

Application: Sisulu Walker Charter School of Harlem

Keith Szczepanski - [REDACTED]
Annual Reports

Summary

ID: 0000000088

Status: Annual Report Submission

Last submitted: Oct 27 2020 03:03 PM (EDT)

Entry 1 School Info and Cover Page

Completed Aug 3 2020

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

SISULU-WALKER CHARTER SCHOOL OF HARLEM 310300860804

a1. Popular School Name

Sisulu-Walker Charter School of Harlem

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 3 - MANHATTAN

d. DATE OF INITIAL CHARTER

1/1999

e. DATE FIRST OPENED FOR INSTRUCTION

9/1999

h. SCHOOL WEB ADDRESS (URL)

<http://www.sisuluwalker.org>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

270

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

203

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

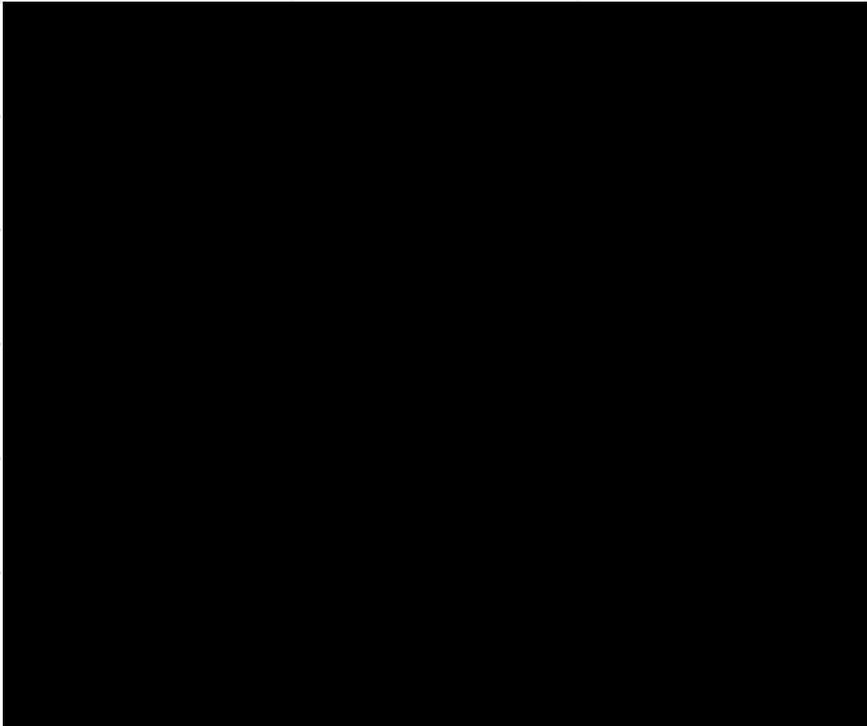
School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	125 West 115th Street, New York, NY 10026	[REDACTED]	NYC CSD 3	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Michelle K. Haynes			
Operational Leader	Shamik L. Mitchell			
Compliance Contact	Shamik L. Mitchell			
Complaint Contact	Michelle K. Haynes			
DASA Coordinator	Shamik L. Mitchell			
Phone Contact for After Hours Emergencies	Michelle K. Haynes			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

[Sisulu CoO - use this one.pdf](#)

Filename: Sisulu CoO - use this one.pdf **Size:** 95.4 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

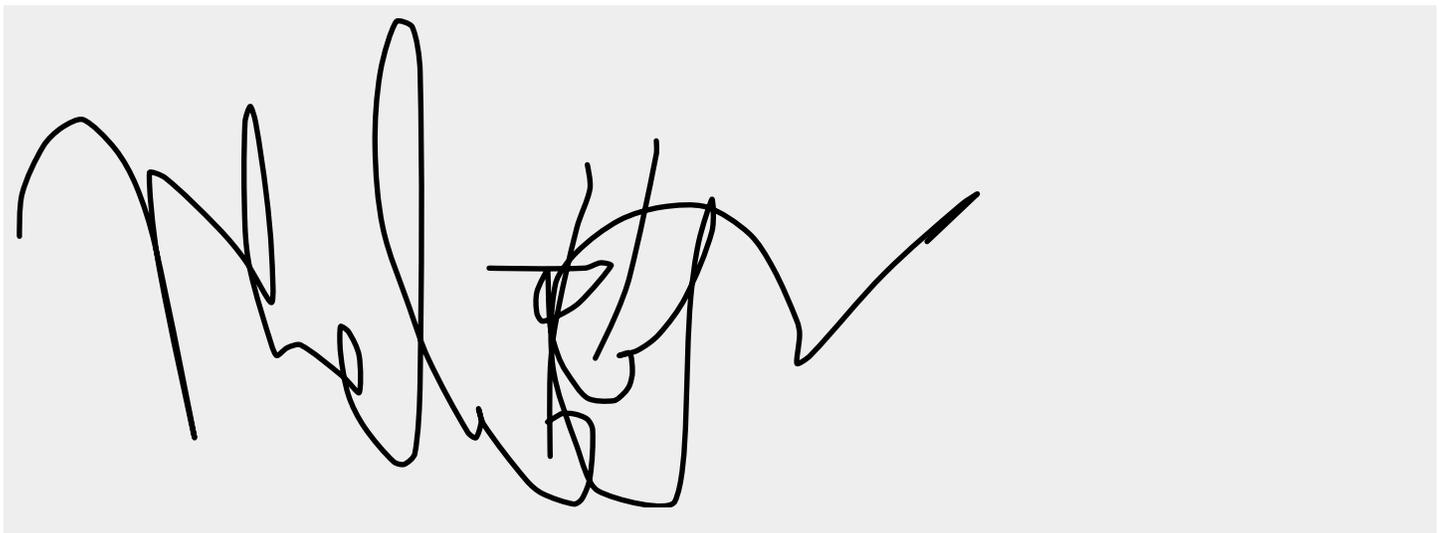
Name	Michelle Haynes
Position	Principal
Phone/Extension	[REDACTED]
Email	[REDACTED]

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

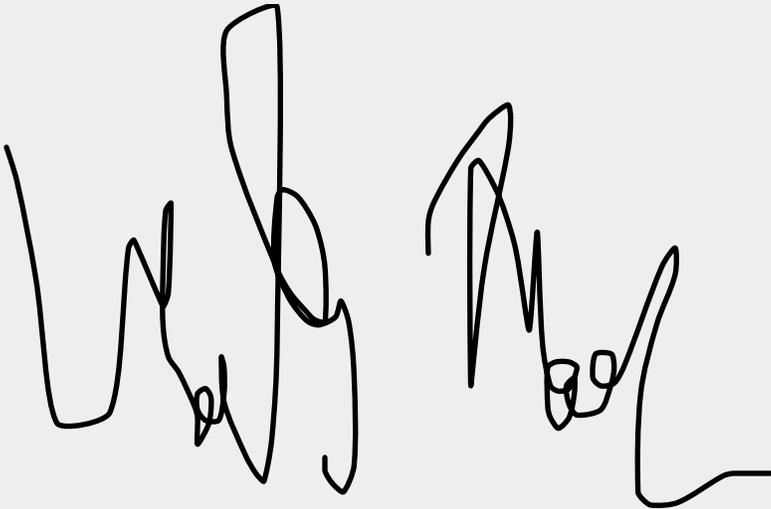
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 3 2020

Thank you.



Entry 2 NYS School Report Card

Completed Aug 3 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

SISULU-WALKER CHARTER SCHOOL OF HARLEM 310300860804

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/profile.php?instid=800000047050>

Entry 3 Progress Toward Goals

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 6			
	Financial Goal 7			
	Financial Goal 8			
	Financial Goal 9			
	Financial Goal 10			

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Aug 31 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

[2019-20-Accountability-Plan-Progress-Report-Template-K-8_final](#)

Filename: 2019 20 Accountability Plan Progress R 2k0jQ4w.pdf Size: 641.5 kB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must

complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** [Disclosure of Financial Interest Form](#)
- **SUNY- Authorized Charter Schools:** [Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[SWCS Trustee Disclosures Complete](#)

Filename: SWCS Trustee Disclosures Complete.pdf **Size:** 1.5 MB

Entry 8 BOT Membership Table

Completed Aug 3 2020

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

SISULU-WALKER CHARTER SCHOOL OF HARLEM 310300860804

1. 2019-2020 Board Member Information (Enter info for each BOT member)

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	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Martez Moore, [REDACTED]	Chair	Finance, Real Estate, and Grievance	Yes	3	09/01/2016	08/31/2021	6
2	Minnie Goka, [REDACTED]	Vice Chair	Academic and Grievance	Yes	4	09/01/2019	08/31/2024	6
3	Jeremy Harris, [REDACTED]	Trustee/Member	Finance and Governance and Legal Affairs	Yes	2	09/01/2016	08/31/2021	6
4	Monique Ware, [REDACTED]	Trustee/Member	Development	Yes	1	05/01/2017	04/30/2022	6
5	Rita Hanes, [REDACTED]	Trustee/Member	Academic and Development	Yes	2	04/01/2017	03/31/2022	7
6	Erika Ewing, [REDACTED]	Trustee/Member	Academic and Development	Yes	2	05/01/2017	04/30/2022	7

	[REDACTED]							
7	Joseph Drayton, [REDACTED]	Trustee/Member	Finance and Grievance	Yes	2	05/01/2017	04/30/2022	6
8								
9								

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	7
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-15

3. Number of Board meetings held during 2019-2020

6

4. Number of Board meetings scheduled for 2020-2021

10

Thank you.

