

Application: Merrick Academy

Keith Szczepanski - keithmszczepanski@gmail.com
Annual Reports

Summary

ID: 0000000226

Status: Annual Report Submission

Last submitted: Oct 27 2020 03:04 PM (EDT)

Entry 1 School Info and Cover Page

Completed Aug 3 2020

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL 342900860821

a1. Popular School Name

(No response)

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 #29 - QUEENS

d. DATE OF INITIAL CHARTER

9/2000

e. DATE FIRST OPENED FOR INSTRUCTION

9/2000

h. SCHOOL WEB ADDRESS (URL)

www.merrickacademy.org

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

556

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

538

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5

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

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

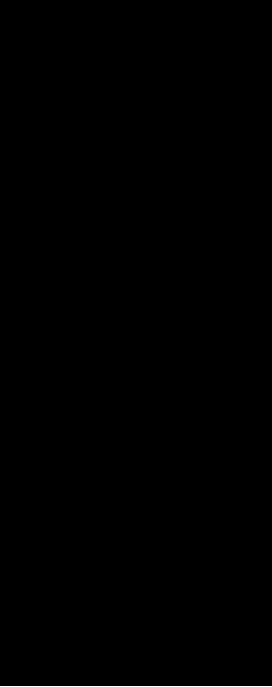
School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	136-25 218th Street Springfield Gardens, NY 11413	718-479-3753	NYC CSD 29	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Samantha Pugh			spugh@merrickacademy.org
Operational Leader	Stephanie Mauterstock			smauterstock@merrickacademy.org
Compliance Contact	Stephanie Mauterstock			smauterstock@merrickacademy.org
Complaint Contact	Stephanie Mauterstock			smauterstock@merrickacademy.org
DASA Coordinator	Stacey Howard			showard@merrickacademy.org
Phone Contact for After Hours Emergencies	Stephanie Mauterstock			smauterstock@merrickacademy.org

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[Merrick CofO - Final.pdf](#)

Filename: Merrick CofO - Final.pdf **Size:** 373.7 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

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

No

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

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Stephanie Mauterstock
Position	Chief Executive Officer
Phone/Extension	718-479-3753
Email	smauterstock@merrickacademy.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

A large, stylized handwritten signature in black ink on a light gray background. The signature is highly cursive and appears to be a single name, possibly 'Stephanie Mauterstock', written in a fluid, connected script.

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

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL 342900860821

NEW YORK STATE REPORT CARD

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

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

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

<https://data.nysed.gov/profile.php?instid=800000042390>

Entry 3 Progress Toward Goals

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2019-20 Progress Toward Attainment of Academic Goals

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

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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

4. ORGANIZATION GOALS

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

2019-2020 Progress Toward Attainment of Organization Goals

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

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

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

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

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed 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.

Merrick Academy 2019-20 APPR FINAL

Filename: Merrick Academy 2019 20 APPR FINAL.pdf Size: 816.2 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.

[Merrick Trustee Disclosures - Complete](#)

Filename: Merrick Trustee Disclosures Complete.pdf **Size:** 4.0 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.

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL 342900860821

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

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Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
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1	Gerald Karikari, [Redacted]	Chair	Executive	Yes	3	9/1/2019	9/1/2024	10
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2	Tameka Pierre-Louis, [Redacted]	Treasurer	Operations	Yes	1	9/1/2015	9/1/2020	10
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3	Cameil Dalgetty-Jarvis, [Redacted]	Vice Chair	Human Resources	Yes	1	9/1/2015	9/1/2020	8
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4	James Ding, [Redacted]	Trustee/Member	Academic	Yes	1	9/1/2015	9/1/2020	6
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5	Maria Munoz, [Redacted]	Trustee/Member	Academic	Yes	1	9/1/2018	9/1/2023	5 or less
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	Joan							
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6	Cummings	Parent Rep	PTO	Yes	1	9/1/2019	9/1/2020	10
7	Tatum Boothe; [REDACTED]	Secretary	Executive	Yes	1	09/01/2015	09/01/2020	10
8								
9								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	7
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

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

Completed Jul 24 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.

[Merrick 2019-20 Board Meeting Minutes](#)

Filename: Merrick 2019 20 Board Meeting Minutes.pdf Size: 3.3 MB

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.

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL 342900860821

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	<p>Merrick Academy has worked diligently to recruit students who are eligible for free and reduced price lunch. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy’s current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities.</p>	<p>Merrick Academy will continue to diligently recruit students who are eligible for free and reduced price lunch. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy’s current Charter to attract and retain students that are Limited English Proficiency,</p>

Economically Disadvantaged

Although Charter Schools are expected to accept students within their preference, Merrick Academy's preferences include returning students, siblings, English Language Learners (ELL's), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner. Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy's recruitment team's strategies are:

- Advertising with local newspapers in English and Spanish
- Advertising with the NYC Charter School Center
- Visiting with the local daycare centers to provide information to our school

Merrick Academy has worked diligently to recruit English language learners. A direct market campaign widely

English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy's preferences include returning students, siblings, English Language Learners (ELL's), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner. Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy's recruitment team's strategies are:

- Advertising with local newspapers in English and Spanish
- Advertising with the NYC Charter School Center
- Visiting with the local daycare centers to provide information to our school

Merrick Academy will continue to work diligently to recruit English language learners. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper.

targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy's current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy's preferences include returning students, siblings, English Language Learners (ELL's), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner. Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students

The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy's current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy's preferences include returning students, siblings, English Language Learners (ELL's), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner. Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy's recruitment team's strategies are:

- Designing marketing materials that highlight special education

English Language
Learners/Multilingual Learners

with Disabilities. Merrick Academy's recruitment team's strategies are:

- Designing marketing materials that highlight special education services provided to students which will be translated into the Spanish and French Creole
- Advertising with local newspapers in English and Spanish
- Advertising with the NYC Charter School Center Visiting with the local daycare centers to provide information to our school
- Translating the lottery application into Spanish and French Creole
- Identifying staff members or volunteer parent support who can translate information for the diverse population of families in the school's community
- Incorporating information about our special education services along with services provided to ELL and LEP students into the school's website content
- Engaging the PTO in the recruitment planning process to help identify marketing outlets as well as strategies to retain special education, ELL and LEP students
- Opening up our applications to referrals of current students
- Letter writing to the community explaining the support services for special education, ELL and LEP students
- Creating a special education team, led by the Special Education Coordinator, which includes the ICT, ELL and special education teachers which meets

services provided to students which will be translated into the Spanish and French Creole

Advertising with local newspapers in English and Spanish

- Advertising with the NYC Charter School Center Visiting with the local daycare centers to provide information to our school
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- Opening up our applications to referrals of current students
- Letter writing to the community explaining the support services for special education, ELL and LEP students
- Creating a special education team, led by the Special Education Coordinator, which includes the ICT, ELL and special education teachers which meets on a consistent basis to discuss students and develop effective strategies for students
- Providing an online platform to receive electronic applications

	<p>on a consistent basis to discuss students and develop effective strategies for students</p> <ul style="list-style-type: none"> - Providing an online platform to receive electronic applications via SchoolMint 	<p>via SchoolMint</p> <p>Merrick Academy is in the process of writing its renewal application. The school will be requesting approval to give weighted lottery preference to ELL students to ensure that our ELL population matches or exceeds that our the home district.</p>
	<p>Merrick Academy has worked diligently to recruit students with disabilities. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy's current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy's preferences include returning students, siblings,</p>	<p>Merrick Academy will continue to work diligently to recruit students with disabilities. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy's current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy's preferences include returning students, siblings,</p>

Students with Disabilities

English Language Learners (ELL's), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner. Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy's recruitment team's strategies are:

- Designing marketing materials that highlight special education services provided to students which will be translated into the Spanish and French Creole
- Advertising with the NYC Charter School Center
- Visiting with the local daycare centers to provide information to our school Identifying staff members or volunteer parent support who can translate information for the diverse population of families in the school's community
- Partnering with our child study team consultants to identify avenues to target marketing to special education students
- Incorporating information about our special education services along with services provided to ELL and LEP students into the school's website content
- Engaging the PTO in the recruitment planning process to

English Language Learners (ELL's), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner. Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy's recruitment team's strategies are:

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- Incorporating information about our special education services along with services provided to ELL and LEP students into the school's website content
- Engaging the PTO in the recruitment planning process to

help identify marketing outlets as well as strategies to retain special education, ELL and LEP students

- Opening up our applications to referrals of current students
- Letter writing to the community explaining the support services for special education, ELL and LEP students
- Utilizing the Consortium of Special Education to provide professional development for teachers that supports the school's special education program and best practices
- Creating a special education team, led by the Special Education Coordinator, which includes the ICT, ELL and special education teachers which meets on a consistent basis to discuss students and develop effective strategies for students
- The school's Special Education Coordinator will also create marketing materials, such as a flyer or brochure, to provide current parents with information about the school's support services for students
- Providing an online platform to receive electronic applications via SchoolMint

help identify marketing outlets as well as strategies to retain special education, ELL and LEP students

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- Providing an online platform to receive electronic applications via SchoolMint

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	Merrick Academy has put a variety of interventions into place this school year to ensure	

student promotion. We pay particular attention to our students with disabilities, ELL learners, and students who are eligible for free and reduced price lunch. Here are the programs/interventions that we put into place this school year:

Pathways: During SST meetings (mentioned above) students were put into a particular pathway to encourage academic success.

The Pathways are:

Lunch Interventions: Students are taken during their lunch period (with their lunch) and given additional instructional support in a small group environment. Students were given a pretest to determine areas of need and a pacing calendar was created to allow students to meet their areas of weakness.

We used EngageNY as an intervention tool with teachers making the necessary modifications. Students either followed a MWF schedule or a T/Th schedule in ELA and/or Mathematics.

Frequent assessments were provided that determined how quickly students moved onto the next skill or stayed until mastery.

Data was analyzed and shared with the school board and parents via Skedula (data tracking program).

Morning Interventions: Students that came in during free/reduced price breakfast were given additional instruction in writing and reading. This was done in a small group setting and teaches used Time for Kids magazines as a guide. This was both engaging and academically sound. Students' short responses were graded and the data was shared with parents via Skedula.

Afterschool: Students were invited to attend afterschool programs that provided support in ELA and/or Mathematics. Similar to the lunch interventions, students took a pretest and a pacing calendar was provided. Curriculum was provided through EngageNY and Coach books. Supplemental materials came from www.theteacherscorner.net.

Data was tracked and shared with parents via Skedula. AIS (Academic Intervention Services): During the school day, students who need additional support received staff members. This was provided in 45 minute periods 1-3 days a week, depending on the individual needs of the student.

Enrichment: Students that performed well on the previous year's state exams (Level 4) received enrichment services 1-3 days per week by the Enrichment teacher in ELA and/or Mathematics. This was based on

For the 2020-2021 school year, we plan to continue with the initiatives we put into place in the 2019-20 school year. However, we plan on refining those programs and have added the following:

Economically Disadvantaged

a student's individual need.

Title 1 Services (see requirement section above) for students with free/reduced price lunch only. SETSS, OT, PT, Speech services (see requirement section above) for students with disabilities only. ELL Services (see requirement section above) for English Language Learners only.

