Application: KIPP AMP Charter School

Janessa Hernaez - jhernaez@kippnyc.org
Annual Reports

Summary

ID: 0000000195
Status: Annual Report Submission
Last submitted: Nov 2 2020 10:18 PM (EST)

Entry 1 School Info and Cover Page

Completed Aug 3 2020

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

KIPP ALWAYS MENTALLY PREPARED CHARTER SCHOOL 331700860882

a1. Popular School Name

KIPP AMP

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

3/2005

e. DATE FIRST OPENED FOR INSTRUCTION

7/2005

h. SCHOOL WEB ADDRESS (URL)

https://www.kippnyc.org/schools/kipp-amp-middle-school/

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

768

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

755

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, 9, 10, 11, 12

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

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	KIPP NYC, LLC
PHYSICAL STREET ADDRESS	1501 Broadway, Suite 1000
CITY	New York
STATE	NYNYNNNYNNYY
ZIP CODE	10036
EMAIL ADDRESS	aljohnson@kippnyc.org
CONTACT PERSON NAME	Alicia Johnson

FACILITIES INFORMATION

m. FACILITIES

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

	Yes, 2 sites

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	1224 Park Place Brooklyn, NY 11213	718-943-3710	NYC CSD 17	5-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Antoine Lewis	[redacted]		alewis@kippnyc.org
Operational Leader	Monica Jones			mjones@kippnyc.org
Compliance Contact	Alicia Johnson			aljohnson@kippnyc.org
Complaint Contact	Alicia Johnson			aljohnson@kippnyc.org
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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 expansion 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	No plan to leave	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

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 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 2	1224 Park Place Brooklyn 11213	718-943-3740	NYC CSD 17	K-4	

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Antoine Lewis	[redacted]		alewis@kippnyc.org
Operational Leader	Melanie Babalola			mbabalola@kippnyc.org
Compliance Contact	Alicia Johnson			aljohnson@kippnyc.org
Complaint Contact	Alicia Johnson			aljohnson@kippnyc.org
DASA Coordinator				
Phone Contact for After Hours Emergencies				

m2b. Is site 2 in public (co-located) space or in private space?

Co-located Space

m2c. 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 expansion 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 2	No plan to leave	No		No		No

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.

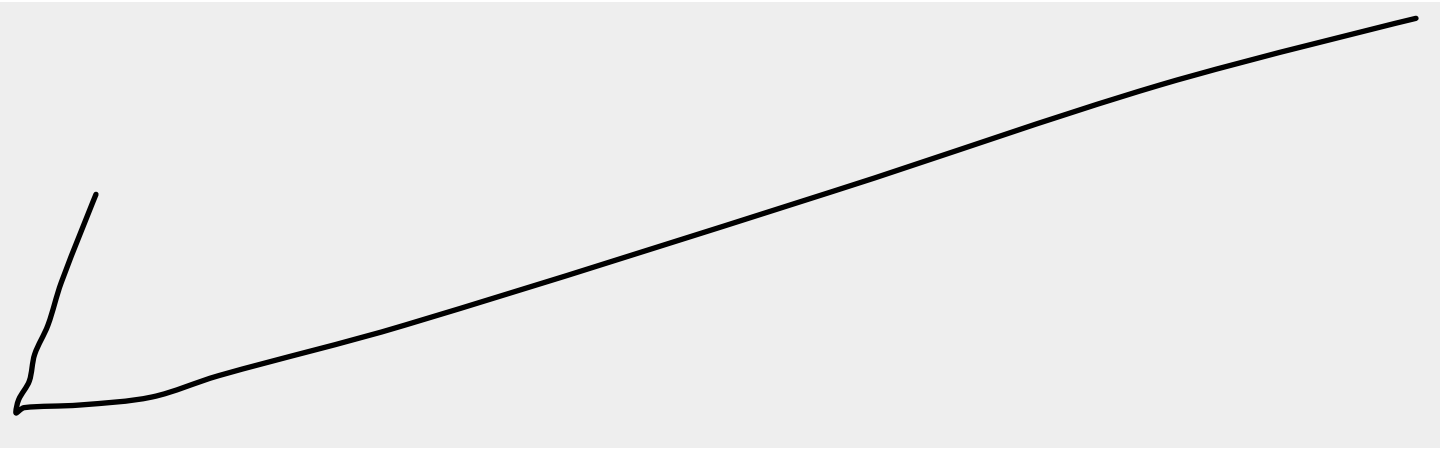
Name	Bryan Harris
Position	Director of Data and Assessment
Phone/Extension	212-991-2610
Email	bharris@kippnyc.org

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

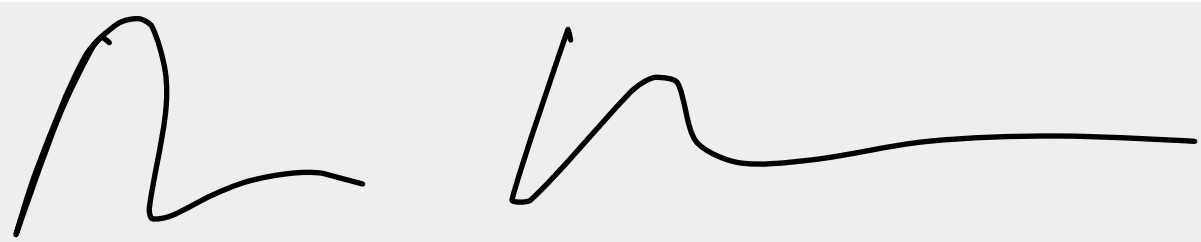
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 3 2020

Thank you.