Entry 9 Board Meeting Minutes

Completed Aug 3 2020

[Instructions](#)

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

[SWCS Board Meeting Minutes Complete](#)

Filename: SWCS Board Meeting Minutes Complete.pdf **Size:** 672.9 kB

Entry 10 Enrollment & Retention

Completed Aug 3 2020

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	<p>During the 2019-2020 school year, Sisulu-Walker Charter School sent advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations. Additionally, Sisulu-Walker Charter School set up information tables at local community centers such as the Dunleavy-Milbank Center that have a high population of students eligible for free and reduced lunch. We also increased our advertising using a combination of local, targeted mobile advertisements, and subway billboards.</p> <p>The packets that were sent to the day care centers included information regarding the school’s lottery and academic program as well as a date for our open house. At our annual open house, parents were given information about Sisulu-Walker Charter School’s general</p>	<p>During the 2020-2021 school year, Sisulu-Walker Charter School will send advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations. Additionally, Sisulu-Walker Charter School will set up information tables at local community centers such as the Dunleavy-Milbank Center that have a high population of students eligible for free and reduced lunch. We will increase our advertising using a combination of local, targeted mobile advertisements, and subway billboards.</p> <p>We will send packets to day care centers that include information regarding the school’s lottery and academic program as well as our open house dates. At our open house, parents will be given information about Sisulu-Walker Charter School’s general education program as well as an overview of the support services that are</p>

Economically Disadvantaged

education program as well as an overview of the support services that are provided to students with disabilities and English Language Learners. Our school has a full-time Title I Coordinator and Special Education Coordinator. 5 out of our 7 classrooms are Integrated Co-Teaching classrooms. Each Integrated Co-Teaching classroom had one special education teacher and one general education teacher. Additionally, all classrooms had two instructional staff members to ensure that at-risk students received additional support. All intervention teachers worked closely with students and teachers to ensure that the needs of each population are met.

In addition, we will continue to increase our efforts to attract students with disabilities, English Language Learners, and students who are eligible for free and reduced priced lunch by hosting additional open houses, hosting information sessions at daycare centers, publications, and again advertising on subway billboards and mobile applications while increasing the duration and widening the reach of the advertisements. We have also taken out Spanish language advertisements in local, widely circulated newspapers and continue to revamp our website and our social media outreach.

provided to students with disabilities and English Language Learners. Our school has a full-time Title I Coordinator and Special Education Coordinator. 5 out of our 7 classrooms are Integrated Co-Teaching classrooms. Each Integrated Co-Teaching classroom had one special education teacher and one general education teacher. Additionally, all classrooms have two instructional staff members to ensure that at-risk students received additional support. All intervention teachers work closely with students and teachers to ensure that the needs of each population are met.

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Finally, if seats become available during the school year, we back fill seats through our wait list.

English Language Learners/Multilingual Learners

During the 2019-2020 school year, Sisulu-Walker Charter School sent advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations. Additionally, Sisulu-Walker Charter School set up information tables at local community centers such as the Dunleavy-Milbank Center that have a high population of students eligible for free and reduced lunch. We also increased our advertising using a combination of local, targeted mobile advertisements, and subway billboards.

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Students with Disabilities

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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
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Economically Disadvantaged

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In addition, we will continue to increase our efforts to attract students with disabilities, English Language Learners, and students who are eligible for free and reduced priced lunch by hosting additional open houses, hosting information sessions at daycare centers, publications, and again advertising on subway billboards and mobile applications while increasing the duration and widening the reach of the advertisements. We have also taken out Spanish language advertisements in local, widely circulated newspapers and continue to revamp our website and our social media outreach.

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English Language
Learners/Multilingual Learners

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Students with Disabilities

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Entry 12 Percent of Uncertified Teachers

Completed Aug 3 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: SISULU-WALKER CHARTER SCHOOL OF HARLEM 310300860804

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	1
Total Category A: 5 or 30% whichever is less	3.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	3

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	18

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	21



Thank you.

Entry 13 Organization Chart

Completed Aug 3 2020

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

[SWCSH Organizational Chart 2020](#)

Filename: SWCSH Organizational Chart 2020.pdf **Size:** 240.6 kB

Entry 14 School Calendar

Completed Aug 3 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

[Revised School Calendar](#)

Filename: Revised School Calendar.pdf **Size:** 326.4 kB

Entry 15 Links to Critical Documents on School Website

Completed Aug 3 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: **Sisulu Walker Charter School of Harlem**

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	https://www.sisuluwalker.org/board-governance
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://www.sisuluwalker.org/board-governance
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.sisuluwalker.org
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2019&instid=800000047050
4. Most Recent Lottery Notice Announcing Lottery	https://www.sisuluwalker.org/lottery2020
5. Authorizer-Approved DASA Policy	https://www.sisuluwalker.org/familyhandbook
6. District-wide Safety Plan	https://www.sisuluwalker.org/familyhandbook
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.sisuluwalker.org/familyhandbook
7. Authorizer-Approved FOIL Policy	https://www.sisuluwalker.org/foilrequests
8. Subject matter list of FOIL records	https://www.sisuluwalker.org/foilrequests
9. Link to School Reopening Plan	https://www.sisuluwalker.org/remoteteaching

Thank you.



Entry 16 COVID 19 Related Information

Completed Aug 3 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade

level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Sisulu Walker Charter School of Harlem

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	203	154	159

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
Total															0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



Sisulu-Walker Charter School of Harlem

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 31, 2020

By: Michelle Haynes

125 West 115th Street
New York, New York 10026



INTRODUCTION

Principal Michelle Haynes prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Martez Moore	Chair
Minnie Goka	Vice Chair
Jeremy Harris	Trustee
Monique Ware	Trustee
Rita Hanes	Trustee
Erika Ewing	Trustee
Joseph Drayton	Trustee

Michelle Haynes has served as Sisulu-Walker Charter School of Harlem principal since 2011

SCHOOL OVERVIEW

Narrative description of the school, e.g. mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of the programmatic adjustments the school made as a response to the transition to remote learning in March 2020.

Established in 1999, The Sisulu-Walker Charter School of Harlem, New York State's first charter school, is named for two great human rights leaders, Walter Sisulu and Dr. Wyatt Tee Walker, and their wives. Walter Sisulu, former Secretary General of the African National Congress, worked closely with Nelson Mandela and was at the forefront of the struggle against South African apartheid for over five decades. Dr. Wyatt Tee Walker, a renowned pastor, author, lecturer and advocate for human rights, served as the Chief of Staff to Dr. Martin Luther King, Jr. during critically important years of the American Civil Rights Movement.

The mission of the school is to prepare K-5 students living in and around Central Harlem for matriculation to outstanding public, private and parochial middle and high schools by nurturing their intellectual, emotional, artistic and social development. The school is accomplishing this by offering a rigorous and challenging academic curricula taught by a highly prepared and committed cadre of professional educators. Beginning in kindergarten, we prepare our students for college and a lifetime of achievement, honor and service. Sisulu-Walker is achieving this in a small and supportive learning environment that sets high expectations for all of our students and encourages strong parental and community involvement.

Despite the devastating effect that COVID-19 has had on our community, SWCS, through the concerted effort of our academic and operational teams, was able to meet the educational needs of our students and families. All SWCS students have a tablet or Chromebook, which ensured access to resources posted in our Google Classrooms, which were created for remote learning. We worked with families to ensure that they had access to the free internet which local providers offered to students in response to COVID-19. As a result, after the school was physically closed, remote instruction was immediately operational for students in grades 3-5 and operational within two weeks for the remaining grades.

In order to ensure that there were no issues with electronic devices, each week a technician came to address all performance deficiencies. If a device could not be fixed immediately (most devices are over 3-years old), students received a loaner device. Using grant funds from multiple sources, as well as funds from our operational budget, SWCS was able to buy a new device for each student for the 2020-2021 academic year. We will provide hot spots and internet plans for students who do not have access to free internet services going forward. To further address the digital divide, SWCS is shifting to paperless instruction with the goal of reducing our reliance on printed materials by at least 75%. This will provide students with additional opportunities to become proficient users of different computer programs.

In the first weeks of remote instruction, SWCS realized that some students were adapting to working remotely faster than others. In response, we created mentor groups using school-aides and the art teacher. These staff members provided daily check-ins with students to ensure that they were on task, as well as provided tutoring when needed. Initially, teachers checked in with students during office hours towards the end of the day and held Zoom conferences to review work. Once we realized that school closures would last longer than initially anticipated and that remote learning would continue for the remainder of the school year, we added more opportunities for live instruction for students in all grades and opportunities for daily small group instruction facilitated by classroom teachers. We added live physical education classes each day to keep students active and allow time for students to interact with their peers as well as weekly art projects. We also continued our partnership with the 92Y. All of the aforementioned changes to our remote learning program ensured that the remote educational experiences of our students were as close to the in-person experience as possible.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2015-16	27	29	30	57	53	41	237
2016-17	39	32	26	32	54	42	225
2017-18	46	37	35	26	28	48	220
2018-19	30	52	40	40	29	29	220
2019-20	29	31	44	41	36	29	210

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

BACKGROUND

At SWCS, our mantra is “Literacy is Everything and Everywhere.” We believe that children learn to read and write by reading and writing daily for information and enjoyment. Students are required to read books on or above their independent reading level across content areas and demonstrate mastery of all content through writing. Writing is embedded across the curriculum through reading, social studies, science and mathematics. As a result, literacy is taught across the curriculum using a comprehensive balanced literacy approach. Balanced Literacy is an all-inclusive framework that encompasses all of the research-based best practices for literacy instruction as outlined by the National Reading Panel (2000). This literacy model comprises two distinct elements. Students learn to read during the traditional literacy block and read to learn during the social studies and science blocks. Additionally, opportunities for reading or being read to are integrated into the mathematics block. The gradual release method is employed to ensure student mastery of concepts as well as a workshop model. The Literacy Block is 165 minutes. The block is organized into three forty-five-minute periods and one thirty-minute period. The chart below illustrates the breakdown of each block by grade level.

Block	K-2	3-5
ELA I	Vocabulary/Read-aloud	Guided Reading
ELA II	Word Work/Writing	Vocabulary/Novel
ELA III	Guided Reading	Text Analysis/Writing
ELA IV	Writing	Writing

Writing is anchored in the reading process as students write about what they read and use mentor texts that are read to write in a variety of genres. Opportunities for independent reading and writing are incorporated in the literacy framework during the guided reading/ small group instructional period; when students are not working with a teacher, they engage in independent reading and writing. The framework for instruction for social studies and science instruction includes opportunities for students to develop and refine questioning skills, increase content vocabulary and read and respond to nonfiction texts.

The literacy curriculum is organized into thematic units that include wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social studies and science blocks. Thematic units include an emphasis on balancing fiction and nonfiction texts. All unit plans are standards based and aligned to the New York State Next Generation Standards.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in ELA during the 2019-20 school year. For example, a school might have administered a national norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

Sisulu-Walker administers *Rally Benchmark Assessments* that are combined with previously released NYS questions in grades 3-5 and teacher generated assessments in grades K-2. Performance level assessments are administered four times a year: at the beginning of the school year, in the winter, in the spring, and at the end of the year.

