Application: Explore Empower Charter School

Rachel Wiley - rwiley@explorenetwork.org
Annual Reports

Summary

ID: 0000000236
Status: Annual Report Submission
Last submitted: Sep 28 2020 02:41 PM (EDT)

Entry 1 School Info and Cover age

Completed Jul 27 2020

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cov r Pag . T 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)

EXPLORE EMPOWER CHARTER SCHOOL 331700860950

a1. Popular School Name

Empower Charter School

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 #17 - BROOKLYN

d. DATE OF INITIAL CHARTER

12/2008

e. DATE FIRST OPENED FOR INSTRUCTION

9/2009

h. SCHOOL WEB ADDRESS (URL)

http://explorenetwork.org

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

540

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

476

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, 6, 7, 8

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Explore Schools Inc.
PHYSICAL STREET ADDRESS	20 Jay Street, Suite 211
CITY	Brooklyn
STATE	NNYNYY
ZIP CODE	11201
EMAIL ADDRESS	rwiley@explorenetwork.org
CONTACT PERSON NAME	Rachel Wiley

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	188 Rochester AveBrooklyn, NY 11213	(718) 771-2090	NYC CSD 17	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jeremy Thomas	[redacted]		Jsthomas@explorenetwork.org
Operational Leader	Joana Ngo			JNgo@explorenetwork.org
Compliance Contact	Joana Ngo			JNgo@explorenetwork.org
Complaint Contact	Jeremy Thomas			Jsthomas@explorenetwork.org
DA A Coordinator	Joana Ngo			JNgo@explorenetwork.org
Phone Contact for After Hours Emergencies	Joana Ngo			JNgo@explorenetwork.org

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

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expans on will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	2099	No		No		Yes

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)

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.

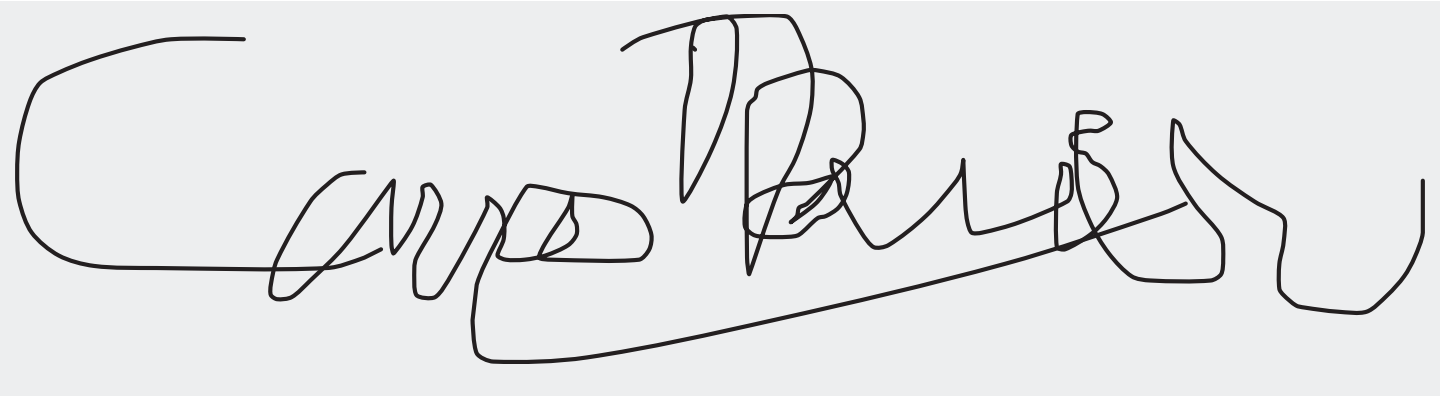
Name	Rachel Wiley
Position	Operating and Reporting Manager
Phone/Extension	347-971-2482
Email	Rwiley@explorenetwork.org

p. Our signatures (Executive Director/School Leader/Head of S ool 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).

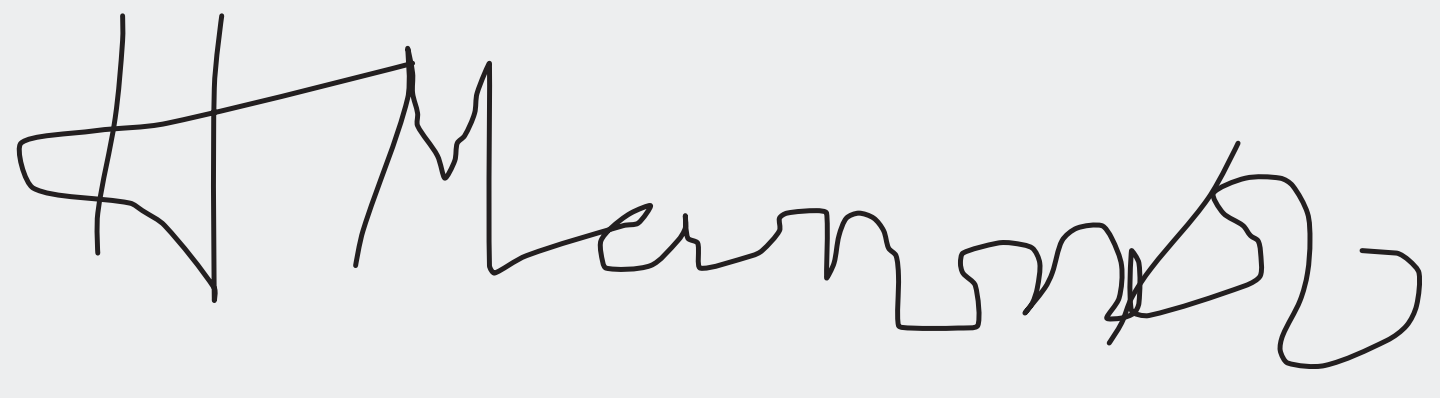
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 31 2020

Thank you.

Entry 2 NYS School Report Card

Completed Jul 27 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

EXPLORE EMPOWER CHARTER SCHOOL 331700860950

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/essa.php?instid=800000063972&year=2019&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&48SCI=1&regents=1&nyseslat=1&nysaa=1&naep=1&staffqual=1&feddata=1

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.

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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

	Academ c tudent 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

	Academ c tudent 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

	Academ c tudent 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 Sep 15 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.

19-20 APPR Empower

Filename: 19 20 APPR Empower.pdf **Size:** 319.3 kB

Entry 7 Disclosure of Financial Interest Form

Completed Jul 28 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.

Financial Disclosures

Filename: Financial Disclosures 9WA2Ff2.pdf **Size:** 2.7 MB

Entry 8 BOT Membership Table

Completed Jul 27 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.