Entry 2 NYS School Report Card

Completed Aug 3 2020

Instructions

SUNY-authorized charter schools only

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

Entry 2 NYS School Report Card Link

KIPP ALWAYS MENTALLY PREPARED CHARTER SCHOOL 331700860882

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?year=2019&instid=800000058839

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2019-20 Progress Toward Attainment of Academic Goals

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

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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

4. ORGANIZATION GOALS

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

2019-2020 Progress Toward Attainment of Organization Goals

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

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

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

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

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Oct 16 2020

Instructions

SUNY-Authorized Charter Schools ONLY

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

2019-20 Accountability Plan Progress Report_AMP

Filename: 2019 20 Accountability Plan Progress R CyQuUMP.pdf **Size:** 220.2 kB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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

complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** Disclosure of Financial Interest Form
- **SUNY- Authorized Charter Schools**: Trustee Financial Disclosure Form

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

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

2019-20 Disclosure of Financial Interest Forms (PCS) Final

Filename: 2019 20 Disclosure of Financial Intere lY5qMgt.pdf **Size:** 3.9 MB

Entry 8 BOT Membership Table

Completed Aug 3 2020

Instructions

Required of All charter schools

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

Entry 8 BOT Table

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

KIPP ALWAYS MENTALLY PREPARED CHARTER SCHOOL 331700860882

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Rafael Mayer [redacted]	Chair	Audit/Finance	Yes	4	07/01/2019	06/30/2021	11
2	Richard Taft [redacted]	Treasurer	Audit/Finance	Yes	2	07/01/2018	06/30/2020	10
3	Gwendolyn Brunson [redacted]	Trustee/Member	None	Yes	2	07/01/2018	06/30/2020	8
4	Erica Dewan [redacted]	Trustee/Member	None	Yes	1	07/01/2018	06/30/2020	10
5	Katherine Shah [redacted]	Trustee/Member	None	Yes	1	1/14/2020	6/30/2021	5 or less
6	Jane Martinez Dowling [redacted]	Trustee/Member	None	Yes	3	07/01/2018	08/31/2019	5 or less

7	Brian Zied [redacted]	Trustee/Member	None	Yes	2	07/01/2018	01/31/2020	5 or less
8								
9								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	5
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2019-2020

11

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Incomplete Hidden from applicant

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.

Entry 10 Enrollment & Retention

Completed Aug 3 2020

Instructions for submitting Enrollment and Retention Efforts

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

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	Our efforts to retain students with disabilities are in line with our efforts to retain all students. As a results of our retention rates for students with disabilities is generally in line with students who have not been classified as having a disability.	Our recruiting efforts specifically target students in high need communities in New York City, and employ efforts that we have found to be effective in enrolling students in these populations. Moreover, our lottery process gives a preference to students eligible for the free and reduced price lunch program.
English Language Learners/Multilingual Learners	To specifically target families with limited English proficiency we recruit using bilingual materials and bilingual staff members. KIPP AMP also modified it's charter to allow for additional weighting for ELL students during the lottery admissions process.	To specifically target families with limited English proficiency we recruit using bilingual materials and bilingual staff members. KIPP AMP also modified it's charter to allow for additional weighting for ELL students during the lottery admissions process.
Students with Disabilities	KIPP NYC actively wants to serve all students. Our schools are not designed to supports students in the 12:1:1 setting, but we detail the services that we can provide to families. Specifically we have ICT and SETTS programs, certified special education teachers, KIPP NYC speech and language therapists providing response to intervention services, and contract with the DOE/CSE for additional mandated services.	KIPP NYC actively wants to serve all students. Our schools are not designed to supports students in the 12:1:1 setting, but we detail the services that we can provide to families. Specifically we have ICT and SETTS programs, certified special education teachers, KIPP NYC speech and language therapists providing response to intervention services, and contract with the DOE/CSE for additional mandated services.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	KIPP AMP is focused on retaining all students. We provide high quality and highly structured educational programming tailored to the needs of students. In addition we survey students, families, and teachers to ensure that our educational programming is meeting and exceeding the needs of our students. Furthermore, we leverage best practices from KIPP schools across the country to increase students retention.	KIPP AMP is focused on retaining all students. We provide high quality and highly structured educational programming tailored to the needs of students. In addition we survey students, families, and teachers to ensure that our educational programming is meeting and exceeding the needs of our students. Furthermore, we leverage best practices from KIPP schools across the country to increase students retention.
English Language Learners/Multilingual Learners	Our efforts to retain ELL students are in line with our efforts to retain all students. In additional, parents and families are kept informed of their child's performance and progress through periodic, bilingual communications. Our ELLs are placed in reading programs to ensure that they make progress in literacy. ELL students work with trained speech and language therapists.	Our efforts to retain ELL students are in line with our efforts to retain all students. In additional, parents and families are kept informed of their child's performance and progress through periodic, bilingual communications. Our ELLs are placed in reading programs to ensure that they make progress in literacy. ELL students work with trained speech and language therapists.
Students with Disabilities	Our efforts to retain students with disabilities are in line with our efforts to retain all students. As a result our retention rates for students with disabilities is generally in line with students who have not been classified as having a disability.	Our efforts to retain students with disabilities are in line with our efforts to retain all students. As a result our retention rates for students with disabilities is generally in line with students who have not been classified as having a disability.

