1.9	\$ 2.1	\$ (0.2)	\$ 1.8	\$ 0.3
HCZ contribution/student (whole \$)	\$ 2,191	\$ 2,408		\$ 1,840	

(a) The \$2.1m revenue increase reflects higher funding rates (\$0.3m impact) and higher enrollment (\$1.8m impact).

Excludes bonus, growth fund and "in-kind" contributions.