EXPLORE EMPOWER CHARTER SCHOOL 331700860950

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

	Trustee Name and Email Address	Pos t on on the Board	Committee Affiliations	Vot ng 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	Jana Reed [redacted]	Vice Chair	Finance, Accountability, DEI	Yes	3	07/01/2020	07/01/2024	10
2	Hank Mannix [redacted]	Chair	Accountability	Yes	3	07/01/2020	07/01/2024	10
3	Angie Brice Thomas [redacted]	Trustee/Member	Accountability, DEI	Yes	2	07/01/2020	07/01/2024	7
4	Lindsay Danon [redacted]	Trustee/Member	Accountability	Yes	1	04/01/2018	04/01/2021	9
5	Lindsay Matovich [redacted]	Trustee/Member	Finance	Yes	1	09/01/2018	08/31/2020	10
6	Lola Adedokun [redacted]	Trustee/Member	DEI	Yes	1	02/26/2020	02/26/2024	5 or less

7	Shawn Jenkins	Trustee/Member	DEI	Yes	1	02/26/2020	02/26/2024	5 or less
8								
9								

1a. Are there more than 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	2
c. Total Number of Members who Departed during 2019-2020	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2019-2020

10

4. Number of Board meetings scheduled for 2020-2021

10

Thank you.

Entry 9 Board Meeting Minutes

Completed Jul 27 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.

19-20 Board Meeting Minutes

Filename: 19 20 Board Meeting Minutes.pdf **Size:** 2.1 MB

Entry 10 Enrollment & Retention

Completed Jul 27 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 ar 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
Economically Disadvantaged	Empower Charter School's overall recruitment strategy focuses on families living in the immediate neighborhood of the school and its centralized school district in order to best serve the school's geographic community. Given the demographics of the neighborhood served, by targeting these areas, Empower recruits a large portion of students who qualify for free and reduced lunch (the majority of the school's current student population qualifies for free and reduced lunch). We've employed the following strategies to recruit families considered economically disadvantaged: • We've worked to build relationships with local Pre-K programs and other Early Childhood Development Centers and engaged their school communities by inviting them to school visits and to learn more about our school community. • We utilized family referral campaigns and partners with local organizations, with the goal	Empower Charter School plans to continue and improve the overall recruitment strategy and expand the family referral campaign in our communities' in order to meet recruitment targets for economically disadvantaged students. Empower will also continue to establish community partnerships with organization that support families that may be economically disadvantaged. We also intend on collaborating across all schools in our network to further develop and leverage our brand in 21-22. We will also continue to employ the following strategies: • Establish relationships/partnerships with other local educational programs within the community, Pre-K programs and other Early Childhood Development Centers and engaged their school communities by inviting them to school visits and to learn more about our school community. • Expand the school brand in the community with bus shelter ads and more frequent campaigning with local grocery stores, housing plaza and other community institutions.

	being to attract more families in the profile of the families it serves, who may have otherwise not heard about the school. • We completed flyering in the local community. • We completed a series of 3 mailings within the local community focused on the zip codes we serve.	• Will utilize family referral campaigns and partners with local organizations, with the goal being to attract more families in the profile of the families it serves, who may have otherwise not heard about the school. • We plan to complete flyering in the local community. • We plan to complete a series of 3 mailings within the local community focused on the zip codes we serve.
English Language Learners/Multilingual Learners	In an effort to attract and enroll more English Language Learners, Empower Charter School created a set-aside lottery preference for English Language Learners. The set-aside preference seeks to fill 15% of the available kindergarten seats (about 9 out of 60 seats) with English Language Learners, in order to match or exceed the school district's ELL population. This set aside preference is also included in our family information sessions, direct mail campaign, the school's website and in the English and Spanish versions of our application. Our schools focus on creating diverse community partnerships that also help engage families who speak languages other than English. We also worked to ensure that most of recruitment materials were created in languages that represent the communities we serve. We also worked with schools to identify staff members	Empower will also continue to establish community partnerships with organizations that support families that may speak languages other than English. Empower will maintain it's ELL set aside lottery preference and direct mailing, and will expand it's social media/website presence and family information sessions in order to meet recruitment targets for English Language Learners. Our applications will continue to be available in multiple languages. We will also ensure that all marketing materials are created in other languages. We will continue to develop our recruitment materials in languages that represent the communities we serve. We will also work with schools to identify staff members who were fluent in specific languages, were available for support with family questions and answers.

	who were fluent in specific languages, were available for support with family questions and answers.	We will further seek to establish relationships with 3-5 centers who support families who indicate English as a second language.
Students with Disabilities	Empower Charter School employs a support services lead and staff that are qualified to teach students with disabilities. We provide mandated IEP services, such as SETSS and ICT. In our recruitment efforts (mailings, our website, etc.), we specifically advertise services available to families to ensure they are aware that we welcome all students, including those with IEPs. In addition, during family information sessions, staff members are available to answer any additional questions regarding services available to students with disabilities.	Empower Charter School plans to continue and improve the overall recruitment strategy and expand the family referral campaign in our communities order to meet recruitment targets for economically disadvantaged students. Empower will also continue to establish community partnerships with organizations that support families that may have students with disabilities. We will also continue to employ the following strategies: • We will ensure our marketing materials acknowledges the communities of students we serve and supports and serves coordinated within our schools. • We will assess if there are ECDC programs within our communities that support students with disabilities and work to share information about our schools with families.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	Empower Charter School provides robust support services for students who have a disability or require additional academic support. The school	

Economically Disadvantaged	employs support services leads, learning specialists, social workers and guidance counselors that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home. Through school wellness checks, we will begin regularly seek family feedback on our programming so that we may address challenges throughout the school year and address trends that may impact school retention for students. We will formally begin seeking retention information beginning February 2021, to thoughtfully plan to address the needs of families who might indicate a desire to withdraw, so that we have a window of time to address their concerns, before the end of the school.	Empower Charter school plans to continue and expand on ensuring our economically disadvantaged families have access to appropriate resources and that our school staff are providing effective supports. Our school leadership teams will continue to engage in previous efforts to retain families who are economically disadvantaged. We will also seek information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.
	Empower Charter School provides robust support services for students who have a disability or require additional academic support. The school employs support services leads, learning specialists, social workers and guidance counselors that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home.	Empower Charter school plans to implement a ELL curriculum that

English Language Learners/Multilingual Learners	Our support services coordinator provides a resource to families navigating the ELL services or 504 process, answering questions and helping families better understand resources available to them. In addition, to ensure non-English speaking families feel welcomed and informed, the school ensures at least one Spanish-speaking staff member is available to guide families through paperwork and/or meetings, and arranges an interpreter for family meetings upon request. Our school leadership team will facilitate focus groups in multiple languages to seek information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.	will allow Empower staff members to engage in more advanced dialogue with parents. Support Services Coordinators will continue to provide differentiated and appropriate support to ELLs. Spanish speaking staff members will continue to be available to guide families and arrange interpreter services as needed. During the 19-20 school year, support staff will be trained on best practices for supporting our undocumented ELL students and families.
	Empower Charter School provides robust support services for students who have a disability or require additional academic support. The school employs support services leads, learning specialists, social workers and guidance counselors that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home.	Empower Charter School's Support Services Coordinator will continue to provide differentiated and appropriate support to students with disabilities. The SSC and the entire support team will continue to collaborate by

Students with Disabilities	Four years ago, our network developed an improved 12.1.1 transfer process between schools to better place students with that mandate in available classrooms throughout the network. In addition, we now have a 12.1.1 program at three of our eight schools. Additionally, a support services coordinator provides a resource to families navigating the IEP or 504 process, answering questions and helping families better understand resources available to them. Our school leadership team will continue to engage previous efforts, and adopt new efforts by seeking information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.	providing resources to families navigating the IEP or 504 process, answering questions and helping families better understand resources available to them. Our school leadership teams will continue to engage in previous efforts to retain families with students with disabilities. We will also seek information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.