Entry 12 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

Entry 12 Uncertified Teachers

School Name: KIPP ALWAYS MENTALLY PREPARED CHARTER SCHOOL 331700860882

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
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)	
iv. 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)	
iv. 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)	
iv. 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	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.

Entry 13 Organization Chart

Incomplete Hidden from applicant

Instructions

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

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

Entry 14 School Calendar

Completed Aug 3 2020

Instructions for submitting School Calendar

Required of ALL Charter Schools

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

School calendars must meet the minimum instructional requirements adopted by the Board of Regents in 2018.

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

Preliminary 20-21 School Calendar

Filename: Preliminary 20 21 School Calendar.pdf **Size:** 65.8 kB

Entry 15 Links to Critical Documents on School Website

Incomplete Hidden from applicant

Instructions

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

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

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

Form for Entry 15 Links to Critical Documents on School Website

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

Thank you.

Entry 16 COVID 19 Related Information

Completed Aug 3 2020

Instructions

Required of ALL charter schools

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

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the Remote Monitoring and Oversight Plan Spring 2020 remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: KIPP AMP 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
	757	707	620

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
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	

		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
		✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	
Total														0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS

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

KIPP AMP Charter School
2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 16, 2020

By Janessa C. Hernaez and Brandi Womack

1224 Park Place Brooklyn, NY 11213

718-943-3710

Janessa C. Hernaez, Manager of Student Information and Compliance and Brandi Womack, Director of Special Projects prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	**Board Position**
Rafael Mayer	Chair
Richard Taft	Treasurer
Gwendolyn Brunson	Trustee/Member
Erica Dewan	Trustee/Member
Adaobi Kanu	Trustee/Member

Antoine Lewis has served as the school leader since 2017

SCHOOL OVERVIEW

Mission. As part of the national KIPP network of schools, our mission has always been to graduate students with the strength of character and academic abilities needed to succeed in life – and in so doing, to prove that urban schools can deliver an excellent educational experience. KIPP NYC schools follow the KIPP approach to school design, which focuses on (i) high expectations, (ii) character development, (iii) teacher and school leader development, and (iv) supporting students on the journey to and through college.

Strategic vision. In New York City, the KIPP network is comprised of 15 schools educating children in grades K-12 (7 elementary, 7 middle and our college preparatory high school). Together with KIPP Through College, our alumni support program, we impact the lives of over 6,000 children each year. We believe that great teachers and school leaders, a supportive learning environment, and an emphasis on both academics and character are the foundation for student success, and we strive to provide these for every child.

Desired impact. In the United States today only 10% of students from low-income families ultimately earn a college degree (B.A.). These students are from the communities where KIPP NYC schools are located and where current and potential KIPP students reside. A diploma affords young people the ability to compete in the global economy and achieve self-sufficiency. Yet how do they get a degree if less than a quarter of them are not college ready? We are deeply committed to addressing this problem and reversing these dismal statistics. Starting in Kindergarten, we make a 19-year promise of support to each and every child all the way through college and career.

We focus on results – academic gains, character development, and the outcomes that ultimately matter most for our children: graduating from high school and college, embarking on a career, and becoming self-sufficient and happy. We work to dramatically increase the percentage of our alumni graduating from college with a B.A. degree (within six years) from a current rate of 47% to 75% — our goal is to match the rate at which students in the highest income quartile complete college. We are one of the only charter school networks across the country committed to this long-term view. We have set the following additional goals for our students:

- 95% graduate from high school
- 85% matriculate to college
- 75% graduate from a four-year college within six years
- 70% of our KIPP alumni are employed

KIPP AMP Charter School, founded in 1995, is located in District 17 in the Crown Heights, Brooklyn, and currently serves 253 students in grades K through eight. KIPP AMP students attend school from 7:25 a.m. to 5:00 p.m. during the week, for four hours on Saturdays, and for three weeks during the summer. These hours add up to 67% more time in the classroom than the national average and they are focused on addressing the academic, intellectual, and social needs of our students.

Transition to remote learning. In March, 2020, KIPP NYC made an immediate shift to a remote learning structure for all of our students in response to a decision to protect our students, staff and families from the COVID-19 pandemic. Even though the decision was incredibly quick, it was deliberate and planned. KIPP NYC was able to ensure that the majority of our students had immediate access to technology and the internet, with almost all of our students having full access within a few weeks.

We have been working and planning diligently to use our strong start with remote learning to improve our curriculum and instruction to ensure that all of our students receive a comprehensive, rigorous and meaningful learning experience for this upcoming school year, as we are planning for both remote and hybrid models of learning. To that end, we gathered feedback from families on our remote learning from the end of last school year and we are using it to develop this year's plan. We think we will be stronger at providing curriculum and information to students and families, and supporting staff with delivering instruction, based on

our prior experience.

We are increasing opportunities for remediation and feedback. We have built more time into schedules to check in with students individually to provide feedback and extra support. Remote learning allows us to reach students as they are learning and to make real-time suggestions. During the course of an instructional day, students will have the opportunity to engage in a combination of live Zoom sessions with their teachers, pre-recorded video lessons from veteran teachers, and self-guided lessons that allow for independent thinking and research.

We are starting this year with a new online learning management system, *Canvas*, which students, families, and staff will visit every day while we are remote. *Canvas* allows students to access their assignments, receive announcements and feedback from their teachers, and see their grades. *Canvas* will also house other resources that students need for school, such as access to additional software or online programs. We will also take attendance through *Canvas*. Parents and guardians can access the platform for school-specific information and their students' lessons, assignments, and teacher communications.