Interim Assessments in all grades measure reading, writing, and language standards. Tests in grades 3-5 use multiple-choice, short-response, and extended-response questions and all questions are based on close reading of informational and literary texts, including paired texts.

Interim Assessments in grades 3-5 follow the *NYS Testing Blueprint* (see table below) and cover all content that students are supposed to master by the end of the year beginning with the first exam. The exam consists of 6-8 fictional and informational passages. In grades K-2, teachers only include content that has been taught to date. In addition, the exams measure foundational reading skills. K-1 teachers allocate 90 minutes for testing each day. In order to get a true measure of how students perform in grades 2-5, we mimic NYS testing conditions and as a result tests are untimed (students must be actively working the entire time). The exams are administered over two consecutive days in all grades. Additionally, in all grades we adhere to IEP and 504 accommodations when administering tests.

Components	Third	Fourth	Fifth
Passages	6	7	8
Multiple-Choice Questions	24	24	35
Short Response Questions	6	6	6
Extended Response Questions	1	1	1

AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent students performed on grade level in the context of NWEA’s national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Sisulu-Walker Charter School of Harlem Interim Assessment Data Percentage of Students Testing at Proficiency in English Language Arts												
Grade	2017-18				2018-19				2019-20			
	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY
K	61.4%	53.3%	60.0%	71.4%	82.1%	69.0%	72.0%	53.3%	58.6%	60.0%	69.0%	70.4%
1st	43.3%	63.6%	45.5%	41.7%	71.4%	74.0%	79.2%	78.0%	87.1%	62.5%	77.4%	85.7%
2nd	12.1%	25.7%	31.4%	42.4%	27.5%	30.0%	28.9%	33.3%	22.7%	50.0%	25.6%	24.4%
3rd	12.0%	8.0%	11.5%	7.7%	5.3%	5.9%	10.5%	8.8%	5.3%	2.7%	8.6%	13.8%
4th	3.7%	3.6%	18.5%	7.4%	3.4%	11.1%	11.5%	16.0%	0.0%	17.6%	18.5%	40.0%
5th	10.3%	23.1%	20.5%	7.7%	3.4%	16.0%	23.1%	40.7%	16.0%	14.8%	28.0%	61.1%

The chart above shows Sisulu-Walker’s English language arts interim assessment results for the last three school years. In the 2019-20 school year, five of the six grades the school serves saw an increase in the percentage of students testing at proficiency between the fall interim assessment and the end of year interim assessment. Sisulu-Walker’s kindergarten classes experienced nearly a 12-percentage point increase in students achieving proficiency from the fall assessment to the end of the year assessment in the 2019-20 school year, compared to a 28.8-percentage point decrease in the 2018-19 school year and a 10-percentage point increase in the 2017-18 school year. The school’s fourth and fifth grades saw the largest increases in students testing at proficiency between the fall assessment and end of year assessment in the 2019-20 school year, with increases of 40-percentage points and 45.1-percentage points, respectively. These results are a testament to the school’s ability to effectively transition to remote learning without compromising the school’s rigorous educational program.

The school’s first grade, the only grade not to experience an increase in the percentage of students performing at proficiency between the fall and end of year assessments, saw over a 23-percentage point increase between the winter assessment and the end of year assessment.

Sisulu-Walker experienced a greater increase in the percentage of students testing at proficiency from the fall interim assessment to the end of year interim assessment in the 2019-20 school year than the previous two school years.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period¹. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

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

Performance on State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year						
	2016-17		2017-18		2018-19	
Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	40.0%	20	77.0%	13	54.2%	24
4	51.3%	39	86.7%	15	94.1%	17
5	40.0%	35	24.4%	41	63.6%	22
All	44.7%	94	47.8%	69	68.3%	63

Sisulu-Walker’s 2019-20 end of year English language arts interim assessment results show longitudinal growth in the percentage of students achieving proficiency. For example, the percentage of kindergarten students testing at proficiency on the 2018-19 end of year assessment increased by 32.4 percentage points when they took the end of year assessment as first grade students in the 2019-20 school year. Similar growth was shown in the cohort of students testing at proficiency as third grade students in the 2018-19 school year when they were assessed at the end of the 2019-20 school year as fourth grade students, a 31.2-percentage point increase, and the cohort of fourth grade students assessed at the end of the 2018-19 school year when they were assessed at the end of the 2019-20 school year as fifth grade students, a 45.1 percentage point increase.

If students’ performance on previous years’ spring interim English language arts assessments continued to correlate to the percentage of students testing at proficiency on the state English language arts exam, Sisulu-Walker would have likely experienced an increase in the percentage of students testing at proficiency on this year’s state exam. For example, between the spring 2018 and spring 2019 interim English language arts assessments, the percentage of Sisulu-Walker students testing at proficiency in fourth grade decreased by seven percentage points, but the percentage of fourth grade students testing at proficiency on the state English language arts exam increased 7.4 percentage points from the 2018 state exam to the 2019 state exam. Similarly, the percentage of fifth grade students performing at proficiency on the spring interim assessment increased 2.6 percentage points between 2018 and 2019. On the state English language arts exam, the increase of fifth grade students testing at proficiency increased 39.2 percentage points from the 2018 state exam to the 2019 state exam.

On the 2019-20 spring interim English language arts assessment, there was a 1.9 percentage point decrease in third grade students testing at proficiency compared to the previous school year. Based on the fact that Sisulu-Walker’s third grade students experienced a one percentage point decrease in proficient students between the 2017-18 and 2018-19 spring interim assessment and a 22.8 percentage point decrease on the state exam, the school would have likely experienced a decrease in the percentage of students testing at proficiency on the state exam, had it been administered.

While the school's third grade students saw a decline in the percentage of students performing at proficiency on the 2020 spring interim assessment compared to the previous year, there was a 5.2 percentage point increase in the percentage of students testing at proficiency between the spring and end of year interim assessments. The decline in percentage of third grade students performing at proficiency on the spring English language arts assessment may have been a result of the school's transition to remote learning and students needing time to adapt to the new learning environment. Indeed, as the increase in proficiency of third grades students between the spring and end of year assessments show, students quickly adjusted to the remote learning environment and were able to thrive under these conditions. This is all the more remarkable considering that in 2019, there was a 1.7 percentage point decrease in third grade students performing at proficiency between the spring and end of the year English language arts interim assessments.

Conversely, there was a seven-percentage point increase in fourth grade students performing at proficiency and a 4.9 percentage point increase in fifth grade students testing at proficiency on the spring assessment compared to the spring assessment given in the 2018-19 school year. The increase in fourth and fifth grade students achieving proficiency on the spring interim English language arts assessment between the 2019 and 2020 exam was greater than the increase between the 2018 and 2019 interim assessments. As a result, it would be reasonable to expect a similar, if not greater, increase in the percentage of fourth and fifth grade students testing at proficiency on the state English language arts exam, if it had been administered this year.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

In the 2019-20 school year, Sisulu-Walker as a whole and each individual grade served, with the exception of second grade, met their accountability goal, with significant increases in the percentage of students achieving proficiency on the end of year interim English language arts exam compared to the 2018-19 end of year assessments.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

An analysis of the grade-level standards for each grade was conducted. Teachers and the Assistant Principal determined the priority standards for each grade for *English Language Arts*. In grades 2-5, teachers created a bridge unit for *English Language Arts* that consists of carrying over the last unit of study for the grade level and/or integrating books from the last unit of study into existing units of study in the next grade. Additionally, a curriculum resource for the priority standards in grades Pre-K through 3rd grade was developed that includes the standards, skills and concepts for each standard, question stems and key vocabulary for each standard. This planning tool will ensure

that spiral review of concepts will be embedded in English Language Arts instruction in the early grades.

Our English Language Arts period was 165 minutes. 45 minutes for intervention is built into the existing block. We will continue to utilize the 45-minute guided reading period (now reading intervention) to divide students into homogenous groups for targeted skill-based instruction. In addition, the 45 minutes (previously 30 minutes, because 15 minutes was allocated to reviewing the nightly reading for the novel) allocated to textual analysis in grades 3-5 will be used to provide targeted skill-based instruction based on the results of a short *Beginning of Year Assessment*. We will add 15 minutes to the ELA block to add to the preexisting 30-minute period allocated for writing bringing the total time allocated to literacy to 180 minutes each day. In grades K-2, the 45 minutes allocated to morning routines and phonics instruction will be used to re-teach foundational concepts from the previous grade.

Our former Assistant Principal will serve as a literacy specialist for our school. She will work closely with the third grade teachers to specifically address the underperformance of the grade on the end of year assessment. In addition, the 30 minutes of the 60 minutes allocated for study hall (asynchronistic learning) at the end of the day will be used to provide students with targeted reading intervention using the MobyMax program.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

At Sisulu-Walker, we believe that MATH IS ALL AROUND US! In this, we define that math involves abstraction, logical reasoning, counting, calculation, measurement, and systematically studying shapes and motions of physical objects. Math is an essential tool in many fields including science, engineering, medicine and social science. As a result, we apply math in daily life through numeration (counting, calculating, estimating), examination, and analysis of patterns, numbers, space, quantities, shapes, etc.

The math curriculum is organized into thematic units. Math instruction is composed of the following components to ensure content/skill development, investigation/manipulative-based methodologies, and incorporation of data to drive student achievement:

- QQ/Do Now
 - Quick Questions are data driven spiraled review questions and/or activities. This can include daily routines in grades K – 1 (calendar, counting, attendance, class survey) and standards-based questioning from what students have demonstrated mastery of.
- Hook
 - The lesson hook is the explanation or example of real-world relevancy, which brings students to be engaged in the content and brings the content to life.
- Direct Instruction/Modeling
 - The modeling component shows students the strategy/process utilized to problem solve. Students are taught and then practice a variety of strategies, then ultimately choose the best strategy for them.
- Guided Instruction
 - Guided instruction, as with the gradual release methodology of instruction, allows students to practice the daily skill with direction from the teacher through directing the teacher (“puppeteering”), responding to teacher questions, sharing and discussing with classmates.
- Independent Practice
 - Students practice a series of scaffolding questions related to the skill to ensure that application of the skill is developed in accordance to Bloom’s Taxonomy of Higher Order Thinking.
- Checks for Understanding
 - The teacher incorporates various methodologies to collect data on student progress of understanding and learning of the day’s lesson objective through use of whiteboards for students to show what they know, a sign-language system, turn and talks, partner talks, and teacher questioning.
- Other Cumulative Review/Centers
 - Centers are designed to develop the application of the day’s skill in a variety of other contexts: word problems, real life scenarios, and remediation/differentiation. Students should work through various centers in small groups to collaborate and get small group instructional support.
- Lesson Closing

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Teachers must close the loop with students to ensure students have an opportunity to articulate what they've understood/learned from the day's instruction.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in mathematics during the 2019-20 school year. For example, a school might have administered a national norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

Sisulu-Walker administers *Rally Benchmark Assessments* combined with previously released NYS test questions. Performance level assessments are administered four times a year: at the beginning of the school year, in the winter, in the spring, and at the end of the year.