Entry 12 ercent of Uncertified Teachers

Completed Jul 28 2020

Instructions

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

T tabl b low r fl cts t information coll ct d t roug t 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: **EXPLORE EMPOWER CHARTER SCHOOL 331700860950**

Instructions for Reporting Percent of Uncertified Teachers

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

T e table below refle ts t e information olle ted t roug t e 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)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category A: 5 or 30% whichever is less	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)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category B: not to exceed 5	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)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category C: not to exceed 5	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	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	0

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	0

Thank you.

Entry 13 Organization Chart

Completed Jul 28 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 t chart.

Not Applicable Element

Filename: Not Applicable Element U41aaBC.pdf **Size:** 62.0 kB

Entry 14 School Calendar

Completed Jul 27 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.

20-21 Draft Calendar

Filename: 20 21 Draft Calendar GakH8yL.pdf **Size:** 117.3 kB

Entry 15 Links to Critical Documents on School Website

Completed Jul 28 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 th 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;
. 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: Explore Empower Charter School

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)	http://exploreschools.org/
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	http://exploreschools.org/
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://exploreschools.org/
3. Link to NYS School Report Card	http://exploreschools.org/
4. Most Recent Lottery Notice Announcing Lottery	http://exploreschools.org/
5. Authorizer-Approved DASA Policy	http://exploreschools.org/
6. District-wide Safety Plan	http://exploreschools.org/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://exploreschools.org/
7. Authorizer-Approved FOIL Policy	http://exploreschools.org/
8. Subject matter list of FOIL records	http://exploreschools.org/
9. Link to School Reopening Plan	http://exploreschools.org/

Thank you.

Entry 16 COVID 19 Related Information

Completed Jul 27 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 t 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: Explore Empower Charter School

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
	474	385	414

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 Participa

														ting Students
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
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		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	

		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
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 mployees 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.

Explore Empower Charter School

EMPOWER
CHARTER SCHOOL

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Explore Schools Inc.

188 Rochester Ave
Brooklyn, NY 11213

(718) 771-2090

2019-20 ACCCOUNTABILITY PLAN PROGRESS REPORT

Explore Schools prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Hank Mannix	Chair; Accountability Committee
Jana Reed	Vice Chair; Finance, Accountability, DEI Committees
Lindsay Matovich	Treasurer; Finance Committee
Angie Brice Thomas	Member; Accountability, DEI Committees
Lindsay Danon	Member; Accountability Committee
Lola Adedokun	Member; DEI Committee
Shawn Jenkins	Member; DEI Committee

Jonathan Carrington and Awo Busumsi have served as the Co-Principals since 2020 and 2018 respectively.

SCHOOL OVERVIEW

Empower Charter School is a K–8 public charter school in Flatbush, Brooklyn. Empower opened in 2002 and graduated its first class of 8th graders in 2008 to some of the top college-preparatory high schools in New York City. While Empower's mission continues to be to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school, we have honed the vision and priorities for how we go about achieving that mission. Our vision for instruction includes:

- We View Excellent Curriculum and Instruction as a Pathway to Equity and a Response to the Opportunity Gap by Providing our Scholars with Access and Opportunities to Succeed
- Our Curriculum is Culturally Responsive, Rigorous, and Standards Aligned
- We Believe Children are Natural Problem Solvers, and so we Value Teaching that Balances Critical Thinking with Learning New Skills and Knowledge
- We Cultivate Student Investment by Nurturing Curiosity, Providing High-Quality Feedback, and Using Data to Drive Our Decision Making

In the 2019-20 school year, Empower served 492 students as of BEDS Day (October 2, 2019).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2015-16	55	59	54	53	55	55	61	57	44	493
2016-17	49	52	60	58	59	54	59	59	55	505
2017-18	59	63	58	61	60	62	56	54	57	530
2018-19	54	59	58	62	58	59	59	51	49	509
2019-20	43	59	55	53	63	48	62	59	50	492

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

Empower Charter School students will meet grade level expectations in English as shown on internal interim assessments. Each year, the quantity of students scoring proficient will increase by 10 percentage points over the previous year.

BACKGROUND

For the 2019-20 school year, Empower Charter School used the Core Knowledge Language Arts (CKLA) Skills and Listening & Learning Strands for grades K–2 and Expeditionary Learning in cohort with Teachers College Writing curriculum for grades 3–8. In addition, the school reserved a block for independent reading, and students who are reading below grade level received guided reading or Leveled Literacy Intervention.

Empower's previously established partnership with Lavinia Group continued through the 2019-20 school year. The Lavinia Group provided dedicated professional development to Empower's teachers on close reading strategies. The ongoing training ensured that Empower's students received four intensive periods of Close Reading where they read short grade-level texts and dissected the main ideas. Students were taught to closely read a cold text, identify the genre and central idea, and then analyze the text throughout all subject areas. ESI's Program Team continued to provide support directly to Empower's leaders and teachers. In the 2019-20 school year, ESI's Program Team included a Senior Director of Literacy who worked to ensure Empower leaders had the tools, resources, and access to high-quality trainings for literacy instruction.

In March 2020, Empower continued remote instruction in all language arts curricula listed above, primarily using Google Classroom and Zoom to interact with students and collect student work. ESI's Program Team provided guidance on best practices for remote instruction within each content area. For K-2 students, Empower implemented Amplify Reading as a supplemental curricular resource. Amplify Reading as an interactive, responsive platform that allows students to engage with age-appropriate narratives through a game world.

METHOD

Each school year, Empower administers internal ELA interim assessments for all 3-8 students. These interims are scheduled to take place 4 times throughout the school year, with the third interim meant to simulate a dress rehearsal of the state exam. These internal assessments pull directly from past NYS exam passages and questions, as well as other analogous resources. During the 2019-20 school year, Empower shifted the focus of these interims to improve student's writing scores. Because of this change in focus, the multiple choice portion of these interims represents the best comparison of student performance year over year. The data below shows student scores on multiple choice only.

RESULTS AND EVALUATION

This chart shows student growth on the multiple choice portion of the dress rehearsal interim from the 2018-19 school year to the 2019-20 school year.

	ELA Dress Rehearsal – MC Only			
	% Proficient 2019	% Proficient 2020	% Points Growth	Met Measure
G3	24	15	-9	No
G4	11	13	+2	No
G5	31	39	+8	No
G6	2	10	+8	No
G7	12	22	+10	Yes
G8	10	30	+20	Yes

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Empower students in grades 3-6 did not the measure for growth on multiple choice from 2019 to 2020. Students in grades 7 and 8 did meet the measure, and grade 8 students shows significant growth between 2019 and 2020.