Boot Camps: Students were invited to attend Winter Break and Spring Break boot camps to get additional academic support in ELA and/or Mathematics. Coach and Rally books were provided as a curriculum support. Classroom teachers led the instruction over the breaks.

Coaches: An ELA and Math coach were added to the staff this school year. They provided professional development in the building twice a month to improve the teachers' craft in areas such as small group instruction, questioning, data analysis, etc.

Coaches also held small group instruction on an as needed basis for students in need. Teachers were also given one to one support based on observations. Teachers were also provided feedback, modeling and grade team support.

Book Club: The ELA coach provided enrichment book clubs to students that were reading above grade level in grades 3, 4,

Social Worker: We have hired a social worker to meet the needs of a students' social and emotional demands. We have a guidance counselor, but know that the social worker will be an additional asset to the families as a whole. This individual will also be more available to our non-mandated students.

Grant writing: We have hired an individual that will support us in grant writing. This will allow us more access to opportunities for funding that will directly impact our Title 1 students, ELLs, and students with special needs.

Coaches: We have hired two new coaches to streamline the support the staff needs. There will be 1 Coach for ELA and Mathematics for grades K-2 and one coach for ELA and Mathematics for grades 3-5. This is a total of 4 coaches.

RTI (Response to Intervention) Refinement: While teachers already use RTI in the school, we are streamlining our RTI program with uniform data and goal tracking forms. There will also be a specific time on the schedule when students and teachers will complete RTI.

Scheduling: Next year, changes will be made to the schedule to maximize student learning. This will include the above mentioned RTI time, as well as time scheduled for pre-teaching and re teaching on a daily basis.

and 5. Students read a novel and had discussions in a Socratic format. They were encouraged to lead the discussion and the coach facilitated the conversation. Students had to use accountable talk as a guideline.

Professional Development: Besides internal professional development, teachers were sent to professional development sessions outside of the building to improve their craft. They attended workshops on reading comprehension, classroom management, Uncommon Schools workshops, etc. Merrick Academy has a partnership with the NYC Charter Collaborative and our staff attended many PDs on students with special needs and ELLs. Teachers were able to return to school and turnkey the material they learned to the staff and were expected to utilize new strategies in their classrooms.

Once a week, teachers from the ICT (Integrated Co-Teaching) classrooms met in the morning to receive additional professional development in co-teaching, working with students with special needs and compliance mandates. This ensured that our students received the most up to date services and teachers used appropriate strategies in the classroom to meet their needs.

Lunch Explorers: This program was set up to help students who need to learn through different

Teachers' and teacher assistants' schedules will also be impacted to ensure enough adult support during literacy blocks. More students will have access to Tier 3 instruction with these schedule changes.

Merrick Academy put into place the PBIS (Positive Behavior Interventions and Supports) schoolwide discipline plan this year, but plan to refine it and have more consistency for the 2019-2020 school year.

We use a system based on our mascot where students try to reach the Lion and earn Lion bucks. They can trade these Lion bucks for items in the school store. With school wide discipline used consistently, we can maximize student learning time.

modalities. If a student did not complete an assignment during the course of the day, they were sent to Lunch Explorers during their lunch time. Students could then complete the assignment through a project based learning activity. This specifically targeted kinesthetic, visual, and linguistic learners. They could choose a project such as, making a model out of clay, holding a news broadcast, or making an advertisement in order to display knowledge of the content they did not complete during the day.

Fundations: This program was ordered for our students in K-2 and made a dramatic difference in their letter-sound correspondence and reading readiness. For those in grades 1-2, it helped improve students' phonics and reading skills.

Parent workshops: These were held to provide parents with information about a variety of topics including the state exam, special education, internet safety, etc.

Parents were shown test questions from previous state exams to ensure the parents can provide support at home. Library trips: Every classroom in the school had scheduled library trips every month to foster a love of reading and literacy appreciation. A partnership with the librarian took place with lessons that matched the classes' curriculum.

Celebrations: Many celebrations took place over the school year to recognize academic achievement and encourage a love for learning. We celebrated with publishing parties, assemblies, fairs (Science, Social Studies, and STEAM), as well as, lunch with the principal.

Technology: Students had increased access to technology this school year with laptops, Smartboards, Smart projectors, and Kindles. Kindles were loaded with books and math activities to foster learning and avoid regression over the summer.

Merrick Academy has put a variety of interventions into place this school year to ensure student promotion. We pay particular attention to our students with disabilities, ELL learners, and students who are eligible for free and reduced price lunch. Here are the programs/interventions that we put into place this school year:

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Boot Camps: Students were invited to attend Winter Break and Spring Break boot camps to get additional academic support in ELA and/or Mathematics. Coach and Rally books were provided as a curriculum support. Classroom teachers led the instruction over the breaks.

For the 2020-2021 school year, we plan to continue with the initiatives we put into place in the 2019-20 school year.

However, we plan on refining those programs and have added the following:

Social Worker: We have hired a social worker to meet the needs of a students' social and emotional demands. We have a guidance counselor, but know that the social worker will be an additional asset to the families as a whole. This individual will also be more available to our non-mandated students.

Grant writing: We have hired an individual that will support us in grant writing. This will allow us more access to opportunities for funding that will directly impact our Title 1 students, ELLs, and students with special needs.

Coaches: We have hired two new coaches to streamline the

English Language
Learners/Multilingual Learners

Coaches: An ELA and Math coach were added to the staff this school year. They provided professional development in the building twice a month to improve the teachers' craft in areas such as small group instruction, questioning, data analysis, etc.

Coaches also held small group instruction on an as needed basis for students in need. Teachers were also given one to one support based on observations. Teachers were also provided feedback, modeling and grade team support.

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support the staff needs. There will be 1 Coach for ELA and Mathematics for grades K-2 and one coach for ELA and Mathematics for grades 3-5. This is a total of 4 coaches.

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Scheduling: Next year, changes will be made to the schedule to maximize student learning. This will include the above mentioned RTI time, as well as time scheduled for pre-teaching and re teaching on a daily basis. Teachers' and teacher assistants' schedules will also be impacted to ensure enough adult support during literacy blocks. More students will have access to Tier 3 instruction with these schedule changes.

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Kindles were loaded with books and math activities to foster learning and avoid regression over the summer.

Entry 12 Percent of Uncertified Teachers

Completed Jul 31 2020

Instructions

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

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

Entry 12 Uncertified Teachers

School Name: MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL 342900860821

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)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category A: 5 or 30% whichever is less	5.0

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	1
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	2
Total Category C: not to exceed 5	3.0

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	12

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	31

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	37



Thank you.

Entry 13 Organization Chart

Completed Jul 24 2020

[Instructions](#)

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

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

[Organization Chart 2019-20 \(1\)](#)

Filename: Organization Chart 2019 20 1.pdf Size: 136.5 kB

Entry 14 School Calendar

Completed Aug 3 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

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

[School Calendar 2020-2021](#)

Filename: School Calendar 2020 2021 .pdf Size: 81.7 kB

Entry 15 Links to Critical Documents on School Website

Completed Jul 31 2020

Instructions

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

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

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

Form for Entry 15 Links to Critical Documents on School Website

School Name: Merrick Academy

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579950&type=d&pREC_ID=1707758
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579950&type=d&pREC_ID=1707758
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579950&type=d&pREC_ID=1707758
3. Link to NYS School Report Card	https://www.merrickacademy.org/apps/pages/index.jsp

	uREC ID=1832047&type=d&pREC ID=1987609
4. Most Recent Lottery Notice Announcing Lottery	https://www.merrickacademy.org/apps/news/article/1208192
5. Authorizer-Approved DASA Policy	https://www.merrickacademy.org/apps/pages/index.jsp? uREC ID=1832047&type=d&pREC ID=1987609
6. District-wide Safety Plan	https://www.merrickacademy.org/apps/pages/index.jsp? uREC ID=1579972&type=d&pREC ID=1707786
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.merrickacademy.org/apps/pages/index.jsp? uREC ID=1579972&type=d&pREC ID=1707786
7. Authorizer-Approved FOIL Policy	https://www.merrickacademy.org/apps/pages/index.jsp? uREC ID=1832047&type=d&pREC ID=1987609
8. Subject matter list of FOIL records	https://www.merrickacademy.org/apps/pages/index.jsp? uREC ID=1832047&type=d&pREC ID=1987609
9. Link to School Reopening Plan	https://www.merrickacademy.org/apps/pages/index.jsp? uREC ID=1832047&type=d&pREC ID=1987609

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: Merrick Academy

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
	541	504	538

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 Participating Students

															ents
I-Ready ELA	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	499
I-Ready Math	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	486
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
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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](#).



**Merrick Academy-Queens Public
Charter School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Stephanie Mauterstock

136-25 218th Street
Springfield Gardens, NY 11413

718-479-8108

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Stephanie Mauterstock, Executive Director, prepared this 2019-20 Accountability Progress Report on behalf of the School's board of trustees:

Trustee's Name	Board Position
Gerald Karikari	Chair
Tameka Pierre-Louis	Treasurer
Cameil Dalgetty-Jarvis	Vice Chair
James Ding	Trustee
Maria Munoz	Trustee
Joan Cummings	Parent Rep

Stephanie Mauterstock has served as the Executive Director since July 20, 2020.

SCHOOL OVERVIEW

The State University of New York Board of Trustees approved the Merrick Academy – Queens Public Charter School (Merrick Academy or the School) in June of 2000. Located in District 29 in Queens Village, New York City, the School opened in September 2000, with an enrollment of 121 students in grades K - 2 and enrolled 538 students as of BEDS day for the 2019-20 school year in grades K-5.

Our mission at Merrick Academy recognizes that in order to be successful, our children need support from both the home and school. We know a strong partnership with parents will make a great difference in a child’s education. As partners, we at Merrick Academy share the responsibility for our children’s success and want all stakeholder to know that we will do our very best to carry out our responsibilities.

We, at Merrick Academy pursue excellence in our all-inclusive learning community of students, educators, parents and community members. We work towards the common purpose of providing an excellent educational experience for all students. Through our high degree of individualized instruction, increased time on the task of learning and innovative academic curriculum, we will ensure that all of our students are college and career ready.

Overall, Merrick Academy’s motto “in pursuit of excellence” is a constant reminder of the expectations we set for our learning community.

The focus of the Merrick Academy is on the core skills of reading, language and mathematics. Merrick Academy is organized to provide an extended day, a high degree of individualized instruction and an innovative research-based academic curriculum.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2015-16	102	82	87	104	83	72	N/A	530
2016-17	79	112	83	83	112	84	1 (UGE)	554
2017-18	82	79	109	90	90	103	N/A	553
2018-19	98	83	80	97	79	86	N/A	523
2019-20	80	107	88	83	98	82	N/A	538

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

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

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

Goal 1: English Language Arts

All students enrolled in the Merrick Academy Queens Public Charter School will become proficient in reading and writing of the English language.

BACKGROUND

Merrick Academy Charter School has a literacy rich design where reading and writing exists in every subject area. There are authentic texts and opportunities to read. All are reading with purpose and making connections to self, the community, and the world. All are making connections across content areas.