In all grades, students are required to apply mathematical understandings and mathematical practices gained in the classroom in order to answer three types of questions: multiple-choice, short-response, and extended-response. All questions are aligned to NYS math standards.

Interim Assessments in grades 3-5 follow the *NYS Testing Blueprint* (see table below) and cover all content that students are supposed to master by the end of the year beginning with the first exam. In grades K-2, the exams cover content that has been taught to date. K-1 teachers allocate 90 minutes for testing each day. In order to get a true measure of how students perform in grades 2-5, we mimic NYS testing conditions and as a result tests are untimed (students must be actively working the entire time). The exams are administered over two consecutive days in all grades. Additionally, in all grades we adhere to IEP and 504 accommodations when administering tests.

Components	Third	Fourth	Fifth
Multiple-Choice Questions	33	38	38
Short Response Questions	6	6	6
Extended Response Questions	1	1	1

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent students

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performed on grade level in the context of NWEA’s national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Sisulu-Walker Charter School of Harlem Interim Assessment Data – Percentage of Students Testing at Proficiency in Mathematics												
	2017-18				2018-19				2019-20			
Grade	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY
K	83.7%	84.4%	87.0%	87.5%	93.1%	93.1%	92.9%	66.7%	69.0%	72.4%	89.7%	81.5%
1st	67.6%	41.2%	36.1%	37.5%	79.6%	62.7%	87.0%	88.2%	93.5%	78.1%	74.2%	85.7%
2nd	73.5%	60.6%	67.6%	69.7%	53.8%	56.4%	40.0%	37.1%	53.5%	36.4%	28.3%	17.9%
3rd	19.2%	34.6%	15.4%	26.9%	18.4%	24.4%	13.9%	17.1%	16.2%	20.0%	9.1%	11.1%
4th	21.4%	44.4%	0.0%	48.1%	29.6%	33.3%	11.5%	36.0%	0.0%	26.5%	31.3%	16.7%
5th	19.6%	31.9%	13.0%	6.7%	20.7%	41.4%	39.1%	53.6%	33.3%	37.0%	28.0%	61.1%

The chart above shows the results of Sisulu-Walker’s mathematics interim assessments for the last three school years. In the 2019-20 school year, three of the six grades served experienced an increase in the percentage of students performing at proficiency between the fall interim assessment and the end of year assessment. For the grades that saw increases in the percentage of students achieving proficiency between the fall and end of year assessments, the growth was impressive. In the kindergarten class, there was a 12.5 percentage point increase in students achieving proficiency. This was larger than the previous two school years, where there was a 26.4 decrease in kindergarten students achieving proficiency between the fall and end of year assessments in the 2018-19 school year and a 3.8 percentage point increase in the 2017-18 school year. The increase in fourth grade students achieving proficiency between the fall and end of year assessments in the 2019-20 school year was 10.3 percentage points higher than the increase fourth grade students experienced in the 2018-19 school year. The increase in fifth grade students achieving proficiency between the fall and end of year assessments in the 2019-20 school year was 27.8 percentage points. This was similar to the growth fifth-grade students showed between the fall and end of year assessments in the 2018-19 school year.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year			
	2016-17	2017-18	2018-19

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Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	70.0%	20	100%	12	79.2%	24
4	62.5%	40	86.7%	15	88.2%	17
5	60.6%	33	34.1%	41	72.7%	22
All	63.4%	93	57.4%	68	79.4%	63

Sisulu-Walker demonstrated impressive longitudinal growth during the past several school years. For example, the cohort of students who entered third grade in the 2017-18 school year had 19.2% testing at proficiency in mathematics on that year’s fall assessment. The proficiency percentage increased 7.7 percentage points by the end of year of the 2017-18 school year to 26.9%. This cohort’s growth continued when they took the end of year assessment as fourth grade students in the 2018-19 school year, with 36% achieving proficiency. By the time this cohort took the end of year assessment as fifth grade students in the 2019-20 school year, 61.1% were performing at proficiency, a 41.9 percentage point increase from when this cohort was assessed as third grade students in the fall of 2017. The cohort of students who entered kindergarten in the 2018-19 school year experienced a 19-percentage point increase in proficiency between the end of year kindergarten assessment and the end of year assessment they took as first grade students in the 2019-20 school year.

If students’ performance on previous years’ spring and end of year interim mathematics assessments continued to correlate to the percentage of students achieving proficiency on the state mathematics exam, Sisulu-Walker would have likely had about the same percentage of students achieving proficiency on this year’s state assessment exam, had it been administered, with a decrease in the third grade, a slight increase in the fourth grade, and a moderate increase in the fifth grade.

In the 2019-20 school year, there was a 4.8 percentage point decrease in the percentage of third grade students achieving proficiency on the interim spring mathematics assessment compared to the previous school year’s spring assessment, and a six percentage point decrease in proficient third grades students between the 2019-20 end of year assessment, compared to the 2018-19 end of year assessment. In the 2018-19 school year, there was a 1.5 percentage point decrease in third grades students achieving proficiency on the spring interim assessment compared to the previous school year, and a 9.2 percentage point decrease in third grade students achieving proficiency on the end of year assessment compared to the previous year. When comparing the percentage of third grade students achieving proficiency on the state exam between the 2017-18 school year and the 2018-19 school year, there was a 20.8 percentage point decline in students performing at proficiency. Thus, because there was a similar decline in the percentage of students achieving proficiency on the interim assessments between the 2018-19 and 2019-20 school years and the 2017-18 and 2018-19 school years, there would likely have been a decline in the percentage of third grade students achieving proficiency on this year’s state mathematics exam.

There was roughly a similar net decrease in fourth grade students achieving proficiency on the spring and end of year interim assessments between the 2017-18 and 2018-19 school years and the

2018-19 and 2019-20 school years. Between the 2017-18 school year and 2018-19 school year there was a net 23.6 percentage point decrease in students achieving proficiency between the spring and end of year interim assessment. However, between the 2017-18 school year and the 2018-19 school year, Sisulu-Walker experienced a 1.5 percentage point increase in proficiency among fourth grade students. Between the 2018-19 school year and 2019-20 school year there was a net 39.1 percentage point decrease in students achieving proficiency between the spring and end of year interim assessment. Thus, based on the results of previous year's spring and end of year assessments and the results on the state mathematics exam, it is likely that Sisulu-Walker would have experienced a slight increase in the percentage of fourth grade students achieving proficiency on this year's state mathematics exam, if it had been administered.

Finally, Sisulu-Walker's fifth grade students would have likely seen a moderate increase in the percentage of students achieving proficiency on this year's state mathematics exam, if it had been administered. Between the 2017-18 school year and 2018-19 school year there was a net 20.8 percentage point increase in students achieving proficiency between the spring and end of year interim assessment. During this time, there was a 22-percentage point increase in fifth grade students achieving proficiency on the state mathematics exam. Between the 2018-19 school year and 2019-20 school year there was a net 18.6 percentage point increase in students achieving proficiency between the spring and end of year interim assessment. Thus, based on data from the 2017-18 and 2018-19 school years' interim assessments and state exam results, it is likely that Sisulu-Walker's fifth grade would have experienced a double-digit percentage point increase on this year's state mathematics exam, if it had been issued this year.

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

Sisulu-Walker met its mathematics accountability goal in the 2019-20 school year. While the school experienced a decline in students achieving proficiency on the end of year interim assessments, compared to the previous year, in four of the six grades it serves, our projections indicate that the school would have had similar results to last year's state mathematics exam, had it been administered this year. The school would have likely experienced a decrease in the percentage of third grade students achieving proficiency, a slight increase in fourth grade students achieving proficiency, and a moderate increase in the percentage of fifth grade students achieving proficiency, resulting in a slight overall increase for the school as a whole.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

An analysis of the grade-level standards for each grade was conducted. Teachers and the Assistant Principal determined the priority standards for *Mathematics*. The priority standards were used to

create a reteach unit for grades 1-5 for mathematics that will be used during the intervention period to ensure that the scope and sequence for each grade level can be covered (there will be a new content and reteach block).

Our math block is 90 minutes. Teachers will teach new content during the first 45 minutes and re-teach concepts during the second half of the block. The *Bridge Unit* that will be taught during the month of September was generated using the priority standards from the previous grade as well as the standards that were taught during the remote learning period in grades 1-5. At the end of September, students will take an assessment that will measure the proficiency of standards from the *Bridge Unit*. Thereafter, students will be divided into groups for 15 minutes each during the re-teach block. At this time, priority standards from the *Bridge Unit* and new concepts from grade-level standards will be retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. In addition, the 30 minutes of the 60 minutes allocated for study hall (asynchronistic learning) at the end of the day will be used to provide students with targeted math intervention using the MobyMax program.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school and any important changes to the science program or staff prior to or during the 2019-20 school year. Provide a summary of the important changes to the science program or staff as a result of the March 2020 transition to remote learning.

Sisulu-Walker uses an interdisciplinary approach to teach science that is student-centered, and inquiry based. The science curriculum for each grade is composed of units of study in Life Science, Earth Science, and Physical Science that are aligned to the New York State Next Generation Standards. All grade levels start with a unit on inquiry followed by three to four specific units.