ACTION PLAN

Curriculum

K–2:

Empower's early literacy curriculum focuses on comprehensive instruction. The K–2 literacy program focuses on developing phonological awareness, building content knowledge and vocabulary, and developing comprehension skills. Empower uses the CKLA program in grades K–2 as its core curriculum. CKLA has two program strands: Knowledge and Skills. CKLA's two strand program is research-based and provides extensive support for students as they become critical readers and writers.

According to CKLA, the ***Knowledge*** Strand emphasizes comprehension skill development in a language- and knowledge-rich context. The primary instructional activity is a read-aloud that exposes students to complex texts, related to a systematically ordered set of topics, or domains. The materials are designed to build knowledge in areas of history, science, literature, and geography. The lesson activities emphasize vocabulary acquisition, build comprehension skills through interactive discussions during and after reading, and use writing to extend and Empower the texts and their content.[1] To complement this instruction, the ***Skills*** strand is a comprehensive, explicit, and systematic phonics program designed to build decoding, fluency, and writing/spelling skills.[2]

In addition to the two CKLA strands, Empower also offers students Close Reading and Interactive Read Alouds to ensure students have the opportunity to read and analyze high-quality, complex texts that are both on and above grade level. Moving forward with remote instruction, Empower will also leverage Amplify Reading to give students an opportunity to engage with age-appropriate narratives through a game world.

3–8:

Our literacy program is designed to help our students become successful readers and life-long learners who are prepared to thrive in college-preparatory high school programs and beyond.

Specifically, Empower uses Expeditionary Learning (EL) as the primary resource for teaching literacy in grades 3–8. Expeditionary Learning includes both reading and writing instruction as well as explicitly imbedding the Speaking and Listening Standards. The curriculum is designed to address the three key components of the standards: (1) regular practice with complex text and its academic language, (2) reading, writing, and speaking grounded in evidence from both literary and informational text, and (3) building knowledge through content-rich non-fiction. Based on the latest research supporting the power of background knowledge, EL modules are designed around topics that help students build background knowledge. Modules also include a blend of fiction and non-fiction complex texts. In each module, students have the opportunity to dig deeply into a high-interest topic by analyzing complex, grade-level texts and then completing performance tasks and assessments aligned to the standards. In addition, we offer students four periods per week of Close Reading where they read short grade-level texts, dissect the main ideas and craft and structure moves in order to build independence as readers. In 19-20, Empower also added ELA iReady as an additional means of gathering data to drive instruction.

Special Populations of Students (ELL, Students with Disabilities):

In the coming school year, small group instruction (SGI) will continue to be the key component of Empower's approach to supporting special populations. The primary resource for SGI in grades K–3 will continue to be skills double dose. This intervention provides data-based support for students struggling with decoding and comprehension, aligned to the core Skills curriculum. In 4–8, Leveled Literacy Intervention, (LLI) and Wilson are the primary intervention resources for decoding and comprehension for students who are significantly below grade level in reading. In addition, small group close reading groups will be created based on reading and interim data.

Approach to data-driven instruction

In the 2019-20 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. Through the use of PowerBI, we provide school leaders earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years. We use a set of common benchmarks and measures for student performance in ELA and math. In collaboration with the school's leadership, the network sets End of Year (EOY) measures tied to official assessments. They include:

- the mathematics and English language arts state exams,
- Core Knowledge Skills assessments, and
- NYSESLAT

Aligned to the EOY measures, the network also sets cycle measures that identify intervals for improvement on internal assessments in order to be on track to meet EOY measures. For the 2020-21 school year, in addition to our internal interims, we will use these online assessments to monitor progress throughout the year:

- ELA iReady (3-8 students)
- mCLASS (K-2 students)

Teachers use these measures to set classroom level goals and track progress toward them throughout the year. Progress toward benchmarks is tightly monitored, through weekly data tracking of student outputs aligned to each measure, and through teacher observations, feedback, and professional development aligned to a focused set of teacher inputs. Almost all network-driven professional development and resource creation is aligned to the benchmarks with student outputs and teacher inputs identified termly. Student outputs are defined as observable student behaviors that indicate progress toward achieving the cycle and EOY measures. Teacher inputs are defined as observable strategies and actions teachers can take that will lead to the student outputs.

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

Empower Charter School students will meet grade level expectations in Math as shown on internal interim assessments. Each year, the quantity of students scoring proficient will increase by 10 percentage points over the previous year.

BACKGROUND

Empower's approach to math instruction prioritizes the three key elements of the standards: 1) Deep dive into few topics, 2) Coherence: linking topics and thinking across grades, and 3) Rigor: pursuing conceptual understanding, procedural skills and fluency, and application with equal intensity. Empower implements research-based curricular resources that best support this vision for mathematical instruction. In grades K–8, Empower uses Achievement First's Math Curriculum, AF Navigator. ESI's Program Team continued to provide support directly to Empower's leaders and teachers. In the 2019-20 school year, ESI's Senior Director of Math worked to ensure Empower leaders had the tools, resources, and access to high-quality trainings for math instruction.

In March 2020, Empower continued remote instruction in math primarily using Google Classroom and Zoom to interact with students and collect student work. ESI's Program Team provided guidance on best practices for remote instruction within each content area.

METHOD

Each school year, Empower administers Math interim assessments for all K-8 students. These interims are scheduled to take place 4 times throughout the school year, with the third interim

meant to simulate a dress rehearsal of the state exam. These assessments are designed by AF Navigator and are modeled after the content of the state exam. They provide benchmark data for how students at Empower, and across the Empower Schools network, did in comparison to other schools.

RESULTS AND EVALUATION

This chart shows student growth on interim assessments from the 2018-19 school year to the 2019-20 school year.

	Math Dress Rehearsal			
	% Proficient 2019	% Proficient 2020	% Points Growth	Met Measure
G3	41	54	+13	Yes
G4	36	21	-15	No
G5	4	43	+39	Yes
G6	35	45	+10	Yes
G7	39	57	+18	Yes
G8	35	40	+5	No

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Empower students made gains in math proficiency in almost all grades, with all grades meeting the measure of 10% growth except grade 4 and grade 8. Grade 5 and grade 7 students showed significant growth from 2019 to 2020.

ACTION PLAN

With the adoption of the AF Navigator curriculum, Empower elevated the level of rigor in math instruction for its students. Below, we outline the additional steps Empower took by grade band to continue to improve the quality of math instruction this past year:

- ***Grades K–4:*** In 2019-20, Empower implemented Achievement First's Math Stories curriculum in grades K–4. Math Stories is a curriculum that uses strategically designed routines to help students develop a deep number sense and flexibility with numbers in order to support complex problem solving. Math Stories also provides students with an access point into basic math operations by using real life topics familiar to students.
- ***Grades 3–8****:* In partnership with Achievement First, Empower's 3–8 grade math teachers participated in robust training for AF Navigator designed to deepen their understanding of the math content and the critical thinking work students must engage with to show mastery of the standards. In addition, Empower offered additional math intervention blocks to allow teachers to further assess student needs and employ timely and effective interventions in the 2019-20 school year. Interventions ensure students struggling with grade-level standards continue to get exposure to grade-level content while still remediating lagging skills.