The School's ELA curriculum is rooted in the following principles:

1. Read and Write Critically- summarize, interpret, critique and make connections across all disciplines by reading and writing in response to informational, technical and fictional texts
2. Engage the Writer's Process
3. Construct logical arguments that utilizes evidence from multiple points of views
4. Speak with confidence, clarity and discernment about a wide range of topics demonstrating the use of effective research techniques with various pieces of media and a synthesis of the information
5. Listen to others and be able to break down what is said to either critique, question and/or challenges by providing logical explanation or refutation
6. Identify and convey a strong understanding of the interconnectedness between themes, genres and central ideas
7. Demonstrate knowledge of the difference between writing informally and formally by selecting appropriate styles, expressions and vocabulary

The ELA curriculum relies on a balanced literacy approach that incorporates authentic texts, guided reading, centers, independent reading, and writing. In grades K-2, students learn handwriting, phonemic awareness, concepts about print, and phonics.

METHOD

Merrick Academy-Queens Public Charter School administers three i-Ready assessments to monitor students' performance in English language arts each academic year. Without NYS assessment data to assess the School's progress against our charter approved accountability goals, and with i-Ready's research-proved alignment to NYS standards, Merrick Academy uses the i-Ready results to assess and evaluate student achievement for the 2019-20 school year.

i-Ready Diagnostic describes¹ its services for reading/ELA as an effective, research-based, web-based diagnostic assessment for students in grades K–12. Using a compatible computer with internet access and a headset, students take the online Diagnostic that assesses performance overall and down to the sub-skill level. i-Ready's sophisticated computer adaptive algorithms ensure learners are assessed efficiently across a number of knowledge domains. The questioning format adapts as students respond to each question—getting more or less challenging as needed—to complete the diagnosis and identify each child's performance level. The adaptive nature of the assessment meets students at their own skill level, so they experience success as well as challenge while i-Ready accurately measures their mastery of New York State Learning Standards.

i-Ready includes a powerful management and reporting suite for delivery of essential performance information at the school, class, and student/group levels. Actionable, real-time reports guide educators in identifying the instructional needs and abilities of individual students and instructional groups, and also include explicit next steps for remediating areas of academic weakness.

i-Ready Diagnostic is strongly aligned to the New York State Learning Standards for ELA. The independent Educational Research Institute of America conducted a research study evaluating the relationship between i-Ready Diagnostic and the 2016 New York State end-of-year assessments. The research found a high correlation between iReady Diagnostic and the New York State assessments. i-Ready was also shown to accurately predict end-of-year proficiency rates based on students' fall, winter, and spring Diagnostic performance. The strong correlations between the spring i-Ready Diagnostic and the 2016 New York State assessments—with overall correlations of .81 for ELA for all students across grades 3–8—exceed the Center on Response to Intervention's recommended .70 threshold for correlations. Additionally, Curriculum Associates partnered with leading academics to develop a regression-based model for predicting New York State Assessment proficiency rates. i-Ready proficiency prediction from fall, winter, and spring Diagnostic results proved to be highly accurate and remarkably consistent with observed (actual) NYSTP proficiency rates—often within one percent of observed proficiency for the sample. Plus, i-Ready accurately identified individual student needs on the standards to drive targeted instruction—both student- and teacher-led.

RESULTS AND EVALUATION

Absolute Measures for All Students and Subgroups:

Goal 1: Absolute Measure

¹ <http://www.nysed.gov/common/nysed/files/iready-slo-assessment-form-c-and-h.pdf>.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

Because the 2019-20 New York State English language arts examination was not administered, absolute measure goal 1 cannot be assessed.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Because the aggregate Performance Index is dependent on the State English language arts examination results, and the examination was not administered in the 2019-20 school year, this absolute measure goal cannot be assessed.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

Because the 2019-20 New York State English language arts examination was not administered, comparative measure goal 1 cannot be assessed. In order to create an alternative comparative assessment, Merrick Academy has requested New York State data from i-Ready, which we expect to be available in a few months. Additionally, we are considering adding a norm-referenced assessment to our assessment battery in 2020-21.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Because the effect size measurement is based on the New York State English language arts exam results, this goal cannot be measured this year. In place of the effect size measurement, we created our own comparative measure, which assesses economically disadvantaged students against the school as a whole. Results and analysis can be found below. We have requested New York State data from i-Ready, which may be available in a few months, and are considering adding a norm-referenced assessment to our assessment battery in 2020-21.

Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Because the New York State English language arts exam was not administered this year, Merrick Academy's growth goal cannot be assessed.

Because the New York State English language arts exam was not administered in the 2019-20 school year, Merrick Academy presents the following data and analysis to measure the School's growth in English language arts in the 2019-20 school year.

Merrick Academy-Queens Public Charter School 2019-20 i-Ready English Language Arts Assessment – Percentage of Students Achieving Proficiency			
Grade	Assessment 1	Assessment 2	Assessment 3
K	N/A	51%	89%
1st	21%	46%	77%
2nd	12%	39%	51%
3rd	33%	60%	48%
4th	32%	48%	51%
5th	22%	33%	21%

In the 2019-20 school year, five of Merrick Academy’s six grades experienced growth in the percentage of students achieving proficiency on the i-Ready English language arts assessments between assessment one and assessment three. The only grade not to experience growth in the percentage of students achieving proficiency between the first and third assessments, the fifth grade, declined by only one percentage point, after experiencing an eleven-percentage point increase in students achieving proficiency from the first to second assessment. The decline in the percentage of fifth grade students achieving proficiency between the second and third assessment may be attributable to the School’s move to remote learning in response to the COVID-19 outbreak. There was a similar decline in third grade students achieving proficiency between the second and third assessment, which is likely also attributable to the shift from in person to remote learning in March.

The largest increase in students achieving proficiency on the i-Ready English language arts assessment between the first and third administrations of the test occurred in the first grade, where there was a fifty-six-percentage point increase. The biggest increase in students achieving proficiency between the first and second assessment occurred in the third grade, where there was a twenty-seven-percentage point increase. The School’s first grade had the greatest growth in students achieving proficiency between the second and third assessments, with a thirty-one-point increase.

Merrick Academy-Queens Public Charter School 2019-20 i-Ready English Language Arts Assessment – Subgroup Percentage of Students Achieving Proficiency			
Subgroup	Assessment 1	Assessment 2	Assessment 3
Economically Disadvantaged Students	22%	45%	58%
Special Education Students	4%	18%	40%
All Students	24%	45%	57%

On the 2019-20 i-Ready reading assessment, Merrick Academy’s economically disadvantaged and special education students showed remarkable growth in the percentage of students achieving

proficiency between the first and third assessment. Between the first and second reading assessment, the percentage of economically disadvantaged students achieving proficiency more than doubled, a rate slightly higher than the School as a whole. In fact, the School’s economically disadvantaged students closed the gap in the percentage of students achieving proficiency in reading between them and the entire school between the first and second assessment. By the third reading assessment, economically disadvantaged students achieved proficiency in reading at a higher rate than the School as a whole.

Merrick Academy’s special education students also showed impressive growth in the percentage of students achieving proficiency on the i-Ready reading assessment in the 2019-20 school year. Between the first and second reading assessment, the percentage of special education students achieving proficiency more than quadrupled. Between the second and third assessment, the increase in special education students achieving proficiency on the reading assessment more than doubled, a higher rate than any of the School’s other subgroups. Growth between the second and third assessment is all the more remarkable considering that the School transitioned from in-person to remote learning between these assessments.

METHOD

Throughout the school year, iReady’s student growth measure identifies how much students have progressed and supports determining if students are on track to meet growth goals. By measuring growth, leaders and educators can make informed instructional decisions and better allocate resources to help all students reach proficiency. The growth measures that iReady provides are:

- **Typical Growth:** the average growth of students at each grade and placement level. Typical growth allows us to see how a student is growing compared to average student growth at the same grade and placement level.
- **Stretch Growth:** the growth recommended to put below-grade students on a path to proficiency and on on-grade students on a path to advanced proficiency levels.

Progress toward Typical and Stretch Growth allows us to see which students are on track for making great gains in reaching proficiency, and which students will likely need additional intervention, support, and time.

RESULTS AND ANALYSIS

Merrick Academy-Queens Public Charter School 2019-20 i-Ready Reading Progress Diagnostic			
Grade	Percentage of Students Meeting Annual Typical Growth	Percentage of Students Meeting Annual Stretch Growth	Percentage of Students with Improved Placement
K	77%	66%	84%
1 st	77%	70%	82%
2 nd	68%	47%	72%

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

3 rd	74%	54%	73%
4 th	76%	54%	78%
5 th	65%	24%	57%

As shown in the chart above, over three-quarters of Merrick Academy’s kindergarten, first, and fourth grade students met their annual typical growth, the average annual growth for a student at this grade and, placement level, on the i-Ready reading assessment. The remaining grades all had a large percentage of students meeting their i-Ready annual typical growth on the reading assessment, with 74% of third grade students, 68% of second grade students, and 65% of fifth grade students.

Merrick Academy’s stretch growth, an ambitious but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels, was impressive on the 2019-20 i-Ready reading diagnostic. The School’s kindergarten and first grade class had the highest number of students meeting the stretch goal, with 66% and 70%, respectively. Further indication of Merrick Academy’s impressive school-wide performance can be found in the third and fourth grade students, where over half of all students met this ambitious goal.

Finally, Merrick Academy’s kindergarten, first grade, and fourth grade all had a high percentage of students with improved placement progress on the 2019-20 i-Ready reading diagnostics, with over three-quarters of each grade level exceeding the goal. The second and third grade also had a high percentage of students with improved placement, 72% and 73%, respectively.

ADDITIONAL EVIDENCE

Merrick Academy’s Interim Assessment Data – Percentage of Students Testing at Proficiency in English Language Arts									
Grade	2017-18			2018-19			2019-20		
	Assessment 1	Assessment 2	Assessment 3	Assessment 1	Assessment 2	Assessment 3	Assessment 1	Assessment 2	Assessment 3
K	N/A	N/A	61%	40%	57%	82%	N/A	51%	89%
1st	N/A	N/A	58%	8%	36%	58%	21%	46%	77%
2nd	N/A	N/A	57%	27%	47%	58%	12%	39%	51%
3rd	N/A	N/A	67%	46%	68%	69%	33%	60%	48%
4th	N/A	N/A	35%	22%	37%	42%	32%	48%	51%
5th	N/A	N/A	38%	21%	39%	38%	22%	33%	21%

When comparing the results of the third i-Ready assessment from the 2017-18 school year with the of the third i-Ready assessment in the 2019-20 school year, the School experienced growth in the percentage of students achieving proficiency in three grades, kindergarten, first grade, and fourth grade. However, in making this comparison, it should be noted that students transitioned to a remote learning model in March of the 2019-20 school year, in response to the COVID-19 outbreak, which may have had a negative impact on the results of the third assessment. That said, the greatest growth came in kindergarten, where there was a 28-percentage point increase in students achieving proficiency

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

from the third assessment in the 2017-18 school year and the third assessment in the 2019-20 school year.