The instructional strategy behind each lesson concept is ENGAGE, EXPLORE, EXPLAIN, EXTEND/APPLY and EVALUATE. These are researched and proven strategies for having students develop deeper understanding of science concepts; a detailed description of each component is listed on the following page. We further support scientific understanding by reading and writing about science content as part of the science block. In addition to the leveled readers, teachers have additional trade books to support the science curriculum. Our science curriculum provides the hands-on experience, inquiry, and investigation opportunities needed to educate students with multiple experiences to construct their own understanding, and science knowledge and apply what they learn to the real world. In addition to thematic units of study, each grade observes and investigates a live animal during the year. Teachers are encouraged to have classroom pets as well.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2019-20 school year. For example, the school might have administered an internally developed exam aligned to state standards.

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2019-20 school year.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent students performed on grade level in the context of NWEA's national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2019-20 school year.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2019-20 school year.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2019-20 school year.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

Sisulu-Walker Charter School of Harlem will begin administering end of unit assessments in science in fourth grade. In addition, we will administer a science exam in the spring to our fourth grade students using previously published science test questions for the written test only. To address the performance component of the exam, we will provide opportunities for students to participate in science experiments throughout the year using a station teaching format for students during in-person school days. As feasible, we will send home science kits to students that will participate in full remote instruction.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each

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year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

The school met its goal of good standing for the 2019-20 school year.

ADDITIONAL EVIDENCE

Sisulu-Walker has been in good standing in each of the last three school years.

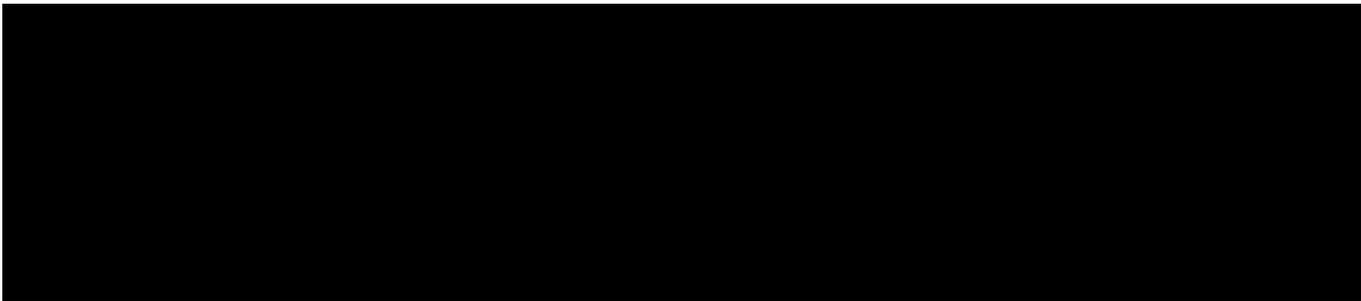
Accountability Status by Year

Year	Status
2017-18	Good standing
2018-19	Good standing
2019-20	Good standing



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: Sisulu Walker Charter School of Harlem
- 2. Trustee's name (print): Martez R. Moore
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Chairman of Board of Trustees



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

Martez R. Moore

Signature

7/15/20

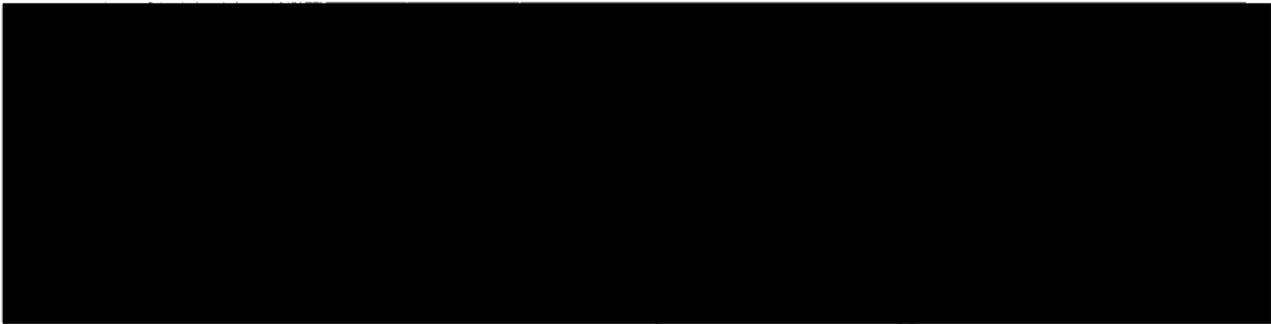
Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Sisulu Walker Charter School of Harlem
- Trustee's name (print): Jeremy Harris
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Trustee



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	" "	" "	" "	" "
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



 Signature

7/14/2020

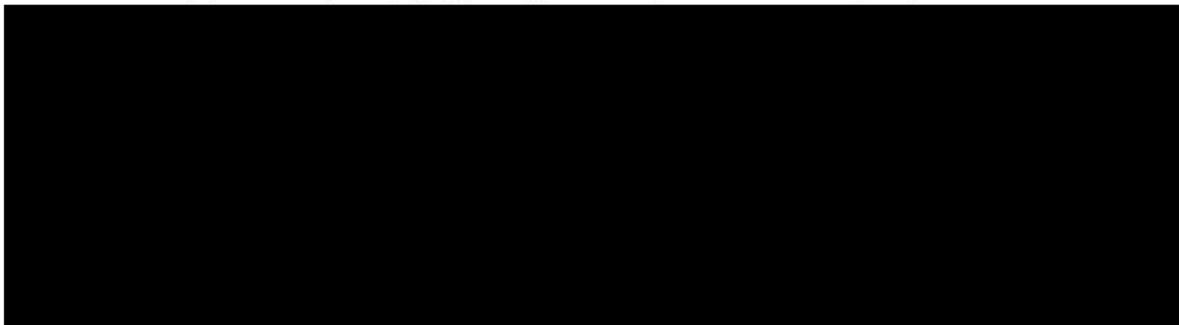
 Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Sisulu Charter School
2. Trustee's name (print): Rita Hanes
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Academic Committee



8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p align="center">NONE</p> <p align="center"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



Signature

7/15/20

Date



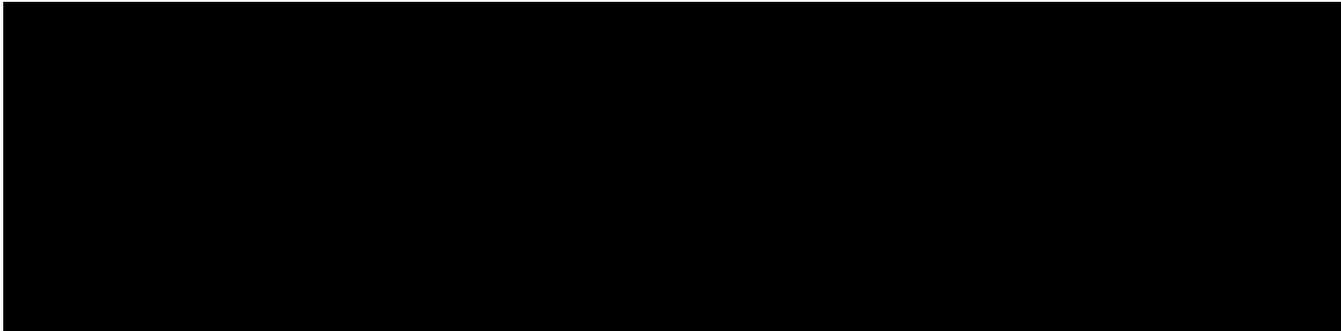
FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: **Sisulu-Walker Charter School of Harlem**
2. Trustee's name (print): **Monique Ware**
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc): **Trustee**



8. Is Trustee an employee of the education corporation? ___ Yes. **X** No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>NONE</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>NONE</i>				

Monique Ware

Signature

July 15, 2020

Date



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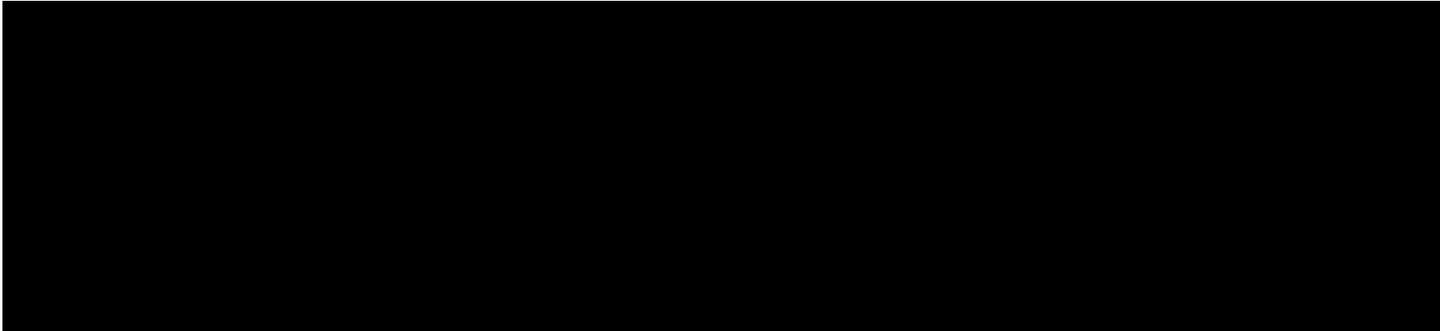
FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Sisulu Walker Charter School of Harlem
2. Trustee's name (print): Erika L. Ewing
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

Academic Committee



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/ transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE	NONE	NONE	NONE
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write “None.”

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding a Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Please write “None” if applicable. Do not leave this space blank.