Inclusive of our commitment to learning continuity for our students, the health and safety of our students, staff and families is our highest priority. Our reopening plan outlines our comprehensive approach for how we intend to ensure the physical safety of our school community as well as attend to their emotional and mental health.

We are actively using an equity focused lens to evaluate all of our reopening plans and decision-making. This commitment to equity and anti-racism is reflected in our communication with families, how we are incorporating the voices of staff and families, our attention to trauma, and designing programming with the success of the most marginalized of our student populations at the forefront of our mind.

In creating our plans for the 20-21 school year, we solicited direct feedback from our staff, students and families to ensure that we meet the needs of our entire community. As we continue to revise our plans amidst the ever changing landscape, we will continue to use science, data, health experts and the voices of our community to inform our decisions.

Whether KIPP NYC students are learning remotely or in person, we remain committed to delivering engaging and impactful instruction that fosters a love of learning and a strong sense of self for our students, staff and families.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	96	101	98	N/A	N/A	94	86	88	81	N/A	N/A	N/A	N/A	644
2016-17	90	94	93	88	N/A	85	89	83	80	N/A	N/A	N/A	N/A	702
2017-18	70	87	85	91	82	64	77	85	79	N/A	N/A	N/A	N/A	720
2018-19	63	70	91	92	89	94	61	69	78	N/A	N/A	N/A	N/A	707
2019-20	81	86	93	101	96	101	90	63	77	N/A	N/A	N/A	N/A	788

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

For the 2019-2020 school year the goal was for students to be at a 71% proficiency level for the NYS exam

For the 2020-2021 school year, students will make 3 STEP levels of growth based on their beginning of year STEP level.

Background

Elementary ELA

- We used to use a custom KIPP NYC-adapted Wheatley curriculum for ELA instruction but decided (before the pandemic) to shift to the KIPP Foundation's Wheatley curriculum for SY 2020.
- A writer's workshop curriculum was developed custom for us in SY 2017, and that curriculum continues to be used.

- Guided reading block across all grade levels during which kids read books at their instructional level in small groups with targeted support from a teacher. K-2 also uses the SFA phonics curriculum.
- Teachers' professional development over the past couple of years has focused on guided reading and then (this year) on phonics.

Middle School ELA

We use a custom KIPP NYC Wheatley curriculum (not to be confused with the KIPP Foundation's Wheatley curriculum). The curriculum underwent an overhaul in SY 2017 and SY 2018. This year, we've expanded our list of text options for teachers so that, in most units, teachers can choose from between two texts to teach for the Wheatley unit (the texts are different but the overall goals of the unit are aligned..

- A writing curriculum (Baldwin) was developed custom in SY 2017. Regional professional development has been provided over SY 2018 and SY 2019 to support teachers in teaching both the writing process and the features and techniques of the genres kids write in the curriculum.
- New assessments were developed for the Wheatley units in SY 2019. These are called CPAs (Common Performance Assessments) and include an extended response to the anchor text of the unit as well as a cold read of a new text with authentic prompts.

Summer 2020 Professional Development

- We did a huge 2-day virtual literacy institute for all K-8 teachers this summer. The institute addressed core topics in the teaching of reading.

Changes to the program as a result of transition to remote learning:

- Spring 2020: MS ELA created direct instruction videos for key lessons in the Wheatley and Baldwin scope and sequence
- Spring 2020: ES ELA made use of programs like Amplify to keep kids engaged in reading. (Leslie knows more about this)
- Fall 2020: ES ELA transitioned to using the KIPP Foundation's Wheatley curriculum (which is different from the KIPP NYC-specific Wheatley curriculum MS ELA uses); we adapt the online materials the foundation provides for Canvas and Nearpod.
- Fall 2020: MS ELA created a "Unit 0" which eases students back into ELA. It includes three embedded diagnostics to provide data on where students are in relation to the major work of MS ELA (analyzing characterization, interpreting theme, and writing short responses to literature)
- Fall 2020: The region is creating full self-guided Nearpod lessons for the most essential lessons in the Wheatley and Baldwin curriculum and guidance for teachers on how to create similar self-guided materials for the other lessons

Method

Elementary ELA

- Reading: STEP and then F&P once students tested out of STEP
- ELA interim assessments
- End-of-unit assessments

Middle ELA

- Interim assessments
- CPAs
- Baldwin published pieces

Results and evaluation

Due to the pandemic we do not have specific results that address the NYS exam goals, however we are setting goals this year that roll over individual student growth goals as set during the 19-20 school year. We are using our NYS exam aligned interim assessments in 3-8 grade to measure progress along those goals and in the case that NYS exams are cancelled this year, we plan to create a commensurate assessment using past NYS released items to internally mark progress throughout the year. We are also using this year to create a working group to create a meaningful end of year assessment for our 3-8 ELA students that rigorously and fairly assesses our student mastery in reading and writing.

For Elementary school reading levels, STEP has converted their assessments into a digital format and we are expecting that students will make three levels of growth in terms of their STEP levels this year. We just completed our BOY STEP level in September of 2020. We will be progress monitoring throughout the year and have built in three STEP testing windows throughout the year.

Additional Evidence

Due to the pandemic, we did not administer any State or culminating end of year assessments. Upon students return in 20-21, we will conduct diagnostics to identify instructional loss, and develop detailed intervention plans to address student needs.