Due to the transition from in-person to remote learning in the 2019-20 school year, a more accurate year-to-year analysis would be to compare the growth from assessment one to assessment two between the 2018-19 school year and the 2019-20 school year. Under this analysis, there was comparable growth between the two academic years. For example, in the first grade, there was a 28-percentage point increase in students achieving proficiency in the 2018-19 school year and a 25-percentage point increase in the 2019-20 school year. The School’s second grade experienced a 20-percentage point increase in the percentage of students achieving proficiency in the 2018-19 school year and a 27-percentage point increase in the 2019-20 school year. The third grade also experienced a 27-percentage point increase in students achieving proficiency in the 2019-20 school year, compared to a 22-percentage point increase in the 2018-19 school year. The School’s fourth grade experienced similar growth in the 2018-19 and 2019-20 school years, with a 15- and 16-percentage point increase, respectively. Finally, the fifth grade saw an 18-percentage point increase in students achieving proficiency between the first and second assessment in the 2018-19 school year and a 11-percentage point increase between the same assessments in the 2019-20 school year.

Because Merrick Academy’s students showed similar growth in the percentage of students achieving proficiency between the first and second assessment between the 2018-19 and 2019-20 school years, it can reasonably be inferred that, had the School been able to continue with in-person learning in the spring of 2020, the growth in students achieving proficiency between the second and third assessments would have been similar to that in 2018-19 school year, where there was an increase in the percentage of students achieving proficiency on the i-Ready exam at each individual grade level, unlike the 2019-20 school year, where only three grades saw an increase in the percentage of students performing at proficiency.

Grade	Projection of Merrick Academy Students Who Would Have Achieved Proficiency on the State English Language Arts Exam, if it Would Have Been Administered in the 2019-20 School Year (Projection of Students Performing at Proficiency Based on i-Ready Assessment 2)
	Percent
3	56.6%
4	65.8%
5	28.9%

Grade	Percent of Merrick Academy Students Enrolled in At Least Their Second Year Achieving Proficiency on the State English Language Arts Exam	
	2017-18	2018-19
	Percent	Percent
3	63.5%	64.2%
4	43.5%	50.7%

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5	34.1%	34.1%
All	45.3%	49.6%

Using the I-Ready assessments and State English language arts exam results from the 2017-18 and 2018-19 school years, Merrick Academy has been able to project an approximation on this year’s English language arts State exam results, had the test been administered.² We believe that the second i-Ready assessment more accurately depicts student achievement in the 2019-20 school year because the School converted to a remote learning model for the last three months of the school year in response to COVID-19. Thus, the second i-Ready assessment is the last assessment from the 2019-20 school year to reflect in-person learning. Based on the projection described above, if the second assessment accurately predicted students’ performance on the 2019-20 State English language arts exam, fourth grade students would have experienced a 15.1 percentage point increase in students achieving proficiency from the 2018-19 school year, but students in the third and fifth grades would have shown a decline in the percentage of students achieving proficiency compared to the previous school year.

As shown in the chart below, there is evidence to suggest that the move to remote learning affected students results, as there was a decline in projections of students achieving proficiency on the State English language arts exam from the second assessment to the third assessment. Our projection of the State English language arts assessment exam results based on the third i-Ready assessment show an outcome similar to the second assessment projection, with a slightly smaller increase in fourth grade students achieving proficiency when compared to the 2018-19 results, 11.8 percentage points, and a slightly larger decline in the percentage of third and fifth grade students achieving proficiency on the exam, had it been administered. However, as stated above, we believe that the second assessment projection is a more accurate account of student achievement in the 2019-20 school year because of the move from in-person to remote learning in response to COVID-19.

Grade	Projection of Merrick Academy Students Who Would Have Achieved Proficiency on the State English Language Arts Exam, if it Would Have Been Administered in the 2019-20 School Year (Projection of Students Performing at Proficiency Based on I-Ready Assessment 3)
	Percent
3	45.1%
4	62.5%
5	18.8%

² The projections were made by separately dividing the State exam result from the 2017-18 school year by the second and third I-Ready assessment results (i.e., 2017-18 state exam result divided by second I-Ready assessment result; 2017-18 state exam result divided by third I-Ready assessment result). This process was repeated for the 2018-19 state exam result and the second and third I-Ready assessment result. The results for each year and grade level were then added together (i.e., result from dividing third grade I-Ready assessment two and state exam result from the 2017-18 added to the result from dividing third grade I-Ready assessment two and state exam result from the 2018-19), dividing that number by two, and multiplying the result of the division by the I-Ready assessment results for the applicable assessment and grade level in the 2019-20 school year, resulting in the projected state exam results, found in the chart above.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

As addressed above, the traditional absolute, comparative, and growth measurements could not be assessed this year because the New York State English language arts exam was not administered. In its' place, the School used i-Ready assessments to measure growth in English language arts for the 2019-20 school year. Based on our internal goals, Merrick Academy met its comparative goal and growth goal.

Merrick Academy's 2019-20 English language arts i-Ready assessments showed comparable growth to the 2018-19 results, when the School met one of its absolute goals, one comparative goal, and its growth goal. Had the 2019-20 State English language arts exam been administered, it is likely that Merrick Academy would have achieved similar results to the 2018-19 school year.

Further, the School's cohort of students identified as economically disadvantaged had the same percentage of students performing at proficiency as the School as a whole on the second i-Ready reading assessment and a higher percentage on the third assessment. Similarly, the School's cohort or students identified as special education students showed impressive growth between the first and third i-Ready reading assessments. These results further indicate that Merrick Academy would have met its comparative growth goal for the 2019-20 school year.

ACTION PLAN

The School will be implementing the following initiatives during the 2020-21 school year to improve ELA student achievement:

1. *Increasing ELA instructional time, small group instruction and personalized learning:* The School will double the amount of remote learning ELA instructional time for students by adding an intervention period every day for small group instruction. The School has also added 60 minutes of daily teacher "office hour" time when students and parents can schedule 1:1 time.
2. *Individual Learning Plans tailored to individual student academic needs:* Through Individualized Learning Plans and professional development, teachers will become data experts and improve student achievement through purposeful, evidence-based, decision-making with the support of coaches, leadership, and colleagues. Building teacher capacity in data analysis will have a direct impact on instructional decisions which will have a direct impact on student achievement. Each member of the school community will work to develop SMART goals to develop an Individual Learning Plan. Their Individual Learning Plans will include a set of pre-determined skills and goals, progress towards their individual goals, both behavioral and academic, and how well they present and demonstrate their learning.
3. *A focus on and alignment around mastery of ELA standards:*
 1. *Unit planning for ELA standards mastery:* Beginning with teacher pre-service prior the start of the 2020-21 school year, teachers will receive training on unit planning with a goal of rebuilding units to focus on the essential learning needed to build prerequisite skills and student mastery of the maximum amount of standards.

2. *Assessments will prioritize standards:* Through its partnership with ANet, the School has mapped out standards by grade based on when they should be introduced and taught and to create urgency around priority standards.
 3. *Vertical planning across grades:* Through common professional development time each Wednesday during the school year, teachers will to plan collaboratively across grade levels, break apart standards and map standards for a student's learning progression through the elementary grades.
 4. *Implementation of Standards Based Grading:* With standards-based grading, teachers will be trained on how to focus their instruction and progress analysis around how students are mastering the content required for each standard.
4. *A robust battery of ELA diagnostic, formative and summative assessments:* At the end of the 2019-20 school year, due to the transition to remote learning, Merrick Academy was only able to assess students on the i-Ready assessment for ELA. During the 2020-21 school year, students will be assessed in ELA through Fountas & Pinnell or DIBELs (depending on grade level), ANet, i-Ready, interim and end of unit assessments as well as daily exit tickets. The School has created a diagnostic assessment with ANet to be administered in September 2020-21, to inform instruction given that students may have unfinished learning resulting from the transition to remote learning at the end of the 2019-20 school year, and is considering adding a norm referenced assessment in 2020-21 to assess student progress against a large national data set and towards its charter-approved accountability plan.
5. *Progress Monitoring Practices Adopted by Leadership and Teachers:*
1. Analyze and disaggregate student performance data using a set of structured protocols aligned to the School's Inquiry of Equity Agenda.
 2. Identify learning gaps, misconceptions, assets, and growth areas that will inform instructional practice in the areas of: planning, re-teaching, differentiation, intervention, pacing and the intellectual prep necessary to address student needs.
 3. Articulate the 6-7-week teaching cycle using planning templates that includes growth targets for all students and teaching plans that address the intervention, enrichment and acceleration actions to be executed in as well as the formative assessment strategies to monitor progress.
 4. Formative assessment strategies for classrooms, individuals, groups and grade levels will be articulated in the 6-7-week teaching cycle plans.
 5. Collaborative analysis and monitoring of progress through structured protocols such as: tuning protocol, looking at student work protocol, instructional rounds, daily data dive protocols, coaching protocols and internally designed protocols for collaborative inquiry into practice.
 6. Evaluation of progress at the end of the teaching cycle where teacher teams and academic leadership review performance data, reflect on progress made towards targets and identify practice-based learning to inform the next cycle of teaching and learning.

6. *Professional Development:* Teachers will become data experts and improve student achievement through purposeful, evidence-based, decision-making with the support of coaches, leadership, and colleagues. Professional development for the leadership team through our partnerships with Illuminate, ANet, and iReady will continue to build leadership capacity to support teachers in their development in respect to data responsiveness. Building teacher capacity in data analysis will have a direct impact on instructional decisions which will have a direct impact on student achievement.
7. *Supports to students with IEPs:* The School's Learning Specialists along with the school counselors, and service providers will work in collaboration to create Remote Learning Plans. Remote Learning Plans will be used to identify the instruction and services that will be provided during virtual and hybrid learning. It is a separate IEP-based document that does not replace the IEP, but is responsive to the unique circumstances of remote learning. The Learning Specialists will check in with families and service providers on a bi-weekly basis to ensure that our students with IEPs have equal access to the same educational resources offered to all children during remote and hybrid learning. The regular family check-ins are in place to ensure that the School will continue to provide special education and related services to the fullest degree possible.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

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

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

Goal 2: Mathematics

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

BACKGROUND

Merrick Academy's mathematics curriculum is rooted in the following principles:

1. Develop and applies multiple strategies to solve routine problems
2. Apply methods of problem solving to complex problems requiring various methods
3. Ability to increase precision and accuracy through approximating
4. Utilize of inductive and deductive reasoning to solve problems; multi step, abstract and complex real-world problems

5. Represent mathematical problems in multiple formats such as analytic, numerical and geometrical

Merrick Academy's mathematics curriculum is a comprehensive approach to the subject. Students are engaged in math review, problem solving, conceptual understanding, and mastery of math facts. In grades K-5, students participate in guided math instruction and centers, as well as number stories and practice in foundational skills.