- **Special Populations:** During the 2019-20 school year, Empower's Special Populations team continued to focus on small group instruction (SGI) in math. The aim was for small group instruction and SETSS to be aligned to the current classroom curriculum. To support in remediating any lagging skills, Empower will be using Goal Book which uses vertical progression, allowing teachers to scaffold to reach the priority skills while also providing additional practice for students.

Approach to data-driven instruction

In the 2019-20 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. We've developed a comprehensive data platform through the use of PowerBI providing school leaders earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years.
We use a set of common benchmarks and measures for student performance in ELA and math. In collaboration with the school's leadership, the network sets End of Year (EOY) measures tied to official assessments. They include:

- the mathematics and English language arts state exams,
- Fountas and Pinnell,
- Core Knowledge Skills assessments, and
- NYSESLAT

Aligned to the EOY measures, the network also sets cycle measures that identify intervals for improvement on internal assessments in order to be on track to meet EOY measures. For the 2020-21 school year, in addition to our internal interims, we will use these online assessments to monitor progress throughout the year:

- Math iReady (K-8 students)

Progress toward benchmarks is tightly monitored, through weekly data tracking of student outputs aligned to each measure, and through teacher observations, feedback, and professional development aligned to a focused set of teacher inputs. Almost all network-driven professional development and resource creation is aligned to the benchmarks with student outputs and teacher inputs identified termly. Student outputs are defined as observable student behaviors that indicate progress toward achieving the cycle and EOY measures. Teacher inputs are defined as observable strategies and actions teachers can take that will lead to the student outputs.

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

Empower Charter School students will meet grade level expectations in Science. 75% of students will earn 70% or above on a NYS Science Exam practice test.

BACKGROUND

In 2019-20, Empower Charter School employed a full-time K–5 science teacher and a 6-8 science teacher. Empower's science curriculum is designed to promote inquiry, problem solving skills, and exposure to 21st century learning and skills. Science teachers develop their own lessons based on best practices in the field, and they partner with school leaders to ensure the lessons are rigorous and aligned to NYS standards. In March 2020, Empower continued remote instruction in science primarily using Google Classroom and Zoom to interact with students and collect student work.

METHOD

For lower school students, Empower measured mastery of grade level standards through a variety of assessments, chosen internally by teachers. The measure for K-2 Science is based on end of year grades in Science for those students.

For upper school students, Empower administers science practice tests. These interims are designed to simulate a dress rehearsal of the state exam and give students practice with grade-level science content.

RESULTS AND EVALUATION

This chart shows the percentage of students in each grade earning a passing grade (70% or above) for the year in Science.

	K-2 Science Grades	
	% Students Earning 70% or Above	Met Measure
GK	58	No
G1	100	Yes
G2	75	Yes

This chart shows the percentage of students in each grade earning a passing grade (70% or above) on the practices Science Test.

	% Proficient on Practice Science Test	
	% Students Earning 70% or Above	Met Measure
G6	50	No
G7	39	No
G8	34	No

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Of Empower students in grades K-2, only 1st and 2nd grade students met the measure. In the upper school, no grades met the measure.

ACTION PLAN

Empower is continuing to build a robust, high-quality science program that gives students a 21st century science experience. Empower Upper will continue to use Amplify Science, a high-quality curriculum that blends hands on investigations with literacy rich tools to support students. Also rated highly by ED Reports, we expect that Amplify Science will help support Empower teachers in providing high-quality instruction in science. 8th grade students at Empower will have the opportunity to take Living Environment. In 2020-21, all science teachers will participant in network-wide professional development sessions during our staff in-service days. Additionally, Living Environment teachers will participate in periodic collaborative planning meetings to prepare for each unit of 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 year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

We have met this measure; Empower Charter School has been in good standing with ESSA for at least the last 3 school years where data is available.

Accountability Status by Year

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

SUNY Charter Schools Institute
The State University of New York

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:__**Explore Schools Network**_____

2. Trustee's name (print):____**Lola Adedokun**_____

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):_____

   _**Board member**_____

[redacted]

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))
		None	

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.		

7/19/2020

_____ _____

Signature ***Date***

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

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:_____Explore Schools

2. Trustee's name (print): JANA L REED

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):_____

   Vice Chair, Explore Schools Board
   Vice Chair, Explore Schools, Inc.

[redacted]

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.

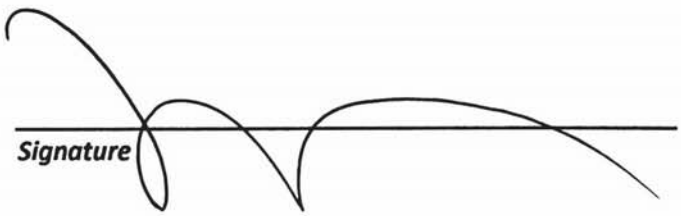
   _____

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))
		NONE	

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		



Signature

7/24/20
Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

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DATE RECEIVED: _____

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

1. Name of education corporation: Explore Charter Schools

2. Trustee's name (print): Lindsay

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):Trustee

[redacted]

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))
N/A *Pleas*			

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**
N/A				

Lindsay Danon 7/23/20

Signature ***Date***

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

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: Explore schools Inc

2. Trustee's name (print): Lindsay Matovich

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer / Finance Com. Chair

[redacted]

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		

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			

Signature

07/19/20

Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

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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: Explore Charter Schools of Brooklyn
2. Trustee's name (print): Shawn M. Jenkins
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Board Member

[redacted]

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

Shawn M. Jr

Signature

7/17/2020

Date

NONE

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

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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:___Explore Charter Schools_____

2. Trustee's name (print):___Angie Brice Thomas_____

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):____N/A_____

[redacted]

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

___Angie Brice Thomas_____ ***_____7.24.20_____***
Signature ***Date***

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

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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: Explore Schools

2. Trustee's name (print): Henry Mannix

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Chair

[redacted]

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))
	NONE		

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			

7/27/2020

_____ _____

Signature ***Date***

Form Revised November 16, 2015

Explore Schools
Community schools. Outstanding results.

Explore Charter Schools Board Meeting Minutes –September 25, 2019

Explore Charter Schools Board Attendees: Hank Mannix, Jana Reed, Lindsay Danon, Lindsay Matovich
Explore Schools Inc: Board Attendees: Lizz Pawlson, Jana Reed, Morty Ballen, Brian Coad
Explore Schools Staff Attendees: Carrie Mauer, Christina Froeb, Ola Duru

The meeting was called to order at 6:48pm

Charter Renewal Update and Board Interview Recap

The board discussed the SUNY Renewal interview that took place immediately before the board meeting, noting the following:

- Significant improvement in classroom management and culture at Exceed
- Improvement is evident at Empower
- Consistent message heard when talking to teachers and leaders
- CFS and Learning targets were present
- Push on schools meeting enrollment targets and developing a strategy for the charter term
- More evidence of high school placement discussions happening at the board level
- Lagging scores in science and strategy to improve science over the charter term.
- Reviewing progress of 12:1:1 classrooms and reassessing strategy around grade groupings
- Establishing ELL supports earlier in the year
- Progress at the board level with the establishment of a board evaluation tool

ESI Approval of Minutes

Hank Mannix motioned to approve the minutes from the regular board meeting held on June 12th, 2019.
Jana Reed seconded the motion
The motion was unanimously approved.