Summary of the Elementary English Language Arts Goal

In elementary school, we are using the STEP assessment and the Fountas and Pinnell assessment to measure progress in reading. Our goal is that every student will make three STEP levels of growth in terms of reading. In addition, 71% of 3-8 graders will be proficient in NYS ELA exam. In the case where NYS exams are cancelled, we will be administering an internal assessment mirrored from the NYS ELA exam as a way to measure progress.

Action Plan

The following strategies will help us progress toward our reading and writing goals:

1. Implementing KIPP Foundation's Wheatley curriculum at the elementary level
2. Implementing the homegrown KIPP NYC Wheatley and Baldwin curricula, designed by Curriculum Fellows in collaboration with the broader community, at the middle school level
3. Committing time each day to both grade-level reading through the Wheatley curricula and instructional-level reading through guided and independent reading structures
4. Running a phonics block in K-2 using Success For All phonics curriculum
5. Administering a suite of literacy assessments and regionally leading analysis of assessment data. The suite of assessments includes: Reading Inventory, Fountas & Pinnell, curricular performance assessments, authentic writing tasks, and interim assessments that mirror the state test
6. Designing and facilitating a series of professional development experiences focused on literacy across the school day and integrating the strands of literacy
7. Engaging with school-based leaders in their ongoing Looking At Student Work practices and Observation-Feedback cycles

GOAL 2: MATHEMATICS

Elementary Mathematics

Goal 2: Mathematics

For the 2019-2020 school year the goal was for students to be at a 88% proficiency level for the NYS exam.

Due to the pandemic, we don't have specific results that address the NYS exam goals.

We made progress towards improving our test results with a variety of initiatives, such as the formalizing of regional assessments for grade 4, the alignment around pre-teach lessons to support our struggling learners and reduce the number of 1s, our increased regional collaboration to improve student engagement through lesson hooks/launches through our GLCC initiative, and our improved assessment strategy with a focus on targeted reteach lessons.

Background

Elementary School Math

The curriculum we use for our K-4 Math instruction is the Eureka Math curriculum, with some adaptations to the scope and sequence to fit our school calendar.

We supplement this curriculum with daily CGI instruction, which pushes student problem solving skills through student-led discussions on open-ended, real-world problem prompts.

Math routines, such as counting jar and money jar, as well as automaticity assessments, are used to practice and assess student fluency with core skills.

One adaptation to this curriculum this year has been the design of in-house assessments that are more aligned to the content assessed on the NYS exam, with increased regional collection of data on these assessments to drive targeted reteach than in years past.

Much of the regional professional development has focused on the development of teacher content knowledge, primarily focused on improving teacher lesson internalization with the Eureka lessons so that teachers are understanding and stamping the core content from a lesson as well as teacher execution of an effective discussion during the CGI portion of the curriculum.

Middle School Math

Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 5 years and is mostly aligned to the sequence of units covered in Eureka Math, but the daily objectives and content covered is different. Within each Math lesson, students typically complete a fluency drill, engage in a discussion following a launch or explore problem, learn new content and follow a model problem in guided practice, and spend at least 25 minutes completing independent practice aligned to the daily objective. Students are assessed daily through formative checks for understanding and oftentimes an exit ticket.

Our Algebra 8th grade students follow a unique pacing calendar that integrates two years of content into one school calendar, with the 8th grade and Algebra I common core standards integrated into the same curriculum. Unlike the 8th grade Eureka Math curriculum, which follows a sequence that prepares students for the 8th grade NYS test, our Integrated Algebra curriculum consolidates the units from 8th grade Math with the Algebra units and helps prepare students to success on both the 8th grade Math exam and the Algebra Regents exam.

This past year was the 2nd year of our MS Math regional bi-weekly assessment strategy, whereby students regionally complete short, 30 minute quizzes every other week that assess recently taught content. At the end of each of these weeks, grades are submitted to Illuminate and our regional content team analyzes the results in a biweekly regional analysis email that

provides teachers with an overview, a suggested reteach topic and strategies, and previews the next two upcoming weeks along with the following assessment. The reteach topic is then assessed on the following bi-weekly quiz so that students and teachers can get immediate data on the effectiveness of their reteach lesson. These bi-weekly quizzes are occasionally replaced by our lengthier end of module assessments and interim assessments.

Professional development from 2020-2021 focused primarily on four key topics:

- Collaborating regionally with our GLCC initiative with the goal of creating more effective lesson hooks and launches to engage students in the cognitive thinking and lesson purpose at the outset of a new lesson
- Supporting our struggling Math learners by conducting an inventory assessment at the outset of the year, identifying students in need of tier 2 and tier 1 interventions, and aligning regionally on a template for pre-teaching high leverage content with intentionally designed small group instruction.
- Improving teacher content knowledge by establishing clear guidelines for lesson internalization meetings run by school Deans and coaches.
- Exploring effective mid-lesson checks for understanding that engage all students in the thinking and allow teachers to make mid-lesson adjustments based on student work.