METHOD

In the 2019-20 school year, Merrick Academy administered three I-Ready mathematics assessment exams to students in all grades, with the exception of kindergarten, which was only given the second and third assessment.

i-Ready Diagnostic describes³ its services for math as an effective, research-based, web-based diagnostic assessment for students in grades K–12. Using a compatible computer with internet access and a headset, students take the online Diagnostic that assesses performance overall and down to the sub-skill level. i-Ready's sophisticated computer adaptive algorithms ensure learners are assessed efficiently across a number of knowledge domains. The questioning format adapts as students respond to each question—getting more or less challenging as needed—to complete the diagnosis and identify each child's performance level. The adaptive nature of the assessment meets students at their own skill level, so they experience success as well as challenge while i-Ready accurately measures their mastery of New York State Learning Standards.

i-Ready includes a powerful management and reporting suite for delivery of essential performance information at the district, school, class, and student/group levels. Actionable, real-time reports guide educators in identifying the instructional needs and abilities of individual students and instructional groups, and also include explicit next steps for remediating areas of academic weakness.

i-Ready Diagnostic is strongly aligned to the New York State Learning Standards for math. The independent Educational Research Institute of America conducted a research study evaluating the relationship between i-Ready Diagnostic and the 2016 New York State end-of-year assessments. The research found a high correlation between iReady Diagnostic and the New York State assessments. i-Ready was also shown to accurately predict end-of-year proficiency rates based on students' fall, winter, and spring Diagnostic performance. The strong correlations between the spring i-Ready Diagnostic and the 2016 New York State assessments—with overall correlations of .84 for mathematics for all students across grades 3–8—exceed the Center on Response to Intervention's recommended .70 threshold for correlations. Curriculum Associates partnered with leading academics to develop a regression-based model for predicting New York State Assessment proficiency rates. i-Ready proficiency prediction from fall, winter, and spring Diagnostic results proved to be highly accurate and remarkably consistent with observed (actual) NYSTP proficiency rates—often within one percent of observed proficiency for the sample. Plus, i-Ready accurately identified individual student needs on the standards to drive targeted instruction—both student- and teacher-led.

³ <http://www.nysed.gov/common/nysed/files/iready-slo-assessment-form-c-and-h.pdf>.

RESULTS AND EVALUATION

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State mathematics examination for grades 3-8.

Because the 2019-20 New York State mathematics examination was not administered, absolute measure goal 2 cannot be assessed.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Because the aggregate Performance Index is dependent on the State mathematics examination, and the examination was not administered in the 2019-20 school year, absolute measure goal 2 cannot be assessed.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the State mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

Because the 2019-20 New York State mathematics examination was not administered, comparative measure goal 2 cannot be assessed. In order to create an alternative comparative assessment, Merrick Academy has requested New York State data from i-Ready, which we expect to be available in a few months. Additionally, we are considering adding a norm-referenced assessment to our assessment battery in 2020-21.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the State mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Because the effect size measurement is based on the New York State mathematics exam, this goal cannot be measured this year. In place of the effect size measurement, we created our own comparative measure, which assesses the performance of economically disadvantaged students against the school as a whole. Results and analysis can be found below.

Goal 2: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Because the New York State mathematics exam was not administered this year, Merrick Academy's growth goal cannot be measured.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Because the New York State mathematics exam was not administered in the 2019-20 school year, Merrick Academy presents the following data and analysis to measure the School’s growth in mathematics for the 2019-20 school year.

Merrick Academy-Queens Public Charter School i-Ready Mathematics Assessment Data - Percentage of Students Achieving Proficiency			
	2019-20		
Grade	Assessment 1	Assessment 2	Assessment 3
K	N/A	35%	89%
1st	3%	24%	68%
2nd	8%	26%	45%
3rd	9%	26%	29%
4th	23%	47%	49%
5th	12%	36%	21%

In the 2019-20 school year, all five of the grades that took three i-Ready mathematics assessments experienced an increase in the percentage of students achieving proficiency between assessment one and assessment three. The only grade not to take the first assessment, kindergarten, experienced a 54-percentage point increase in students achieving proficiency between the second and third assessment. The fact that the School moved from in-class to remote learning in March 2020, in response to COVID-19, may explain why there was a greater increase in the percentage of students achieving proficiency between the first and second assessment, except in the first and second grades, compared to the second and third assessments. Indeed, if a similar growth was shown between the first and second assessments and second and third assessments in the third, fourth, and fifth grades, their third assessment results would have had 43, 69, and 60 percent of students achieving proficiency, respectively.

The largest increase in students achieving proficiency on the i-Ready mathematics assessment between the first and third administration of the test occurred in the second grade, where there was a 37-percentage point increase. The biggest increase in students achieving proficiency between the first and second assessment occurred in the third grade, where there was a 24-percentage point increase. The School’s first grade had the greatest growth in students achieving proficiency between the second and third assessments, with a 44-percentage point increase.

Merrick Academy-Queens Public Charter School 2019-20 i-Ready Mathematics Assessment – Subgroup Percentage of Students Achieving Proficiency			
Subgroup	Assessment 1	Assessment 2	Assessment 3
Economically Disadvantaged Students	9%	33%	49%
Special Education Students	3%	18%	36%

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

All Students	10.8%	32%	50%
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On the 2019-20 i-Ready mathematics assessment, Merrick Academy’s economically disadvantaged and special education students showed remarkable growth in the percentage of students achieving proficiency between the first and third assessment. Between the first and second mathematics assessment, the percentage of economically disadvantaged students achieving proficiency more than tripled, a rate slightly higher than the School as a whole. In fact, the School’s economically disadvantaged students had a higher percentage of students achieving proficiency than the School as a whole on the second mathematics assessment. The percentage of economically disadvantaged students achieving proficiency on the i-Ready mathematics assessment increased 16-percentage points between the second and third assessment.

Merrick Academy’s special education students also showed impressive growth in the percentage of students achieving proficiency on the i-Ready mathematics assessment in the 2019-20 school year. Between the first and second assessment, six times the percentage of special education students achieved proficiency in math. Between the second and third assessment, the increase in special education students achieving proficiency on the mathematics assessment doubled, a higher rate of improvement than any of the School’s other subgroup. Growth between the second and third assessment is all the more remarkable considering that the School transitioned from in-person to remote learning between these assessments.

Merrick Academy-Queens Public Charter School 2019-20 i-Ready Mathematics Progress Diagnostic			
Grade	Percentage of Students Meeting Annual Typical Growth	Percentage of Students Meeting Annual Stretch Growth	Percentage of Students with Improved Placement
K	69%	66%	78%
1 st	78%	65%	75%
2 nd	60%	40%	69%
3 rd	49%	31%	65%
4 th	61%	39%	89%
5 th	43%	24%	57%

As shown in the chart above, Merrick Academy’s kindergarten and first grade had a high percentage of students meeting their i-Ready measured annual typical growth, the average annual growth for a student at this grade and placement level, on the mathematics assessment. Students in second and fourth grade also had a high percentage of students meeting their annual typical growth goal.

Merrick Academy’s kindergarten and first grade had a high percentage of students meeting their stretch growth goal, an ambitious but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels, on the 2019-20 i-Ready reading diagnostic.

Finally, Merrick Academy’s kindergarten, first grade, and fourth grade all had a high percentage of students with improved placement progress on the 2019-20 i-Ready mathematics diagnostics, with over three-quarters of each grade level exceeding the goal. The second and third grade also had a high percentage of students meeting the improved placement goal, with 72% and 73%, respectively.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Merrick Academy's Interim Assessment Data – Percentage of Students Achieving Proficiency in Mathematics									
	2017-18			2018-19			2019-20		
Grade	Assessment 1	Assessment 2	Assessment 3	Assessment 1	Assessment 2	Assessment 3	Assessment 1	Assessment 2	Assessment 3
K	15%	40%	37%	33%	39%	77%	N/A	35%	89%
1st	3%	21%	48%	4%	30%	57%	3%	24%	68%
2nd	6%	36%	38%	5%	24%	41%	8%	26%	45%
3rd	12%	24%	41%	10%	40%	63%	9%	26%	29%
4th	11%	34%	50%	14%	47%	67%	23%	47%	49%
5th	18%	34%	48%	25%	42%	52%	12%	36%	21%

When comparing the results of the third i-Ready assessment from the 2017-18 school year with the of the third i-Ready assessment in the 2019-20 school year, the School experienced growth in the percentage of students achieving proficiency in three grades, kindergarten, first grade, and second grade and the fourth grade experienced only a one-percentage-point decline. However, in making this comparison, it should be noted that students transitioned to a remote learning model in March of the 2019-20 school year, in response to the COVID-19 outbreak, which may have had a negative impact on the results of the third assessment. That said, the greatest growth came in kindergarten, where there was a 52-percentage point increase in students achieving proficiency between the third assessment in the 2017-18 school year and the third assessment in the 2019-20 school year.

Due to the transition from in-person to remote learning in the 2019-20 school year, a more accurate year-to-year analysis would be comparing the growth from assessment one to assessment two in the 2017-18, 2018-19, and 2019-20 school years. Under this analysis, there was comparable growth between the three academic years. For example, in the first grade, there was an 18-percentage point increase in first grade students achieving proficiency in the 2017-18 school year, a 26-percentage point increase in the 2018-19 school year, and a 21-percentage point increase in the 2019-20 school year. The School's second grade showed similar consistency, with a 30-percentage point increase in the percentage of students achieving proficiency in the 2017-18 school year, a 19-percentage point increase in the 2018-19 school year, and an 18-percentage point increase in the 2019-20 school year. The third grade experienced a 12-percentage point increase in students achieving proficiency in the 2017-18 school year, a 30-percentage point increase in the 2018-19 school year, and a 17-percentage point increase in the 2019-20 school year. The School's fourth grade experienced a 23-percentage point increase in the 2017-18 school year, a 34-percentage point increase in the 2018-19 school year, and a 24-percentage point increase in the 2019-20 school year. Finally, the fifth grade saw a 16-percentage point increase in students achieving proficiency between the first and second assessment in the 2017-18 school year, a 17-percentage point increase in the 2018-19 school year, and a 24-percentage point increase between the same assessments in the 2019-20 school year.

Because Merrick Academy's students showed similar growth in the percentage of students achieving proficiency between the first and second assessment between the 2017-18, 2018-19, and 2019-20 school years, it can reasonably be inferred that, had the School been able to continue with in-person learning in the spring of 2020, the growth in students achieving proficiency between the second and

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

third assessments would have been similar to that in the 2017-18 and 2018-19 school years, where there were double digit increases in the percentage of students achieving proficiency on the I-Ready exam at each individual grade level, unlike the 2019-20 school year, where only three grades had double digit increases in the percentage of students performing at proficiency between the first and third I-Ready mathematics assessments.