Signature

July 17, 2020

Date

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Minnie Goka

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Sisuly Walker Charter School of Harlem

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

vice chair

2. Is the trustee an employee of any school operated by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

<p>Please write "None" if applicable. Do not leave this space blank.</p> <p><i>None</i></p>

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p><i>None</i></p>				

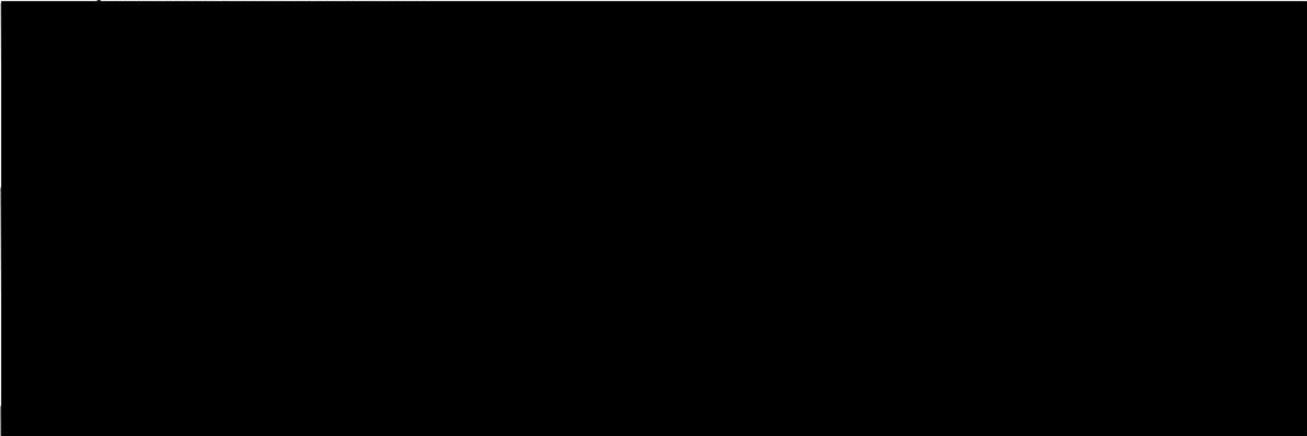
Maureen Boha

 Signature

July 24, 2020

 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Sisulu-Walker Charter School of Harlem
Board Meeting – September 24, 2019
September Minutes

Rita Hanes (RH) called the meeting to order at 2:06pm

Board Members:

Rita Hanes (RH)
Jeremy Harris (JH)
Monique Ware (MW)
Joe Drayton (JD)
Erika Ewing (EE)

Non-Board Members in Attendance:

Michelle K. Haynes (MKH)
Shamik Mitchell (SLM)

Absent Board Members:

Martez Moore (MM)
Minnie Goka (MG)

Approval of Minutes

JH motioned to approve all minutes from previous Board Meetings; Motion seconded by EE; All in favor; Motion approved unanimously.

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum & Instruction

MKH reported that we have restructured our textual analysis period in grades 3-5 and that citizens are reading to provide background knowledge about the topics covered in texts and to increase comprehension of texts. She added that Science and Social Studies units were revised across all grades after conducting a curriculum audit at the end of the 2018-19 AY.

Assessments

MKH provided the results of the NYS ELA and Mathematics assessments with an attached detailed analysis, noting that SWCSH continues to make gains in literacy and mathematics.

Professional Development

MKH reported that the Summer Curriculum Institute was held from August 12th-16th and that new teachers received an overview of our school's curriculum, culture and management system.

Returning teachers received unit and lesson planning support. Pre-Service was conducted from August 19th-30th.

The emphasis for Saturday PD will be generating differentiated plans for guided reading groups.

Assistant Principal Anita Tsigourakos began 4-week intensive coaching cycles beginning with teachers that have 2 years of teaching experience or less.

School Culture

MKH reported that SWCSH hosted Meet the Teacher Afternoon on Thursday, August 29th from 2pm-4pm. The purpose of the session was for parents and students to meet teachers prior to the first day of school in order to decrease some of the anxiety associated with a new school year.

This month's virtue is Jamii- Community. Citizens are learning what it means to be part of the Sisulu-Walker Charter School community. We are revisiting and refining school-wide rules, procedures and routines

Partnerships

SWCSH continues our partnership with Nightingale and the 92Y's music program (via their teaching artist and concert series). We also continue our partnership with the Riley Way Foundation.

Our new Dean of Culture, Mr. Hannon (former physical education teacher), has developed a Community Service Initiative with Wadleigh High School. Seniors volunteer daily to support the academic programs and enrichment activities during the afternoon as part of their community service requirement for graduation.

Questions

- What do you attribute the successes to regarding growth and scores?
- *MKH responded that there are multiple reasons that contributed to the gains, including but not limited to, the length of time that our students have in SWCSH's system, teacher training and retention, and curriculum flexibility to align based on internal data analysis.*
- How did African-American students do in comparison to other ethnicities?
- *MKH will return results at the next Board Meeting.*

Operations Report given by Shamik Mitchell

SLM presented the board with the Operation's Report. *See attached.*

Recruitment

SLM reported that the school is still under-enrolled at 211 students although starting with over 230 students on the roster. SLM stated that many students dropped off on the first day (having never attended) and several of which had informed us at some point between the end of the school year and the start of the year that they may not return. SLM adds that some students were discharged for

more appropriate SpEd placements, familial reasons, or medical reasons (vaccination related). SLM reported that the school is continuing its enrollment and trying to backfill seats on an ongoing basis.

Building/Facility

SLM reported that the building is aging and that maintenance costs are increasing.

Questions:

- JH asked if SLM could create a 'one-sheet' list of the expected cost increases projected for this year, what that these costs are for and what they've looked like over the last few years.
- *SLM will provide this information after the school's annual audit is complete.*

Academic Committee Report

No Academic Committee report.

Finance Committee Report

No Finance Committee report.

Real Estate Committee Report

No Real Estate Committee Report.

Parent Report

No Parent Report.

Motion to accept all reports by MW; Motion seconded by JD; All in favor; Motion passed by unanimous vote.

New Business

Discussed fundraising and challenges for next year with respect to staffing and programs. Board renewed commitment to continue supporting programs like the Summer Bridge Program and to provide support for marketing and publicity.

Motion to adjourn meeting by JH; Motion seconded by MW; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 2:45pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – October 17, 2019
October Minutes

MM called the meeting to order at 6:55pm

Board Members:

Martez Moore MM)

Minnie Goka MG)

Rita Hanes RH)

Joe Drayton JD)

Erika Ewing EE)

Non-Board Members in Attendance:

Michelle K. Haynes MKH)

Shamik Mitchell SLM)

Absent Board Members:

Jeremy Harris JH)

Monique Ware MW)

Approval of Minutes

RH motioned to approve all minutes from previous Board Meetings; Motion seconded by EE; All in favor; Motion approved unanimously.

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum & Instruction

MKH stated that we launched guided reading groups this month and literacy centers(K-2); the MobyMax program is integrated into this block as well. Citizens are organized into small groups using data from F and P assessments and other formal (i.e. DIBELS and interim assessments) and informal assessments for intervention or enrichment. The Title I Coordinator is supporting citizens in grades 1-2.

Math groups have also been launched. Citizens are divided into three groups. Teachers employ a station teaching model for this block. One teacher is responsible for teaching new concepts. The other teacher is responsible for reteaching concepts based on daily exit tickets and interim assessment data. The third group works independently on MobyMax or math games to reinforce concepts. All groups work with both teachers daily.

Assessments

MKH reported that citizens in all grades took ELA IA # 1 during the first week in October. Citizens in all grades took Math IA # 1 during the second week in October. The results will be able during the November meeting. In addition, below is the additional information requested by the board for the NYS exams. MKH

presented testing data with respect to demographic breakdown. Summer Bridge program positive results.

Professional Development

MKH stated that the focus for PD this month is the data analysis process. Teachers analyzed interim assessment data and created data plans for ELA and Mathematics. Our half-day PD will focus on creating re-teach materials for math groups.

Peer observations will start this month and the focus of the observations will be to look for evidence of co-teaching and differentiation strategies that teachers can employ in their own classrooms.

We launched the Video Protocol this month. This month's focus is on language acquisition strategies in grades K-2 and textual analysis in grades 3-5 as a follow up to our pre-service initiatives.

Finally, she reported that we launched a *Mentor Teacher Initiative* this year. Each new teacher to the school with less than 3 years of experience is paired with a returning teacher with at least four years of experience in good standing.

School Culture

MKH reported that this month's virtue is Nidhamu-Discipline. Citizens will spend the month learning the importance of self-discipline in school and life. She further reported that on Friday, October 25th we will have our first social - Fall Festival.

Operations Report given by Shamik Mitchell

SLM presented the board with the Operation's Report. *See attached.*

Recruitment

SLM reported that the total enrollment numbers are still low and that the school is going to continue trying to backfill seats until the numbers improve. In addition, we have discussed changing our charter enrollment which requires a Board resolution, Board approval and some procedural work to be completed with the CSI. We have already spoken with the CSI regarding the procedures and we can revise this if the market allows.

Building/Facility

SLM stated that we have received the most recent finance statement from BoostEd and will cull the data previously requested by the Board regarding the expected uptick in costs.

Finance

We have completed all the necessary paperwork in connection with this year's budget and will be

Academic Committee Report

EE discussed the two meetings things that we are trying to address the salary gap. Discussed that arts have been really important to SWCSH now there are theme based AND curriculum based projects that are connected to the other parts of the curriculum).

Discussed the peer-to-peer model that is being utilized in connection with PD mentorship, watching each other's classes, and videotaping) which increases the buy-in from the instructional staff.

EE further noted that we need to make efforts to reintroduce ourselves to the local community and community board given the successes that we have had (EE will spearhead this effort).

Finance Committee Report

Finance Audit Report is forthcoming.

Real Estate Committee Report

MM reported that J. Stovall (formerly with Victory Education Partners) has looked into potential of having a school building at/near Marcus Garvey Park, but that appears to be a nonstarter.

MM stated that he met with some people from the owner of a potential space but the location is problematic because of how we would have to build upwards to accommodate us. In addition, he is also meeting with some brokers and community leaders knowledgeable about real estate in Central Harlem.

Parent Report

No Parent Report.

Motion to approve school's plan to temporarily adjust charter enrollment by EE; Motion seconded by MG; All in favor; Motion passed by unanimous vote.

Motion to accept all reports by JD; Motion seconded by RH; All in favor; Motion passed by unanimous vote.

New Business

Fundraising - RH meeting with people regarding possible mechanisms for raising money (for example, Broadway related events)

Friends of Sisulu - Initial work and conversations regarding launching fundraising effort have begun.

Motion to adjourn meeting by JD; Motion seconded by MG; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 8:03pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – April 16, 2020
February Meeting Minutes

MM called the meeting to order at 6:45pm

Board Members:

Martez Moore MM)

Minnie Goka MG)

Joe Drayton JD)

Erika Ewing EE)

Rita Hanes RH)

Jeremy Harris JH)

Monique Ware MW)

Non-Board Members in Attendance:

Michelle K. Haynes MKH)

Shamik Mitchell SLM)

Absent Board Members:

All Board Members present.

Approval of Minutes

RH motioned to approve all minutes from previous Board Meetings; Motion seconded by EE; All in favor; Motion approved unanimously.