Changes to the program as a result of transition to remote learning:

In the spring of 2020, K-8 Math instruction quickly transitioned to remote learning by:

- Supporting teachers in assigning aligned lessons through online platforms and tools students were familiar with during the course of instruction in the fall, such as Zearn and Khan Academy
- Using Google Classroom as a platform for communicating with students daily, sharing instructional videos, and providing students with the opportunity to submit work for daily feedback
- Switching to online assessments by having students test directly in Illuminate
- Engaging students with synchronous instruction in Zoom
- In the Fall of 2020, after consulting teachers and leaders across the region and reviewing research on effective practices for remote learning, our K-8 Math program has landed on a new model:
- 30 minutes of daily, asynchronous, self-guided instruction in Nearpod. These daily lessons consist of a launch problem, an introduction to new content, and a think-aloud all recorded in video screencasts created by veteran teachers and managed regionally. The self-guided lessons also contain aligned checks for understanding embedded throughout and assigned independent practice problems for students to complete so that teachers have data they can use to drive live instruction
- 30 minutes of daily, synchronous live instruction in Zoom. In addition to reviewing the results of the self-guided Nearpod lesson, teachers will be using this time to personally

connect with their students, reteach and remediate content as necessary, and provide students with real-time feedback on their work.
- 30 minutes of independent practice and spiraled review. The final component of Math instruction consists of an extended practice block where students complete practice aligned to the daily objective, along with an exit ticket, that is scanned to Canvas for the purposes of receiving teacher feedback. This extended practice time also provides students with the opportunity to complete interleaved spiral practice as well as fluency drills.

Aligned to the three components described above, students will be receiving printed packets for their daily work that will facilitate the flow of the lesson and allow teachers to provide more specific feedback on student written work.

To supplement this instruction, students will be assigned additional work in Zearn and Khan Academy for more targeted practice as well as a tool for small group intervention.

To account for potential loss of learning in the spring, the 2020-2021 pacing calendars have more weekly time allocated for reteach and remediation, as well as embedded remediation lessons prior to each unit for teachers to pre-teach upcoming content by reviewing pre-requisite skills from years past. Students will also be completing new diagnostic assessments in September to better gauge the learning loss from remote learning in the spring.

Method

- Daily exit tickets at the conclusion of each lesson
- Formative assessments that capture data on a daily objective that are typically 3-5 minutes and 1-3 questions in length.
- Bi-weekly quizzes
- 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the week prior including 1-2 reassessment questions
- End of module assessments
- 60-90 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2 interim assessments in November and February
- Exams that cumulative assess content covered throughout the year and provide the best predictors of student success towards our NYS exam goals
- PT Simulation and Regents Simulation
- Exams that mimic the format of the NYS exam and Algebra Regents exam to cumulatively assess content and determine topics for remediation
- MAP testing and Saxon inventory
- Additional external assessment tools administered at the beginning and end of the year, primarily used to determine year over year growth and to identify students in need of intervention

- End of year fluency assessments
- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation

Results and evaluation

Due to the pandemic, we don't have specific results that address the NYS exam goals or the Algebra Regents pass rate goal.

Our Algebra participation rate increased from 56% in 2019 to approximately 70% in 2020.

We made progress towards improving our test results with a variety of initiatives, such as the formalizing of regional assessments for grade 4, the alignment around pre-teach lessons to support our struggling learners and reduce the number of 1s, our increased regional collaboration to improve student engagement through lesson hooks/launches through our GLCC initiative, and our improved assessment strategy with a focus on targeted reteach lessons.

Additional Evidence

Due to the pandemic, we did not administer any State or culminating end of year assessments. Upon students return in 20-21, we will conduct diagnostics to identify instructional loss, and develop detailed intervention plans to address student needs.

Summary of the Elementary Mathematics Goal

Once the pandemic interrupted instruction, our goals for the year were not prioritized in the same way they have been in years past. Since students did not sit for the NYS exams or for the Algebra Regents, we were not able to gather much data on whether these goals would have been met had the pandemic not occurred. We also have much less data that can be used to create new NYS test goals for 2020-2021. Students completed an end of year assessment in Math classes that captured some data on student achievement in June, but these online assessments were both shorter in length and slightly easier than a NYS exam, and we did not get close to 100% participation across the region.

We did have an Algebra participation rate last year of around 70% - this is based off of the number of students who took an Algebra course and were planning to sit for the Regents prior to its cancellation - which is a major increase from the year prior of 56%, and puts us on the right track to achieving the 90% Algebra participation rate by 2022.

Action Plan

Aligning regionally on an in-house designed 8th grade non-Algebra curriculum to allow schools to more easily differentiate instruction for our 8th graders and receive regional support and collaboration

- Supporting teachers with core content instruction in the creation of regionally shared guided practice videos and aligned checks for understanding designed by veteran content experts
- Continuing to adapt our curriculum and prepare teachers for next year's planned shift in standards when NYS implements the new Next Generation Learning Standards for Math

GOAL 3: SCIENCE

Elementary Science

Goal 3: Science

Component	K-4 (120-180 min per week minimum)	5-8 (300-365 min per week + elective)
Science Content	All K-8 KIPP students learn the **full course of Amplify Science** (or equivalent) each year.	
Design, CS, Engineering	All K-4 students complete a minimum of **25-30 hours of DCE instruction each year** in addition to Amplify.	All 5-8 students complete at **140 hours of DCE instruction** by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).
Team Robotics	All K-4 schools operate at least one **FIRST Lego League Jr.** team with 50% female enrollment.	All 5-8 schools operate at least one **FIRST Lego League** team with 50% female enrollment.
Environmental Literacy	All K-12 students complete a minimum of **two off-campus environmental literacy learning experiences** per year and at least **one residential outdoor experience** before graduation.	