Grade	Projection of Merrick Academy Students Who Would Have Achieved Proficiency on the State Mathematics Exam, if it Would Have Been Administered in the 2019-20 School Year Projection of Students Performing at Proficiency Based on I-Ready Assessment
	Percent
3	44.9%
4	56.5%
5	34.1%

Grade	Percent of Merrick Academy Students Enrolled in At Least Their Second Year Achieving Proficiency on the State Mathematics Exam	
	2017-18	2018-19
	Percent	Percent
3	49.2%	56.1%
4	44.1%	52.1%
5	29.8%	42.7%
All	39.9%	50.2%

Using the I-Ready assessments and State mathematics exam results from the 2017-18 and 2018-19 school years, Merrick Academy projected an approximation of this year’s mathematics State exam results, had the test been administered.⁴ We believe that the second i-Ready assessment more accurately depicts student achievement in the 2019-20 school year because the School had to convert to a remote learning model for the last three months of the school year. Thus, the second i-Ready

⁴ The projections were made by separately dividing the State exam result from the 2017-18 school year by the second and third I-Ready assessment results (i.e., 2017-18 state exam result divided by second I-Ready assessment result; 2017-18 state exam result divided by third I-Ready assessment result). This process was repeated for the 2018-19 state exam result and the second and third I-Ready assessment result. The results for each year and grade level were then added together (i.e., result from dividing third grade I-Ready assessment two and state exam result from the 2017-18 added to the result from dividing third grade I-Ready assessment two and state exam result from the 2018-19), dividing that number by two, and multiplying the result of the division by the I-Ready assessment results for the applicable assessment and grade level in the 2019-20 school year, resulting in the projected state exam results, found in the chart above.

assessment is the last assessment in the 2019-20 school year to reflect in-person learning. Based on these projections, if the second assessment accurately predicted students’ performance on the 2019-20 State mathematics exam, the School would have experienced an increase in the percentage of fourth grade students achieving proficiency, but a decline in the percentage of third and fifth grade students achieving proficiency, compared to results from the 2018-19 school year.

As shown in the chart below, there is evidence to suggest that the move to remote learning effected student learning, as there was a decline in projections between the second and third i-Ready assessment. When projecting student performance based on the third 2019-20 i-Ready assessment, the School would have had a lower percentage of students achieving proficiency at each grade on the State mathematics exam, compared to the 2018-19 school year. However, as stated above, we believe that the second assessment projection is a more accurate account of student achievement in the 2019-20 school year because of the move from in-person to remote learning in response to COVID-19.

Grade	Projection of Merrick Academy Students Who Would Achieved Proficiency on the State Mathematics Exam, if it Would Have Been Administered in the 2019-20 School Year Projection of Students Performing at Proficiency Based on I-Ready Assessment 3
	Percent
3	30.3%
4	40.7%
5	15.1%

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

As addressed above, the traditional absolute, comparative, and growth measurements could not be assessed this year because the New York State English language arts exam was not administered. In it’s place, the School used i-Ready assessments to measure growth in English language arts for the 2019-20 school year. Based on our internal goals, Merrick Academy met its comparative goal and growth goal.

Overall, Merrick Academy’s 2019-20 I-Ready mathematics assessments showed comparable growth to the 2018-19 results, when the School met one of its absolute goals, one comparative goal, and its growth goal. Based on the analysis above, it is reasonable to conclude the School would have attained similar APPR results for the 2019-20 school year.

Further, the School’s cohort of students identified as economically disadvantaged had a higher percentage of students performing at proficiency as the School as a whole on the second i-Ready mathematics assessment and a nearly identical percentage on the third assessment. Similarly, the School’s cohort of students identified as special education students showed impressive growth between the first and third i-Ready mathematic s assessments. These results further indicate that Merrick Academy would have met its comparative growth goal for the 2019-20 school year.

ACTION PLAN

The School will be implementing the following initiatives during the 2020-21 school year to improve student achievement in math:

1. *Increasing mathematic instructional time, small group instruction and personalized learning:* The School will double the amount of remote learning math instructional time for students by adding an intervention period every day for small group instruction. The School has also added 60 minutes of daily teacher “office hour” time when students and parents can schedule 1:1 time.
2. *Individual Learning Plans tailored to individual student academic needs:* Through Individualized Learning Plans and professional development, teachers will become data experts and improve student achievement through purposeful, evidence-based, decision-making with the support of coaches, leadership, and colleagues. Building teacher capacity in data analysis will have a direct impact on instructional decisions which will have a direct impact on student achievement. Each member of the school community will work to develop SMART goals to develop an Individual Learning Plan. Their Individual Learning Plans will include a set of pre-determined skills and goals, progress towards their individual goals, both behavioral and academic, and how well they present and demonstrate their learning.
3. *A focus on and alignment around mastery of math standards:*
 1. *Unit planning for math standards mastery:* Beginning with teacher pre-service prior the start of the 2020-21 school year, teachers will receive training on unit planning with a goal of rebuilding units to focus on the essential learning needed to build prerequisite skills and student mastery of the maximum amount of standards.
 2. *Assessments will prioritize standards:* Through its partnership with ANet, the School has mapped out standards by grade based on when they should be introduced and taught and to create urgency around priority standards.
 3. *Vertical planning across grades:* Through common professional development time each Wednesday during the school year, teachers will to plan collaboratively across grade levels, break apart standards and map standards for a student’s learning progression through the elementary grades.
 4. *Implementation of Standards Based Grading:* With standards-based grading, teachers will be trained on how to focus their instruction and progress analysis around how students are mastering the content required for each standard.
4. *A robust battery of mathematic diagnostic, formative and summative assessments:* At the end of the 2019-20 school year, due to the transition to remote learning, Merrick Academy was only able to assess students on the i-Ready assessment for math. During the 2020-21 school year, students will be assessed in math through Fountas & Pinnell or DIBELs (depending on grade level), ANet, i-Ready, interim and end of unit assessments as well as daily exit tickets. The School has created a diagnostic

assessment with ANet to be administered in September 2020-21, to inform instruction given that students may have unfinished learning resulting from the transition to remote learning at the end of the 2019-20 school year, and is considering adding a norm referenced assessment in 2020-21 to assess student progress against a large national data set and towards its charter-approved accountability plan.

5. *Progress Monitoring Practices Adopted by Leadership and Teachers:*

1. Analyze and disaggregate student performance data using a set of structured protocols aligned to the School's Inquiry of Equity Agenda.
2. Identify learning gaps, misconceptions, assets, and growth areas that will inform instructional practice in the areas of: planning, re-teaching, differentiation, intervention, pacing and the intellectual prep necessary to address student needs.
3. Articulate the 6-7-week teaching cycle using planning templates that includes growth targets for all students and teaching plans that address the intervention, enrichment and acceleration actions to be executed in as well as the formative assessment strategies to monitor progress.
4. Formative assessment strategies for classrooms, individuals, groups and grade levels will be articulated in the 6-7-week teaching cycle plans.
5. Collaborative analysis and monitoring of progress through structured protocols such as: tuning protocol, looking at student work protocol, instructional rounds, daily data dive protocols, coaching protocols and internally designed protocols for collaborative inquiry into practice.
6. Evaluation of progress at the end of the teaching cycle where teacher teams and academic leadership review performance data, reflect on progress made towards targets and identify practice-based learning to inform the next cycle of teaching and learning.

6. *Professional Development:* Teachers will become data experts and improve student achievement through purposeful, evidence-based, decision-making with the support of coaches, leadership, and colleagues. Professional development for the leadership team through our partnerships with Illuminate, ANet, and iReady will continue to build leadership capacity to support teachers in their development in respect to data responsiveness. Building teacher capacity in data analysis will have a direct impact on instructional decisions which will have a direct impact on student achievement.

7. *Supports to students with IEPs:* The School's Learning Specialists along with the school counselors, and service providers will work in collaboration to create Remote Learning Plans. Remote Learning Plans will be used to identify the instruction and services that will be provided during virtual and hybrid learning. It is a separate IEP-based document that does not replace the IEP, but is responsive to the unique circumstances of remote learning. The Learning Specialists will check in with families and service providers on a bi-weekly basis to ensure that our students with IEPs have equal access to the same educational resources offered to all children during remote and hybrid learning. The regular family check-ins are in place to

ensure that the School will continue to provide special education and related services to the fullest degree possible.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

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

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

Goal 3: Science

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

BACKGROUND

Merrick Academy's science curriculum is rooted in the following principles:

1. Inquiry-based
2. STEM Literacy
3. Spiraled and interdisciplinary
4. Developing curiosity through the world around us
5. Using data and evidence to make claims based on relevant learning experiences

The science curriculum provides authentic learning opportunities fueled by scholar curiosity and the scientific method. Students learn about the key scientific principles through inquiry, reading, writing, and mathematical concepts. Students make connections with what they are discovering to other subject areas. The curriculum spirals and builds upon content as the students move on to different grade levels at the School.

METHOD

Merrick Academy did not administer an interim science assessment exam in the 2019-20 school year.

RESULTS AND EVALUATION

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Because the 2019-20 New York State science examination was not administered, absolute measure goal 3 cannot be assessed.

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

Because the 2019-20 New York State science examination was not administered, comparative measure goal 3 cannot be assessed.

ADDITIONAL EVIDENCE

Merrick Academy did not administer an interim science assessment exam in the 2019-20 school year.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Merrick Academy did not administer an interim science assessment exam in the 2019-20 school year.

ACTION PLAN

Merrick Academy is committed to student achievement in science, as most recently evidenced as the School having been renewed by its authorized, SUNY CSI, in June 2020 and incorporating a STEM focus into its mission for the next five years. In the 2020-21 school year, steps towards this mission will include science infused into mathematics and humanities instruction and the addition of a STEM Coordinator who will oversee the program.

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 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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

RESULTS AND EVALUATION

Merrick Academy was in good standing pursuant to the state's ESSA accountability system in the 2019-20 school year.

ADDITIONAL EVIDENCE

The School has been in good standing for the past three school years.

Accountability Status by Year

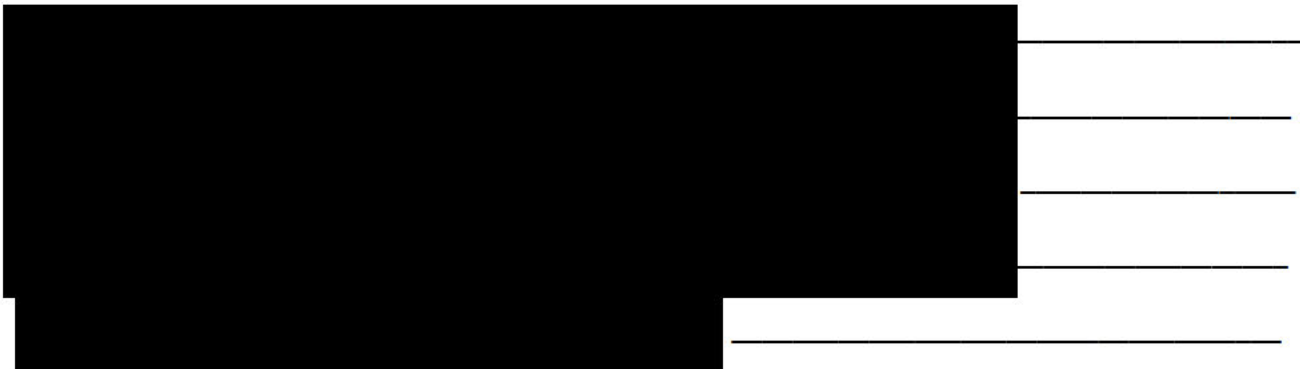
Year	Status
2017-18	Good standing
2018-19	Good standing
2019-20	Good standing



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

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

- Name of education corporation: Merrick Academy
- Trustee's name (print): Gerald Karikari
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Chairman




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

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

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

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

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



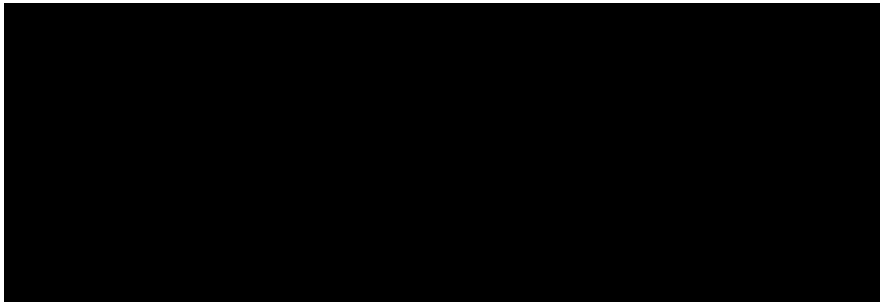
Signature

7/16/2020

Date

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

1. Name of education corporation: Merrick Academy –Queens Public Charter School
2. Trustee’s name (print): Ms. Tatum T. Boothe
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Recording Secretary, Academic Committee Member



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))
7/31/20	NONE	NONE	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	NONE	NONE	NONE	NONE

Latum Bo

Signature

7/31/20
Date



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: Merrick Academy
2. Trustee's name (print): Jeanne Cummings
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
PTO President



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.