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

MKH reported that we started integrating additional opportunities for test preparation this month by increasing textual analysis sessions in the upper grades (across subject areas). Teachers are also preparing for the launch of new units of study across subject areas in various grades with an emphasis on using alternate modes of practice during content literacy instruction.

In addition, she stated that we launched Saturday Academy for a selected group of third and fourth graders on January 25th (with a total of 11 sessions)

Assessments

MKH stated that citizens took *English Language Arts Interim Assessment #3* and *Mathematics Interim Assessment #3* this month. Teachers scored exams and created data plans and re-teach materials and the scores will be available during the next meeting.

Professional Development

MKH reported that the PD emphasis centered on gearing up for the state assessments. Video reflections, informal observations and coaching conversations have centered on looking for evidence of differentiation and effective co-teaching strategies and/or individual goals developed during previous video reflection meetings.

School Culture

MKH stated that we launched our study of Kouraj- Courage this month. Many teachers have combined their African American History unit for the year with the study of this virtue. We define courage as being brave even when you are feeling afraid.

MKH added that it was Report Card Night on Wednesday, January 29th and that parents continue to participate in record numbers.

In addition, we had our Circus Social on January 31st; the social included a variety of circus themed games and activities as well as snacks.

MKH further stated that In honor of Black History Month, we had our *Grammy Hall of Fame Concert* on February 14th, highlighting African Americans that have been inducted into the Grammy Hall of Fame for an album or single with a history lesson on each inductee and citizens representing each person or group.

Operations Report given by Shamik Mitchell

SLM presented the board with the Operation's Report. *See attached.*

Recruitment

SLM reported that the school has increased its spending for advertising and has had multiple ads running on various media for the upcoming lottery including, but not limited to, active local subway ads, ads in local papers, and mobile ads).

Academic Committee Report

No report.

Finance Committee Report

No finance report.

Real Estate Committee Report

No real estate report.

Parent Report

No Parent Report.

Motion to accept all reports by JD; Motion seconded by RH; All in favor; Motion passed by unanimous vote.

New Business

No new business.

Motion to adjourn meeting by JD; Motion seconded by MG; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 7:45pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – April 16, 2020
March Meeting Minutes

MM called the meeting to order at 6:45pm

Board Members:

Martez Moore MM)

Minnie Goka MG)

Joe Drayton JD)

Erika Ewing EE)

Rita Hanes RH)

Jeremy Harris JH)

Monique Ware MW)

Non-Board Members in Attendance:

Michelle K. Haynes MKH)

Shamik Mitchell SLM)

Absent Board Members:

All Board Members present.

Approval of Minutes

RH motioned to approve all minutes from previous Board Meetings; Motion seconded by EE; All in favor; Motion approved unanimously.

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

MKH reported that we have added an additional 30 minutes to our textual analysis block in order to prepare for the upcoming ELA exam. Previously, citizens worked on one passage per day. We moved to two passages a day this month. Citizens alternate between fiction and nonfiction passages and citizens are now timed even though the state test is untimed (we still want them to build stamina to ensure that they are done testing within the confines of the regular school day). We are placing additional emphasis on the constructed response portion of the exam. Additionally, teachers are revisiting the concepts identified on the last mathematics interim assessments for re-teaching during the mathematics blocks.

Assessments

MKH further reported that citizens took ELA and Math IA# 3 last month and she provided a summary of the results for each grade. The final interim assessment for each subject is scheduled to be administered in May.

Professional Development

MKH stated that the emphasis of PD this month has been on the data analysis process in preparation for the upcoming New York State exams in grades 3-5 and on closing instructional gaps identified on exams in grades K-2. Teachers will spend time analyzing F and P data during our half-day PD this month.

School Culture

We launched our study of Haki-Fairness this month. Teachers combine their African American History foci for the year with the study of Haki as well as opportunities to study women who made a cultural impact for Women's History Month. We define Haki-Fairness as treating people rightfully, without bias or partiality. It means actively working to set aside self-interest or group loyalty when passing judgment. In day to day life citizens learn that fairness is illustrated in simple ways such as taking turns, listening intently, sharing, and not taking advantage of others based on their weaknesses.

Operations Report given by Shamik Mitchell

SLM presented the board with the Operation's Report. *See attached.*

Recruitment

SLM reported that the focus of the next month is to consider how to increase lottery application numbers in light of the increasing local competition and working to safely conduct a lottery in the current uncertain climate.

Facilities

SLM reported that we have contracted with a specialized cleaning company to come in and do a preemptive deep cleaning of the entire school building. He further reported that several touchfree sanitizing stations and other disinfectants have been ordered as a precautionary measure.

Academic Committee Report

No report.

Finance Committee Report

No report.

Real Estate Committee Report

Parent Report

No Parent Report.

Motion to accept all reports by JD; Motion seconded by RH; All in favor; Motion passed by unanimous vote.

New Business

No new business.

Motion to approve final Calendar AY 2020-21 by EE; Motion seconded by MW; All in favor; Motion passed by unanimous vote.

Motion to adjourn meeting by JD; Motion seconded by MG; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 8:30pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – April 16, 2020
April Meeting Minutes

MM called the meeting to order at 8:30pm

Board Members:

Martez Moore MM)

Minnie Goka MG)

Joe Drayton JD)

Erika Ewing EE)

Rita Hanes RH)

Jeremy Harris JH)

Monique Ware MW)

Non-Board Members in Attendance:

Michelle K. Haynes MKH)

Shamik Mitchell SLM)

Absent Board Members:

All Board Members present.

Approval of Minutes

RH motioned to approve all minutes from previous Board Meetings; Motion seconded by EE; All in favor; Motion approved unanimously.

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

MKH reported that we have transitioned to remote learning as of Monday, March 23rd and that we started the transition to remote work with teachers generating grade specific work packets consisting of *English Language Arts* and *Mathematics* assignments for a two-week period. Parents came to the school to pick up the packets as well as iPads or Chromebooks on March 23rd and 24th according to a specific schedule to ensure that we were in line with social distancing mandates. At this time, novels were sent home for *English Language Arts* assignments for the upcoming weeks as well as additional reading materials for students in grades K-2. We transitioned to full online instruction on Monday, March 30th. The primary method to engage students is Google Classroom. Teachers confer with citizens daily as a class or in small groups daily using Zoom. In addition to Google Classroom, we utilize the following resources for remote learning: Teacher Generated Lessons & Materials, MobyMax, Study.Com, Khan Academy, and free online resources (i.e YouTube, NEWSELA, EPIC Books, ReadWorks etc.).

Assessments

MKH reported that the NY State exams have been canceled for this academic year. If and when we return to school, citizens will still take all end of year benchmark assessments. If we do not return to school, we will

modify our existing interim assessments and conduct them in small groups or individually to ensure that the assessments are a true measure of what citizens can do independently.

Professional Development

Teachers reported to work on Wednesday, March 18th- Friday, March 20th to generate the work packets. In addition, a *Virtual Learning Workshop* was hosted on Thursday, March 19th to train teachers on how to use our existing programs as well as additional online resources to create virtual learning opportunities for students. Weekly team meetings are held per grade to troubleshoot and offer support as well as to discuss the weekly article on ways to improve remote learning that is assigned.

School Culture

Physical Education is taught daily and art is taught weekly to ensure that we continue to develop the whole child remotely. Our School Counselor is conducting wellness phone calls to all families. We are working with our Riley's Way partners on additional ways to provide additional access to technology (we have one device per student, but there is considerable wear and tear). A technician has come to the school twice to service computers; we will continue to provide this service to our families. We are also working with Riley's Way on starting a food pantry.

Operations Report given by Shamik Mitchell

SLM presented the board with the Operation's Report. *See attached.*

Recruitment

SLM reported that we conducted the lottery for AY 2020-21 remotely and posted the results on the School's website. The applicant numbers were low despite increased advertising including in local Spanish language newspapers, but we have not been able to determine the reason for those numbers as yet.

Technology

All students requesting or needing devices for remote learning have been provided with them (Chromebooks or tablets) by our operations team in conjunction and consultation with the classroom teachers. We will provide some on-site servicing and tier-I intervention for problems with any of the provided devices or technology related issues.

Academic Committee Report

No report.

Finance Committee Report

Finance committee circulated the proposed budget for FY 2021 after the last meeting and will need a vote on that proposed budget tonight in order to submit it for next year.

Motion to accept the proposed budget for FY 2021 pending any adjustments or amendments as may be necessary by JH; Motion seconded by JD; All in favor; Motion passed by unanimous vote.

Real Estate Committee Report

No report.

Parent Report

No report.

Motion to accept all reports by JD; Motion seconded by RH; All in favor; Motion passed by unanimous vote.