Background

During the 2018-2019 school year

- Hired on Director of K-12 Science
- Elementary schools implemented the Amplify science curriculum for all grades (K-4). Each school had one K-2 science teacher and one 3-4 science teacher
- Middle School continued with the IQWST curriculum
- Assessments
    - ES: CFT & EOU assessments
    - MS: EOU & Interim Assessments
- Received grant from FIRST to start robotics teams in our K-8 schools, 18 teams were started.
- Professional Development: Happened 4 times per year and included school visits as DoS to coach leaders/teachers on best practices in science.

· During the 2019-2020 School Year

- Elementary School continued with Amplify curriculum
- Middle School continued with IQWST curriculum and DoS wrote aligned formative assessments for each grade .
- Year 2 of robotics grant: added on an additional 12 teams with a total of 30 teams across our K-8 schools. Also received grant from Amazon to start computer science and robotics team at the High School.
- Assessment and Professional development remained the same.
- Received multi-year grant from Robin Hood foundation to embed computational thinking and data science in our K-5 classrooms. Year 1 of the grant included K-4 students at two pilot schools (Infinity and STAR ES) receiving computational extension units as part of the Amplify curriculum written by KIPP Foundation curriculum writers (students only completed 1 out of the 2 units due to COVID-19). All of our 5th grade social studies classrooms completed 2 out of the 4 designated data science units due to COVID 19.

As a result of the March 2020 transition to remote learning:

- Continued with curriculum—just modified for remote instruction by adjusting the pacing. We did not require IA for Middle school, only formative and EOU assessments.
- No staff changes—all teachers remained.

Method

- Elementary School: Still continue with the CFT and EOU assessments and gauged success based on metrics set at the beginning of the year.

- Middle School Science: Only administered up to the third IA and teachers still administered the formative assessments to gauge mastery of skills towards the end of the year.
- No state test this year.

Results and evaluation

- Goal for state test: 70% or higher for passing
- 2018-2019 school year 4th Grade Science State test average (schools that were tested) : 94% (up 2% point from previous year)
- 2018-2019 school year 8th Grade Science test average (schools that were tested): 58% (down 11% from previous year)

Additional Evidence

- Due to the pandemic, we did not administer any State or culminating end of year assessments. Upon students return in 20-21, we will conduct diagnostics to identify instructional loss, and develop detailed intervention plans to address student needs.
- State test scores fluctuation—due to implementation of new curriculum, training & development of teachers as well as turnover.

Summary of the Elementary Science Goal

All elementary schools are implementing Amplify science meeting the specified time minimums (K-2 at least 2 days a week for 45 minutes each; 3-4 at least 4 days a week for 45 minutes each). One of our goals is that at least 75% of students meet standards on end of unit assessment using progress build formative assessments to progress monitor each unit. This assessment strategy will continue to exist in our current remote setting. One of the other major process goals this year due to remote learning is creating self-guided remote curricula for elementary students so that all students receive solid science instruction with the same time minimums as if we were in person.

Action Plan

The following strategies are being implemented to push schools towards achieving our Math goals:

- Creating more frequent opportunities for formative assessment in K-8 with the development of new regional diagnostic exams, new bi-weekly quizzes, and mid-module and end of module assessments

- Continuing to administer and provide regional data analysis and support with our suite of Math assessments for K-8, including automaticity quizzes, counting jar, bi-weekly quizzes, mid and end of module assessments, interim assessments, a Regents simulation, a Zearn Math screener, MAP testing, and end of year fluency assessments
- Establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades, narrowing the focus of content taught in each grade-level, and shifting Geometry standards from 8th grade to 7th grade to open up more time in the pacing calendar and facilitate the instruction of 8th grade Algebra curriculum in preparation for the Regents exam
- Providing more intentional support regionally for Tier 2 intervention instruction, by creating regionally designed pre-teach lessons for each grade-level every week, training teachers to use Zearn Math as a supplemental tool for intervention, and introducing more opportunities for collaboration among learning specialists during regional professional development days
- Engaging teachers and instructional leaders in continued professional development that focuses on lesson internalization, increasing student cognitive engagement, and effective checks for understanding
- Aligning regionally on an in-house designed 8th grade non-Algebra curriculum to allow schools to more easily differentiate instruction for our 8th graders and receive regional support and collaboration
- Supporting teachers with core content instruction in the creation of regionally shared guided practice videos and aligned checks for understanding designed by veteran content experts
- Continuing to adapt our curriculum and prepare teachers for next year's planned shift in standards when NYS implements the new Next Generation Learning Standards for Math

GOAL 4: ESSA

Goal 4: 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

KIPP AMP is currently in good standing, and has been so for the accountability period.

Additional Evidence

KIPP AMP has been in good standing for each year during the accountability period.

Accountability Status by Year

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

DocuSign Envelope ID: 756F873D-1998-4436-A3A9-4DD510410B2A

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

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

1. Name of education corporation: **KIPP NYC Public Charter Schools (formerly KIPP NYC Public Charter Schools II)**

2. Trustee's name (print): **Gwendolyn Brunson**

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

_____

[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.	**None**	**None**	**None**

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

DocuSign Envelope ID: 756F873D-1998-4436-A3A9-4DD510410B2A

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.

DocuSigned by:
Gwendolyn Brunson
2F9B98E9DE6645A...