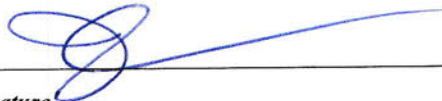
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please 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

7-27-2020

 Date



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

- 1. Name of education corporation: Merrick Academy - Queens Public Charter School
- 2. Trustee's name (print): Xiakun (James) Ding
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Trustee



8. Is Trustee an employee of the education corporation? Yes. 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.

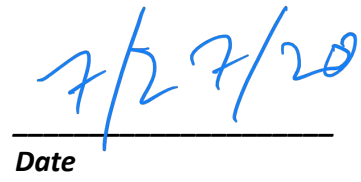
Date(s)	Nature of Financial Interest/ Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))

		None	
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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


Date

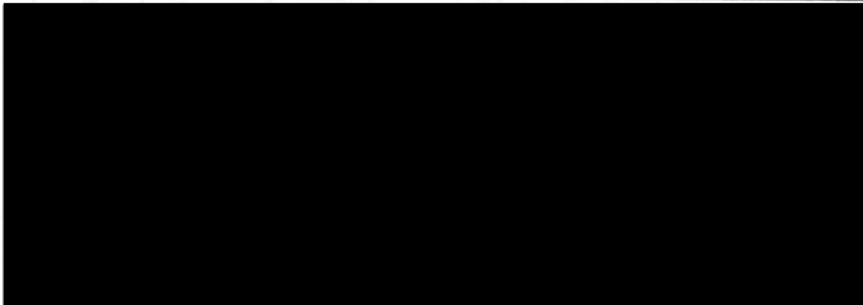
Form Revised November 16, 2015



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: Merrick Academy Public Charter School
2. Trustee's name (print): Tameka Pierre-Louis, Assoc. AIA
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Treasurer and Operations Committee Chair



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

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

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

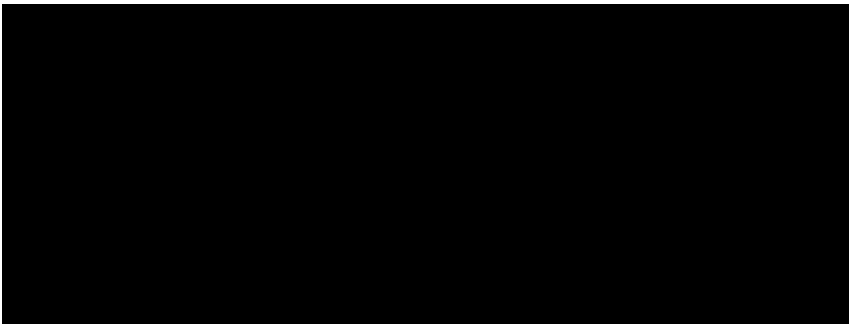
Daneta Rene Lewis
 Signature

7/31/2020
 Date



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

1. Name of education corporation: Merrick Academy Queens Public Charter School
2. Trustee’s name (print): Cameil Dalgetty-Jarvis
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Vice Chairwoman of Board of Trustees, Chair of Human Resources Committee, Member of Academic



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

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

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

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

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

Cameil Dalgetty-Jarvis _____
Signature

July 20, 2020 _____
Date

APPROVED



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Wednesday August 14, 2019 at 7:00 PM

Location

Merrick Academy Queens Public Charter School

Trustees Present

C. Da getty-Jarvis, G. Karikar, J. Cummings, J. Ding (remote), M. MUNOZ (remote), T. Boothe, T. Perre-Louise, Assoc. AIA (remote)

Trustees Absent

None

Guests Present

A. Manue (remote), D. Goubourne, S. Caso, S. Pugh, T. Mer

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

C. Da getty-Jarvis called a meeting of the board of trustees of Merrick Academy Queens Public Charter School to order on Wednesday Aug 14, 2019 @ 7:15 PM at Merrick Academy Queens Public Charter School.

C. Approve Minutes**II. Executive Director's Report****A. Executive Director's Report**

Dr. Manue d scussed the fo ow ng h s report;

- There has been severa key h res
- We are st cont nu ng to recru t for open pos t ons
- The operat ons team has created a summer work ca endar
- A response was prepared to be sent to CSI on the r Spr ng v s t.
- He noted that the renewa app cat on was f na zed and ready to be subm tted to the SUNY
- The team s act ve y prepar ng for the start of schoo
- There w be 2 fu weeks of profess ona deve opment sess ons n preparat on for the upcom ng schoo year
- We have been accepted as a cand date for the IB PYP program
- Ms. Tasha M er was promoted to the ro e of Operat ons Manager
- Ms. Yo anda Va er o was promoted to the ro e of Bus ness/ HR Manager

III. Chief Academic Officer's Report

A. Chief Academic Officer's Report

Ms. Pugh d scussed the fo ow ng

- Work ng on renewa app cat on projects
- Attended a week at Harvard Turnaround Inst tute w th the eadersh p team
- Engagement w th ANET to p an aunch of program
- Current y ook ng to f severa teach ng pos t ons
- 3 nstruct ona coaches were h red
- The schoo had rece ved the cut scores for the state tests, no off ca resu ts as yet.
- There was a greater amount of students that opted out of the state exams th s year n compared to ast year

IV. Operation's Manager

A. Operation's Manager

Ms. M er Reported on the fo ow ng;

- Th s year we were ab e to do a vast amount of n house cean ng as opposed to contract ng out
- Enro ment goa s current y at 538
- Our current enro ment s at 539
- There s current y two (2) pos t on sh fts n the operat ons department open
- Fam y we come packets have been sent out to a parents for the new schoo year
- There was a
- SPED/ELL Ice Cream Soc a he d on **8/12/19**
- Some of our fac ty renovat ons and ma ntenance have been comp eted n preparat on for the reopen ng of schoo

V. PTO President's Report

A. PTO President Report

Ms. Cumm ngs reported on the fo ow ng;

- There were three (3) meet ngs he d s nce schoo has been out
- P ctur day s set for September 23rd and 25th
- Graduat on p ctures w be n November
- The PTO wou d ke a b ack h story comm ttee to be set up
- They have set up a 5th grade graduat on comm ttee comp eted

- The first PTO meeting for the school year will be held on September 24th

VI. Committee Reports

A. Academic Committee

Mr. Dong noted that in the last academic committee meeting members looked at the SUNY charter renewal application materials

B. HR Committee

There was no meeting held this period.

C. Finance Committee

Mrs. Perre-Louis mentioned that the budget for SY19-20 was approved back in June and the committee discussed the five (5) year plan for the charter renewal

D. Operations Committee

There was no operations meeting held this period.

VII. Action Items

A. Approval of TRI - contract modification 2019-2020 SY

J. Dong made a motion to approve the TRI - contract modification on 2019-2020 SY.

T. Boothe seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- T. Boothe Aye
- M. MUNOZ Aye
- G. Kar kar Aye
- J. Cummings Abstain
- J. Dong Aye
- C. Da getty Jarvis Aye
- T. Perre-Louis, Assoc. AIA Aye

B. Approval of School Works proposal for instructional leadership support

T. Perre-Louis, Assoc. AIA made a motion to approve the School Works proposal for instructional leadership support.

T. Boothe seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- C. Da getty Jarvis Aye
- J. Dong Aye
- M. MUNOZ Aye
- T. Perre-Louis, Assoc. AIA Aye
- G. Kar kar Aye
- T. Boothe Aye

C. Approval of DGA security contract to complete electrical works for our school alarm systems upgrade

T. Perre-Louis, Assoc. AIA made a motion to approve the DGA security contract to complete electrical works for our school alarm systems upgrade.

J. Dong seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- C. Da getty Jarvis Aye

T. Boothe	Aye
J. Cummings	Abstain
M. MUNOZ	Aye
G. Kar kar	Aye
J. D ng	Aye
T. Perre Lou s, Assoc. AIA	Aye

VIII. Executive Session

A. Motion to enter Executive Session

C. Da getty-Jarv s made a mot on to to enter execut ve sess on to d scuss the med ca , f nanc a , cred t, or emp oyment h story of a part cu ar person or corporat on, or matters ead ng to the appo ntment, emp oyment, promot on, demot on, d sc p ne, suspens on, d sm ssa , or remova of a part cu ar person or corporat on.

J. D ng seconded the mot on.

The board **VOTED** unan mous y to approve the mot on.

Roll Call

M. MUNOZ	Aye
C. Da getty Jarv s	Aye
T. Perre Lou s, Assoc. AIA	Aye
J. Cummings	Abstain
G. Kar kar	Aye
T. Boothe	Aye
J. D ng	Aye

B. Motion to exit executive session

M. MUNOZ made a mot on to ex t execut ve sess on.

T. Boothe seconded the mot on.

The board **VOTED** unan mous y to approve the mot on.

Roll Call

T. Perre Lou s, Assoc. AIA	Aye
M. MUNOZ	Aye
J. D ng	Aye
G. Kar kar	Aye
C. Da getty Jarv s	Aye
T. Boothe	Aye
J. Cummings	Aye

IX. Closing Items

A. Adjourn Meeting

T. Perre-Lou s, Assoc. AIA made a mot on to adjourn the meet ng.

T. Boothe seconded the mot on.

The board **VOTED** unan mous y to approve the mot on.

Roll Call

J. D ng	Aye
J. Cummings	Aye
M. MUNOZ	Aye
G. Kar kar	Aye
T. Boothe	Aye
T. Perre Lou s, Assoc. AIA	Aye
C. Da getty Jarv s	Aye

There be ng no further bus ness to be transacted, and upon mot on du y made, seconded and approved, the meet ng was adjourned at 9:00 PM.