ECS Board Memberships, Officers and Committees

The ECS board finalized the board membership, leadership and Committee positions for the 2019-20 school year.

- Morty Ballen is stepping down from the ECS board but will remain on the ESI board.
- Lindsay Matovich has been nominated for the ECS board treasurer role.
    - Hank Mannix motioned to approve Lindsay Matovich as treasurer
    - Lindsay Danon seconded the motion
    - The motion was unanimously approved
- The board's Finance and Accountability committees slates were shared with the board for approval
    - Hank Mannix motioned to approve the board committee slates
    - Lindsay Danon seconded the motion
    - The motion was unanimously approved

ED and Superintendent Update

Carrie Mauer and Christina Froeb provided updates on the current state of the organization, focusing on:

- Priorities and focal areas for the 19-20 school year
- Talent Update
- Enrollment Update

The board asked for scenarios of budget projections to ensure the schools are budgeting appropriately
The board also requested that ESI leadership share the new leader development tool

Executive Session

ECS Executive Session to discuss the medical, financial, credit, or employment history of a particular person or

corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
Hank Mannix motioned for the ECS board to enter executive session at 7:49pm.
Jana Reed seconded the motion.
The motion was unanimously approved.

Hank Mannix motioned for the ECS board to come out of executive session at 7:58pm.
Lindsay Danon seconded the motion.
The motion was unanimously approved.

Public Comment
No public comment.
The meeting was adjourned at 7:59pm

Explore Schools
Community schools. Outstanding results.

Explore Charter Schools Board Meeting Minutes–October 24, 2019

Explore Charter Schools Board Attendees: Hank Mannix, Jana Reed, Lindsay Matovich, Robert Archer, Lindsay Danon, Angie Brice Thomas
Explore Schools Inc Board Attendees: Brian Coad
Explore Schools Staff Attendees: Carrie Mauer, Christina Froeb, Rachel Modica-Russell, Ashley Dickens. Jeremy Thomas

The meeting was called to order at 6:07 pm

ESI Approval of Minutes
Jana Reed motioned to approve the minutes from the regular Board of Trustees meeting held on September 25th, 2019.
Hank Mannix seconded the motion
The motion was unanimously approved.

Talent Hiring Season in Review
Rachel Modica-Russell shared talent recruitment data from the 2019-2020 recruitment season and answered questions.

- Leader/teacher attrition and recruitment strategy
- Overall teacher attrition
- High level takeaways for retention/recruitment from the 2018-2019 school year
- Preview of 2020-2021 talent strategy

ED and Superintendent Update
Carrie Mauer and Christina Froeb provide updates on the current state of the organization, focusing on:

- CKLA Interim #1 baseline data
- ELA Interim #1 changes and baseline data
- Charter Renewal Update
    - Expecting reports in November
    - No indication if they're coming back for another visit.
    - Resolution changes potentially coming
- Fiscal and enrollment update
    - Explore
        - Projected a deficit of 304K, reduced by 57K
    - Empower
        - Deficit reduction of 78K. We have some vacancies at Empower presenting salary savings.
    - Excel
        - Same projection as September
    - Exceed
        - Previously projected deficit has increased to 643K. Still working to backfill and close enrollment gap. SPED is one area hard to predict, especially when it comes to crossing academic years

Executive Session
ECS Executive Session to discuss the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
During executive session, the board discussed Principals bonuses.

Hank Mannix motioned for the ECS board to enter executive session at 7:25pm.
Jana Reed seconded the motion.

The motion was unanimously approved.

Hank Mannix motioned for the ECS board to come out of executive session at 7:38pm.
Angie Brice Thomas seconded the motion.
The motion was unanimously approved.

Hank Mannix motioned to approve the Principal bonuses for the 18-19 school year.
Jana Reed seconded the motion
The motion was unanimously approved.

Public Comment
No public comment.
The meeting was adjourned at 7:41pm

Explore Schools
Community schools. Outstanding results.

Explore Charter Schools of Brooklyn Meeting Minutes –November 18, 2019

Explore Charter Schools Board Attendees: Hank Mannix, Jana Reed, Lindsay Matovich, Lindsay Danon, Angie Brice Thomas
Explore Schools Inc Board Attendees: Lizz Pawlson, Morty Ballen
Explore Schools Staff Attendees: Carrie Mauer, Christina Froeb, Ashley Dickens, Ola Duru

The meeting was called to order at 6:04 pm

ESI Approval of Minutes

Hank Mannix motioned to approve the minutes from the regular Board of Trustees meeting held on October 24th, 2019.
Jana Reed seconded the motion
The motion was unanimously approved.

Quarter 1 Fiscal Update

Ashley Dickens provided a Q1 fiscal update for each of our four schools. During the update Ashley discussed each school's change in cash on hand and any variances in revenue. Ashley also presented the whole board with the FY19 financial audit for Explore Charter Schools of Brooklyn Education Corporation, including the balance sheet, income statement and statement of cash flow.
The board requested additional information about the variance in special education student revenue for the next board meeting.

ED and Superintendent Update

Carrie Mauer and Christina Froeb provided updates on the current state of the organization, focusing on:

- Academic Update including:
  - Interim 2 data for both math and ELA in grades 3-8
  - WIDA data for ELL students
- 2021 Strategic planning process including:
  - Key feature of the plan
  - Phases and timeline of the work
  - Strategic priorities

Diversity Equity and Inclusion Update

Ola Duru shared an update about the DEI work taking place across the network, focusing on the tenets of the networks DEI action plan and sharing data collected through the Promise 54 survey.

Public Comment

No public comment.
The meeting was adjourned at 7:14pm

Explore Schools
Community schools. Outstanding results.

Explore Charter Schools of Brooklyn Meeting Minutes –December 16, 2019

Explore Charter Schools Board Attendees: Hank Mannix, Jana Reed, Lindsay Matovich, Lindsay Danon
Explore Schools Inc Board Attendees: Lizz Pawlson, Brian Coad
Explore Schools Staff Attendees: Carrie Mauer, Christina Froeb, Ola Duru

The meeting was called to order at 6:03 pm

ESI Approval of Minutes

Hank Mannix motioned to approve the minutes from the regular Board of Trustees meeting held on November 18th, 2019.
Lindsay Danon seconded the motion
The motion was unanimously approved.

Prospective Board Members Meet & Greet

Shawn Jenkins, a prospective board member currently working at College Board met with the board and shared his background in education and his interest in joining the Explore Schools Board.