Signature **6/12/2020**

Date

Form Revised November 16, 2015

DocuSign Envelope ID: 69B8DE0A-530E-457C-B171-C6460DC17131

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

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

1. Name of education corporation: **KIPP NYC Public Charter Schools (formerly KIPP NYC Public Charter Schools II)**

2. Trustee's name (print): **Erica Dewan**

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

_____

[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.*			

DocuSign Envelope ID: 69B8DE0A-530E-457C-B171-C6460DC17131

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.

DocuSigned by:
Erica Dewan
B3C8DCADD1404DF...
Signature

6/15/2020
Date

Form Revised November 16, 2015

DocuSign Envelope ID: 7DEB48D4-7FA4-4C30-94E4-484D334CDC0A

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: **KIPP NYC Public Charter Schools (formerly KIPP NYC Public Charter Schools II)**

2. Trustee's name (print): **Rafael Mayer**

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.			

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

DocuSign Envelope ID: 7DEB48D4-7FA4-4C30-94E4-484D334CDC0A

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.

DocuSigned by:
Rafael Mayer
0E7B54E4E3924B8...
Signature

6/12/2020
Date

Form Revised November 16, 2015

DocuSign Envelope ID: 4E42D9BA-1AAA-4121-B07E-E59FDCA8C7D4

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

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

1. Name of education corporation: **KIPP NYC Public Charter Schools (formerly KIPP NYC Public Charter Schools II)**

2. Trustee's name (print): **Katie Shah**

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

_____

[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.	**NONE**	**NONE**	**None**

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

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

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

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

DocuSigned by:
K. Shah
31D91F336C8C4D2...

Signature

6/21/2020

Date

Form Revised November 16, 2015

DocuSign Envelope ID: BDC2AEA7-B4C7-4D9A-8799-CC86E0A25F07

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: **KIPP NYC Public Charter Schools (formerly KIPP NYC Public Charter Schools II)**

2. Trustee's name (print): **Richard Taft**

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

[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.

DocuSign Envelope ID: BDC2AEA7-B4C7-4D9A-8799-CC86E0A25F07

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.

DocuSigned by:

_____ **6/19/2020**

Signature ***Date***

Form Revised November 16, 2015

DocuSign Envelope ID: 3FE0DF5C-6BAB-4B8D-A74C-51AE6A403E74

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

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

1. Name of education corporation: **KIPP NYC Public Charter Schools (formerly KIPP NYC Public Charter Schools II)**
2. Trustee's name (print): **Jane Martinez Dowling**
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): **Executive Director**

[redacted]

8. Is Trustee an employee of the education corporation? **X** Yes. ____No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
   Chief, External Affairs $230,000 September 2019
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.*			

DocuSign Envelope ID: 3FE0DF5C-6BAB-4B8D-A74C-51AE6A403E74

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.

DocuSigned by:
Jane Martinez Dowling
4DD5EA545B5F4F1...
Signature

8/2/2020
Date

Form Revised November 16, 2015

DocuSign Envelope ID: A9B0C887-9539-4741-AA41-E4A1985E6AC6

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

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

1. Name of education corporation: **KIPP NYC Public Charter Schools (formerly KIPP NYC Public Charter Schools II)**

2. Trustee's name (print): **Brian Zied**

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

[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.

DocuSign Envelope ID: A9B0C887-9539-4741-AA41-E4A1985E6AC6

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.

DocuSigned by:

_____ 8/2/2020

Signature ***Date***

Form Revised November 16, 2015

Year Long Calendar

Six Week Cycles

Given the quick-changing nature of the pandemic, we wanted to commit to a year-long calendar that acts as an anchor to engage in some long-term planning and keeps us nimble to shift from fully remote to hybrid models of schooling next year. As a result, we are dividing the year into six cycles that are approximately six instructional weeks each. In this model, two cycles will be equivalent to one trimester. Each cycle will represent a time families can elect to have their children attend school fully remotely or in-person in our hybrid model (if the option exists). The cycles will also allow us to make decisions whether or not to remain fully remote or open our schools given the most present information. Each cycle will begin or end with two days for planning or PD, which will allow teachers to prepare for any changes to school schedules that may occur.

Below are the cycle start and end dates along with confirmed PD/ Prep days and holidays within each cycle. Please note that a couple of PD/Prep days are still TBD. Cycle 1 will be fully remote.

Cycle #	Start Date	End Date	# of Instructional Weeks	# of Total Weeks	Notes	Holidays within Cycle
1	Aug 24	Sept 30	5 Weeks	5 Weeks	Ends with two PD/ Prep Days (9/29, 9/30)	Yom Kippur (9/28)
2	Oct 1	Nov 20	7 Weeks	7 Weeks	Ends with two PD/ Prep Days (11/19, 11/20)	
Thanksgiving Break	Nov 23	Nov 27	0 Week	1 Week		
3	Nov 30	Jan 29	7 Weeks	9 Weeks	K-8 PD/ Prep Days (1/28, 1/29) HS PD/Prep Days (2/1, 2/2)	Winter Break (12/21-1/1) MLK Day (1/18)
4	Feb 1	Mar 26	7 Weeks	8 Weeks	PD/ Prep Days (3/11, 3/12)	February Break (2/15-2/19)
Spring Break	Mar 29	Apr 2	0 Week	1 Week		
5	Apr 5	May 15	6 Weeks	6 Weeks	PD Days TBD. (Options: May 14, 15 OR May 17, 18)	
6	May 17	Jun 25	6 Weeks	6 Weeks	Last Day for Students (6/24); Last Day for Staff (6/25)	Memorial Day (5/31)