New Business

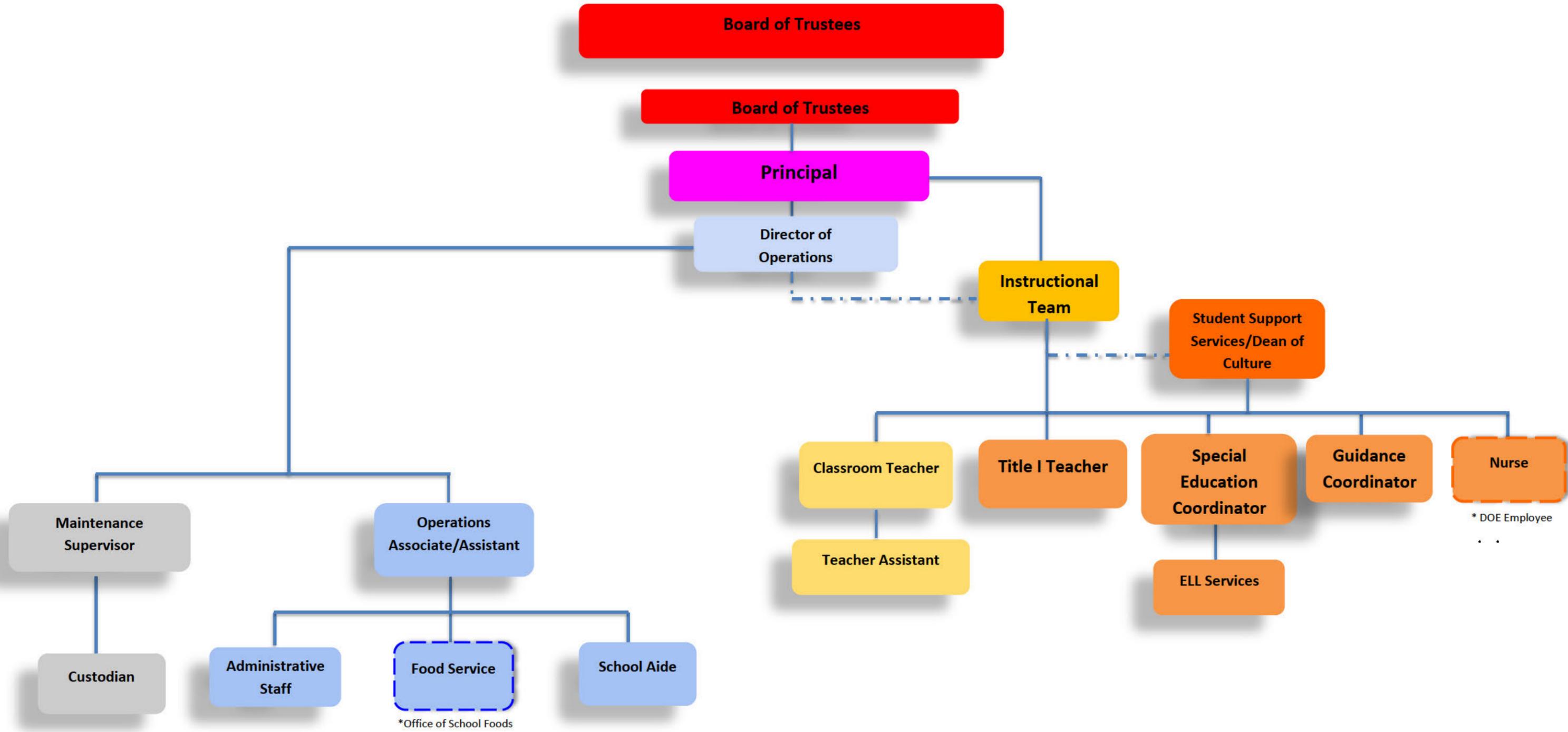
No new business.

Motion to adjourn meeting by JD; Motion seconded by MG; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 9:25pm.



Organizational Chart



Sisulu-Walker Charter School of Harlem

2020 - 2021 School Calendar

August '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '20						
Su	M	Tu	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

	PD Days – No School for Students
	Holiday/Vacation- No School for Students or Staff
	Remote for All/Half Day
	Marking Period Beginning/End
	Assessment Days (Including Interim and NYS)
	Board Meeting Days
	Parent Organization Meeting Days

Month	Date(s)	Event
August	24	All Staff Report to Work
September	8	First Day of School
	15	Parent Organization Meeting
	17	Board Meeting
	21-24	Terra Nova Testing (1-2)
	28-30	English Language Arts IA#1
October	5-8	Mathematics IA# 1
	12	Indigenous Peoples Day (No School)
	13	Parent Organization Meeting
	15	Board Meeting
November	9	Second Marking Periods Begins
	11	Report Card Night (Noon Dismissal)
	17	Parent Organization Meeting
	19	Board Meeting
	25-27	Thanksgiving Holiday (No School)
	30	English Language Arts IA#2
December	1-3	English Language Arts IA#2
	7-10	Mathematics IA# 2
	15	Parent Organization Meeting
	17	Board Meeting
	21-31	Winter Break (No School)
January	1	Winter Break (No School)
	12	Parent Organization Meeting
	14	Board Meeting
	18	Dr. MLK Jr's Birthday (No School)
February	1	Third Marking Periods Begins
	3	Report Card Night (Noon Dismissal)
	11	Black History Month Concert
	15-19	Mid-Winter Break
	23	Parent Organization Meeting
	25	Board Meeting
March	1-4	English Language Arts IA#3
	7-10	Mathematics IA# 3
	16	Parent Organization Meeting
	18	Board Meeting
	29-31	Spring Break
April	1-2	Spring Break
	13	Parent Organization Meeting
	15	Board Meeting
	20-21	New York State ELA Test(3-5)
	26	Third Marking Periods Begins
	28	Report Card Night (Noon Dismissal)
May	4-5	New York State Math Test(3-5)
	10-13	Terra Nova Test (K-2)
	18	Parent Organization Meeting
	17-20	English Language Arts IA#4
	20	Board Meeting
	24-27	Mathematics IA# 4
	28-31	Memorial Day Break
June	2	NYS Science Performance Test
	7	NYS Science Written Test
	15	Parent Organization Meeting
	17	Board Meeting
	18	Early Dismissal (Noon)
	25	Last Day of School

Report Card Dates

Fall Cycle		
Month	Date	Event
September	8	1st Report Card Cycle Begins
October	16	Progress Report Grades Due
	19	Progress Reports Mailed Home
	26-30	Progress Report Conferences
November	6	Report Card Grades Due
	9-13	Report Card Conferences
	16	Report Cards Mailed Home
Winter Cycle		
November	9	2 nd Report Card Cycle Begins
December	11	Progress Report Grades Due
	14	Progress Report Mailed Home
	17-23	Progress Reports Conferences
February	1	Report Card Grades Due
	3-11	Report Card Conferences
	12	Report Cards Mailed Home
Spring Cycle		
February	1	3 rd Report Card Cycle Begins
March	12	Progress Report Grades Due
	15	Progress Reports Mailed Home
	17-24	Progress Report Conferences
April	23	Report Card Grades Due
	26-30	Report Card Conferences
May	3	Report Cards Mailed Home
End of Year Cycle		
April	26	4 th Report Card Cycle Begins
May	21	Progress Report Grades Due
	24	Progress Reports Mailed Home
	26-31	Progress Report Conferences
June	18	Report Card Grades Due
	25	Report Cards Distributed

THE CITY OF NEW YORK



DEPARTMENT OF BUILDINGS
CERTIFICATE OF OCCUPANCY

N.B. 69/89

115841

BOROUGH MANHATTAN

DATE NOV 06 1990 NO.

This certificate supersedes C.O. NO

ZONING DISTRICT R7-2

THIS CERTIFIES that the new ~~XXXXXX~~ existing building premises located at

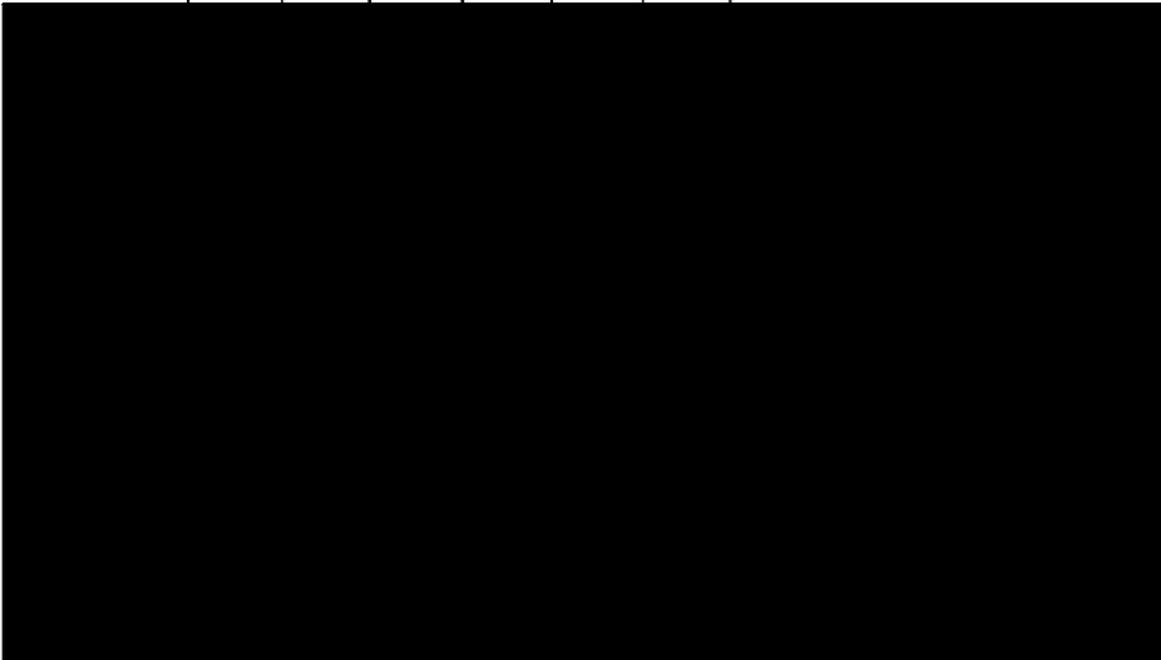
127 WEST 115TH STREET N/S 278.9' EAST OF ST. Block 1825 Lot 17

CONFORMS SUBSTANTIALLY TO THE APPROVED PLANS AND SPECIFICATIONS AND TO THE REQUIREMENTS OF ALL APPLICABLE LAWS, RULES, AND REGULATIONS FOR THE USES AND OCCUPANCIES SPECIFIED HEREIN.

NICHOLAS AVENUE

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOAD LBS. PER SQ FT.	MAXIMUM NO. OF PERSONS PERMITTED	ZONING DWELLING OR ROOMING UNITS	BUILDING CODE HABITABLE ROOMS	ZONING USE GROUP	BUILDING CODE OCCUPANCY GROUP	DESCRIPTION OF USE
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THIS CERTIFICATE IS VOID IF IT IS USED FOR THE RULES OF THE DEPARTMENT OF BUILDINGS, NEW YORK CITY, 1967.

OPEN SPACE USES _____
(SPECIFY—PARKING SPACES, LOADING BERTHS, OTHER USES, NONE)

M.G.

NO CHANGES OF USE OR OCCUPANCY SHALL BE MADE UNLESS
A NEW AMENDED CERTIFICATE OF OCCUPANCY IS OBTAINED

THIS CERTIFICATE OF OCCUPANCY IS ISSUED SUBJECT TO FURTHER LIMITATIONS, CONDITIONS AND SPECIFICATIONS NOTED ON THE REVERSE SIDE.

Roy A. Johnson, P.E.
BOROUGH SUPERINTENDENT

Arthur A. R.A.
COMMISSIONER

ORIGINAL OFFICE COPY - DEPARTMENT OF BUILDINGS COPY