Alumni Q&A – Kagame Li-A-Ping

Kagame met with the board to share his perspective as an alumna of Explore Charter School and discuss some ideas for supporting current students at Explore Schools as they prepare for high school and college.

ED and Superintendent Update

Carrie Mauer and Christina Froeb provided updates on the current state of the organization, focusing on:

- High School Placement Data for the 2019-2020 8th grade student at Explore Schools
- Network safety plan

Diversity Equity and Inclusion Update

Ola Duru led the board through an exercise in reviewing a potential NYS assessment test prep text. The board had an opportunity to understand the approach the network is taking in support of the DEI action plan.

Executive Session

ECS Executive Session to discuss the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
Hank Mannix motioned for the ECS board to enter executive session at 6:55pm.
Jana Reed seconded the motion.
The motion was unanimously approved.

Hank Mannix motioned for the ECS board to come out of executive session at 7:21pm.
Lindsay Danon seconded the motion.
The motion was unanimously approved.

Public Comment

No public comment.
The meeting was adjourned at 7:22pm

Explore Schools
Community schools. Outstanding results.

Explore Charter Schools Board Meeting Minutes – January 27, 2020

Explore Charter Schools Board Attendees: Hank Mannix, Jana Reed, Lindsay Danon, Lindsay Matovich
Explore Schools Inc: Board Attendees: Lizz Pawlson, Jana Reed, Morty Ballen, Brian Coad
Explore Schools Staff Attendees: Carrie Mauer, Christina Froeb, Ola Duru, Ashley Dickens
Other Attendees: Prospective board member: Lola Adedokun

The meeting was called to order at 6:04pm

ESI Approval of Minutes
Hank Mannix motioned to approve the minutes from the regular board meeting held on December 16th, 2019.
Jana Reed seconded the motion
The motion was unanimously approved.

Prospective Board Members Introduction
Hank Mannix introduced the board to Lola Adedokun, a prospective board member. Lola shared information about her professional background and interest in joining the board.

ECSB Financial Modeling Conversation
Ashley Dickens and Lindsay Matovich led the board in a financial modeling discussion, presenting a number of budget scenarios to gather feedback from the board. The board's feedback will be used to drive the 2020-2021 budgeting cycle for school teams.

Q2 Academic Update
Christina Froeb provided updates on the second round of Math Interims Assessment as well as the steps the network is taking to improve proficiency in various grades.

Public Comment
No public comment.
The meeting was adjourned at 7:02pm

Explore Schools
Community schools. Outstanding results.

Explore Charter Schools Board Meeting Minutes – February 26, 2020

Explore Charter Schools Board Attendees: Hank Mannix, Jana Reed, Lindsay Danon, Lindsay Matovich, Angie Brice
Explore Schools Inc: Board Attendees: Lizz Pawlson
Explore Schools Staff Attendees: Carrie Mauer, Christina Froeb, Ola Duru, Rachel Modica-Russell
Other Attendees: Prospective board member: Lola Adedokun

The meeting was called to order at 6:03pm

ESI Approval of Minutes
Hank Mannix motioned to approve the minutes from the regular board meeting held on January 27th, 2020.
Jana Reed seconded the motion
The motion was unanimously approved.

Prospective Board Members Vote
Hank Mannix motioned to approved Lola Adedokun and Shawn Jenkins as trustees for the Explore Charter Schools of Brooklyn board.
Lindsay Danon seconded the motion
The motion was unanimously approved.

Q2 Academic Update and Strategic Plan Update
Christina Froeb provided updates on the ELA and math dress rehearsal as well as the CKLA assessments. The conversation also included the steps the network is taking to improve proficiency in various grades as well as the way the network will change the state assessment preparation for the next school year. Carrie Mauer presented the findings from the strategic plan research a well as the final committee leader who will be guiding the work of each committee.

Talent Update
Rachel Modica-Russell presented a talent update focused on how Explore schools is working on sourcing and recruiting new teachers to the network. The update included an update on the talent team's work to create new hire engagement plans that will onboard new teachers earlier and in a more in-depth way. In addition, the update included the talent team's efforts to retain current teachers, especially teachers of color across the network.

Executive Session
ECS Executive Session to discuss the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation.
During executive session, the board discussed Principals bonuses.

Hank Mannix motioned for the ECS board to enter executive session at 7:15pm.
Jana Reed seconded the motion.
The motion was unanimously approved.

Hank Mannix motioned for the ECS board to come out of executive session at 7:45pm.
Angie Brice Thomas seconded the motion.
The motion was unanimously approved.

Public Comment
No public comment.
The meeting was adjourned at 7:47pm

Explore Schools
Community schools. Outstanding results.

Explore Charter Schools Board Meeting Minutes – March 30, 2020

Explore Charter Schools Board Attendees: Hank Mannix, Jana Reed, Lindsay Danon, Lindsay Matovich, Lola Adedokun, Shawn Jenkins, Angie Brice Thomas
Explore Schools Inc: Board Attendees: Lizz Pawlson, Jana Reed, Morty Ballen
Explore Schools Staff Attendees: Carrie Mauer, Christina Froeb, Ashley Dickens, Jeremy Thomas

The meeting was called to order at 6:04pm

ESI Approval of Minutes
Jana Reed motioned to approve the minutes from the regular board meeting held on February 26th, 2020.
Hank Mannix seconded the motion
The motion was unanimously approved.

COVID-19 Response Update
Carrie Mauer and Christina Froeb shared the network's response to the recent COVID-19 pandemic, including:

- Distance Learning Updates
- Updates to student testing
- Student attendance management
- Family support
- Staff support

Superintendent/ED Update
Carrie Mauer presented an update on several topics, including:

- Student Recruitment - Our approach to student recruitment has changed as a result of the COVID-19 pandemic. The update included more information about number of kindergarten applications received and the approach to converting applications to enrolled seats.
- Staff Recruitment - Changes to our staff recruitment approach and some of the processes we have put into place to continue staff recruitment.
- Initial Budget Implications of COVID-19 – Potential ways we can alter our model to reduce our costs in light of potential NYS budget cuts

SUNY Accountability Measures
Christina Froeb presented an update on Explore's overall progress against the SUNY accountability measures over the past five years.

12:1:1 Program Update
Christina Froeb presented an update on the network's 12:1:1 program and how the network has improved the program over the current school year as well as ways the plans we have to improve the program for the next school year.

Public Comment
No public comment.
The meeting was adjourned at 7:17pm

Explore Schools
Community schools. Outstanding results.

Explore Charter Schools Board Meeting Minutes – April 20, 2020

Explore Charter Schools Board Attendees: Hank Mannix, Jana Reed, Lindsay Danon, Lindsay Matovich, Angie Brice, Lola Adedokun, Robert Archer
Explore Schools Inc: Board Attendees: Lizz Pawlson, Morty Ballen, Brian Coad, Jana Reed
Explore Schools Staff Attendees: Carrie Mauer, Christina Froeb, Ola Duru, Ashley Dickens

ECSB Approval of Minutes

Hank Mannix motioned to approve the minutes from the regular board meeting held on March 30th, 2020.
Lindsay Danon seconded the motion

COVID-19 Response Update

Carrie Mauer and Christina Froeb provided a COVID-19 update to the board and the steps the network is taking to address the crisis. The update included:

- Phase 3 of Distance Learning Plan
- Assessments changes
- Report Cards changes
- Promotion in doubt plan
- Staff/Parent survey data review

COVID-19 Financial Contingency Planning

Carrie Mauer and Ashley Dickens provided an update on the ways the network is rethinking the budget for the remainder of the year as well as contingency planning around factors that may impact the budget for the 2020-2021 school year. The board discussed the timeline to get a clearer revenue picture based on how the state budget and deficit are impacted by COVID-19. Carrie Mauer presented several scenarios for funding that may result from the final state budget deficit. The network team shared some budget management and cash conserving ideas that will be revisited with the board during the next meeting.

Q3 ESI Finance Update and School Budget Planning Update

Ashley Dickens reviewed the ESI Q3 Update and the progress of the school budget planning process for the 2020-2021 school year. Ashley will share a high-level overview of FY21 budgets at the May 18th meeting.

ED/Superintendent Update

Christina Froeb and Carrie Mauer provided a network update on a handful of topics. The conversation included plans for how the network is amending the strategic planning process as well as the progress of student and staff recruitment for the 2020-2021 school year.

Public Comment

No public comment.

The meeting was adjourned at 7:21pm

Explore Schools
Community schools. Outstanding results.

ECS Board Meeting – May 18, 2020

Explore Charter Schools Board Attendees: Hank Mannix, Jana Reed, Lindsay Danon, Lindsay Matovich, Angie Brice, Lola Adedokun, Robert Archer, Shawn Jenkins
Explore Schools Staff Attendees: Carrie Mauer, Christina Froeb, Ashley Dickens, Jeremy Thomas

Meeting called to order at 6:03 pm

ECS Approval of Minutes

Hank Mannix motioned to approve the minutes from the ECS Board Meeting held on April 20th, 2020
Lindsay Matovich seconded the motion
The motion was unanimously approved

COVID-19 Update & Contingency Planning

Carrie Mauer and Christina Froeb provided a COVID-19 update to the board and the contingency plans currently in development. The update included:

- Remote Learning and Attendance
- Family Focus Group Feedback on Remote Learning
- Technology needs/Family Relief Fund Update
- Summer Planning
- Reopening Planning

The board raised questions around preparing for trauma informed teaching practices which is part of the contingency planning as well as flexibility for students and staff uncomfortable returning to the building, which is also in the plans. The board focused conversation on the remediation planning including which grades and the process for identifying students to participate. All grades will be considered, and teachers and leaders will take the lead on identifying students.

ECSB FY20 Q3 Review

Ashley Dickens reviewed the ESCB Q3 Update. The quarter reflected consistent revenue due to steady student enrollment.

FY21 Budget Preview: Schools

Ashley Dickens previewed the FY21 budget for schools including key assumptions and current planning to address potential funding gaps. The board asked about the confidence in the enrollment numbers and what the network was planning for in terms of reduction in PPA and enrollment. The board discussed the paycheck protection program loan and the need for that funding, given the uncertainty of the PPA and with what we're already seeing with lower than anticipated enrollment. Board members all supported ESI completing the application for the schools. We're excited about the prospect of receiving the loan.
Note: There will be a board resolution to apply for the PPP loan the week of June 1.

FY21 Budget Preview: ESI

Ashley Dickens previewed the FY21 budget for ESI including key assumptions and current planning to address funding gaps. The board briefly discussed what further reductions could look like for ESI, if a reduction to funding occurs next year.

ED/Superintendent Update

Christina Froeb and Carrie Mauer provided an update focused on the following

- 2020-21 Instructional Planning
- 2020-21 Talent/Recruitment Update
- 2020-21 Enrollment Update

Executive Session
No executive session

Public Comment
This time is to open the floor for public comment (pertains to Explore Schools Board rules of public meeting).
No public comment at 7:35 pm

Meeting adjourned at 7:36 pm

This element does not apply to us, as we are a SUNY authorized school, but I am completing an upload so the overall report can be submitted. If this is a required element, please reach out to me directly to discuss in more detail.

Rachel Wiley

Explore Schools | Operations and Reporting Manager

347-971-2482

rwiley@explorenetwork.org

2020-2021 Explore Schools Calendar*

*This is a draft calendar for the 2020-2021 school year. The below dates are based on predictions as to when the DOE will schedule the April break and state exams.

August

Su	Mo	Tu	We	Th	Fr	Sa
						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

	Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3	4	5	4
	6	7	8	9	10	11	12	4
	13	14	15	16	17	18	19	5
	20	21	22	23	24	25	26	5
3	27	28	29	30				3
1								21
	4							

October

	Su	Mo	Tu	We	Th	Fr	Sa	
					1	2	3	2
4	4	5	6	7	8	9	10	5
5	11	12	13	14	15	16	17	3
5	18	19	20	21	22	23	24	5
3	25	26	27	28	29	30	31	5
21								20

November

Su	Mo	Tu	We	Th	Fr	Sa
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					

December

Su	Mo	Tu	We	Th	Fr	Sa
		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

	Su	Mo	Tu	We	Th	Fr	Sa	
4						1	2	
5	3	4	5	6	7	8	9	4
5	10	11	12	13	14	15	16	5
0	17	18	19	20	21	22	23	4
0	24	25	26	27	28	29	30	5
14	31							18

February

	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	6	5
	7	8	9	10	11	~~12~~	13	5
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	4
	28							14

March

Su	Mo	Tu	We	Th	Fr	Sa
	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

Su	Mo	Tu	We	Th	Fr	Sa
				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

	Su	Mo	Tu	We	Th	Fr	Sa	
2							1	
0	2	3	4	5	6	7	8	5
5	9	10	11	12	13	14	15	4
5	16	17	18	19	20	21	22	5
5	23	24	25	26	27	28	29	5
17	30	31						0

June

	Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3	4	5	4
	6	7	8	9	10	11	12	5
	13	14	15	16	~~17~~	18	19	4
	20	21	22	23	24	25	26	0
	27	28	29	30				13
	19							

July

Su	Mo	Tu	We	Th	Fr	Sa
				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

Holidays (in RED text)

	7-Sep	Labor Day	Dec 31-Jan 1	New Year's	31-May Memorial Day
Nov 26-27		Thanksgiving	18-Jan	Martin Luther King Da	5-Jul Independence Day
	25-Dec	Christmas Day	15-Feb	Presidents' Day	(observed)

Key

	New Teacher Orientatic
	Teacher Pre-Service/In-
	Ha f Day for Kindergart
	Ha f Day for Students
	Students and Teachers
	Parent Teacher Confer
	Staff Critical Days
	State Exams
	Network Shutdown: All
	2pm Dismissal

*First Day for All N
*First Day for All F
*First Day for Kinc
*First Day for 1st-
Term 1: Aug 26 - (
Term 2: Nov 2 - Ju
Term 3: Jan 25 - A
Term 4: Apr 12 - J
Total days: 180 da