Respectfully Submitted,
D. Goubourne

APPROVED



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Tuesday September 24, 2019 at 7:00 PM

Trustees Present

G. Kar kar , J. Cumm ngs, J. D ng, T. Boothe, T. P erre-Lou s, Assoc. AIA

Trustees Absent

C. Da getty-Jarv s, M. MUNOZ

Guests Present

A. Manue , C. Watterson, D. Gou bourne, S. Caso, S. Pugh, T. M er, Y. Va er o

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

D. Gou bourne ca ed a meet ng of the board of trustees of Merr ck Academy Queens Pub c Charter Schoo to order on Tuesday Sep 24, 2019 @ 7:39 PM.

C. Approve Minutes

T. P erre-Lou s, Assoc. AIA made a mot on to approve m nutes from the Month y Board Meet ng on 08-14-19.

J. Cumm ngs seconded the mot on.

The board **VOTED** unan mous y to approve the mot on.

Roll Call

J. D ng	Aye
M. MUNOZ	Aye
J. Cumm ngs	Aye
T. P erre Lou s, Assoc. AIA	Aye
T. Boothe	Aye

G. Kar kar Aye
C. Da getty Jarv s Aye

II. Executive Director's Report

A. Executive Director's Report

Dr. Manue reported on fo ow ng-

- On August 26th there was a board d scuss on on Merr ck Academy's performance on the 2018-19 NYS ELA and Math exams
- Merr ck Academy students both Genera and Spec a Ed outperformed NYS, NYC and D str ct #29 n math, ELA and Sc ence.
- We had an overa growth n math of 12%and ELA at 6%,
- He further exp a ned that our 2019-20 growth targets w be focused on c os ng gaps.
- He a so noted that for 2019-20 they have deve oped a set of performance trackers to track our progress towards meet ng our accountab ty targets at each grade eve .
- In October the r w be a board retreat to ook c oser at the performance data from ast academ c year, and rev ew base ne performance data from th s September nto ear y October and to a so d scuss further w th the CAO/ Pr nc pa the academ c mprovement p an.
- Dur ng the fr st week of schoo students part c pated n the fr st I-Ready d agnost c tests n ELA and Math, the resu ts from th s w be used to p an AIS groups and target spec f c competence areas.
- ANET nter m assessments w be adm n stered n m d October for ELA and Math.aw

III. Chief Academic Officer's Report

A. Chief Academic Officer's Report

Ms Pugh d scussed the fo ow ng n her report;

- She noted that pre-serv ce was a success, teachers were engaged n two weeks of profess ona deve opment sess ons.
- A great amount of t me was spent around the AF curr cu um
- Teachers are comp et ng F&P and D be s assessment, new teachers have been tra ned
- Three new coaches was h red who are apart of our Instruct ona eadersh p team.
- The nstruct ona has started the r fr st week of observat on and feedback around content
- The Academ c Improvement P an s now comp ete
- Dur ng the summer we attended RELAY on how to g ve feedback
- We have our fr st meet ng w th the D str ct Co aborat ve next week

IV. Operation's Manager

A. Operation's Manager

Ms. M er h gh ghted the fo ow ng n her report;

- The operat ons team started p ann ng for the schoo year from June, we created a summer ca endar that ass sted us n p ann ng and execut ng projects more effect ve y.
- We are current y focused on enro ment, we have open seats n 4th grade.
- The number of students current y enro ed s 553
- Student attendance as of today's date s 92.8%
- We rece ved approx mate y 385 unch app cat ons
- F re nspect on schedu ed for October 2, 2019
- H red a new Safety Agent and a so an add t ona custod a staff

- We are to date 100% n comp ance
- We coord nated w th the PTO for Dads Take Your Ch d to Schoo day where over 150 dads part c pated
- The f rst Breakfast w th the Pr nc pa was he d on Thursday
- The schoo s now on an env ronmenta y respons b e pest management p an

V. PTO President's Report

A. PTO President Report

Ms. Cummn gns noted the fo ow ng;

- The f rst PTO snack sa e was he d on September 13, 2019, th s s expected to be an ongo ng event on Fr days
- We ass sted w th Breakfast w th the Pr nc pa on September 19th
- The f rst parent support group meet ng was he d on September 19th
- The PTO has conf rmed the Wash ngton DC tr p for Mart n Luther K ng weekend on January 18th- 19th 2020
- We have a so begun our f rst fundra ser for the schoo year by hav ng fam es se ng boxes of choco ate.
- The PTO GroupMe chat current y has 105 parents
- The PTO ass sted w th Dad's take your ch d to Schoo Day wh ch was an exce ent turn out.
- Our f rst PTO meet ng was schedu ed for September 24th wh ch saw a huge turn out from parents and guard ans

VI. Committee Reports

A. Academic Committee

The academ c comm ttee met on September 19, 2019. They d scussed matters around our 2019 Academ c performance, I-Ready resu ts and preparat ons for our off c a CSI v s t.

B. HR Committee

The HR comm ttee had the r f rst meet ng for the academ c year on September 19. Dr. Manue br efed the comm ttee on matters ar s ng from a recent un on meet ng where the UFT are request ng that Paraprofess ona s be un on zed.

C. Finance Committee

There was no f nance meet ng he d th s per od.

D. Operations Committee

The operat ons comm ttee met on September 20, 2019. They d scussed the fo ow ng ;

- State of our fac t es
- F re nspect on update

VII. Comments from the public

A. Public Comment

There was an average turnout from the pub c popu at on wh ch nc uded parents and members of staff. They engaged n a v brant d scuss on w th members of the board.

VIII. Executive Session

A. Motion to enter Executive Session

T. Boothe made a motion to enter 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.

T. Perre-Louis, Assoc. AIA seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

T. Boothe	Aye
J. D'Angelo	Absent
M. MUNOZ	Absent
T. Perre-Louis, Assoc. AIA	Aye
J. Cummings	Aye
C. Da getty Jarvis	Absent
G. Karikar	Aye

IX. Closing Items

A. Adjourn Meeting

T. Boothe made a motion to adjourn the meeting.

J. Cummings seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

T. Perre-Louis, Assoc. AIA	Aye
J. Cummings	Aye
T. Boothe	Aye
J. D'Angelo	Absent
G. Karikar	Aye
M. MUNOZ	Absent
C. Da getty Jarvis	Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:00 PM.

Respectfully Submitted,

D. Goubourne

APPROVED



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Tuesday October 29, 2019 at 7:00 PM

Trustees Present

C. Da getty-Jarv s, G. Kar kar , J. Cumm ngs, J. D ng (remote), T. Boothe, T. P erre-Lou s, Assoc. AIA

Trustees Absent

M. MUNOZ

Guests Present

A. Manue , D. Gou bourne, S. Caso, S. Pugh, T. M er

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Kar kar ca ed a meet ng of the board of trustees of Merr ck Academy Queens Pub c Charter Schoo to order on Tuesday Oct 29, 2019 @ 7:29 PM.

C. Approve Minutes

T. P erre-Lou s, Assoc. AIA made a mot on to approve the m nutes from the month y board meet ng on 09-24-19.

J. Cumm ngs seconded the mot on.

The board **VOTED** unan mous y to approve the mot on.

Roll Call

G. Kar kar Aye

T. P erre Lou s, Assoc. AIA Aye

J. Cumm ngs Aye

J. D ng Aye

T. Boothe	Aye
M. MUNOZ	Absent
C. Da getty Jarv s	Aye

II. Executive Director's Report

A. Executive Director's Report

Dr. Manue d scussed the fo ow ng n h s report

- M d October was our CSI Renewa v s t, they conducted two (2) days of c assroom observat ons, they a so conducted nterv ews w th Parents, Teachers, schoo eadersh p and board members.
- Overa t was a good rev ew and we rece ve pos tve feedback.
- They noted that the schoo eadersh p was strong across the board
- The use of data across was very effect ve and strong across campus
- The program for At R sk students were a so strong n terms of comp nce
- The qua ty of nstruct on has mproved s nce the r ast eva uat on v s t n Apr

Dr. Manue ment oned that our DOE Pub c Hear ng was on October 24 wh ch saw over 30 persons n attendance, wh ch nc uded Assemb ywoman A c a Hyndman and other representat ves from our other oca senators off ce. A so n attendance were past and current students, parents and members of staff.

III. Chief Academic Officer's Report

A. Chief Academic Officer's Report

Ms. Pugh h gh ghted the fo ow ng n her report;

- We have created our PD ca endar
- Teachers have been part c pat ng n profess ona deve opment around r gor and management based on the Get Better Faster rubr c.
- Parent Teachers conference s schedu ed for November 13th
- The Gu dance counse or has created a M dd e Schoo Parent workshop for November
- Next set of nstruct ona rounds w start n ear y November, forma observat ons w beg n m d November.
- Ms. Caso added that current y grade eve prof c ency for ELA s 24% and for Math ts 11%
- She a so noted that f we ook at the prof c ency rate of from grade 1-5
- Students are perform ng at 13-34% prof c ency n ELA and for Math 4-23% mov ng towards grade eve expectat ons
- Based on the r current performance the prof c ency eve s for math t s 57-87% and ELA s 51-92%. Th s s based the r grade eve .

IV. Operation's Manager

A. Operation's Manager

Ms. M er d scussed the fo ow ng n her report;

- She noted that th s month her team focused on ref n ng systems that w he p us become more data focused
- We are trans t on ng nto on board ng team members to earn to use new management systems.
- We w soon beg n to trans t on from the current paper reg strat on to a d g ta process.
- She noted that the operat ons team cont nue to meet week y to d scuss ro e and respons b t es.

- Our new website has been launched and is running smoothly, The feedback so far has been very positive.
- There has been two (2) new hires this month, one (1) staff turnover and two (2) title changes
- After school has officially began with over 30 programs

V. PTO President's Report

A. PTO President Report

Ms. Cummings mentioned that on September 23 and 25 was our school's picture day. This was conducted by Lefouch, they will also be doing our year book at the end of the year. The PTO continues to have the Friday snack sale, which has been going well so far. There no Breakfast with the Principal for this month. On October 17 the Parent Support Group had their monthly meeting, which saw over 15 families with IEP's and ELL in attendance. Parents have started making deposits for the Washington DC trip scheduled for January 18-19 2020. The PTO GroupMe chat currently has 143 parents. The second PTO meeting was held on October 21 with over 30 parents present. Ms. Cummings also discussed that the PTO bank account was officially opened at Carver bank in the amount of \$12,797.89.

VI. Committee Reports

A. Academic Committee

The academic committee met on October 28, 2019. They discussed the following;

- CSI vs student debt relief and findings
- IReady performance
- Strategic plan action updates
- Teacher observation schedule
- PD plan updates

B. HR Committee

The HR committee did not meet this month.

C. Finance Committee

The Finance committee had a conference call meeting on October 28, 2019 to discuss Merrick Academy's 2019 Financial Audit.

D. Operations Committee

The operations committee met on October 25, 2019. They discussed the following;

- Physical plant checklist
- Fire inspection
- Manager plus system
- Compliance items
- MSP network proposal
- Technology Coordinator
- Building usage form
- Supplies management
- After school programs

VII. Action Items

A. To approve the Independent Auditor's Report for Merrick Academy

T. Perre-Louis, Assoc. AIA made a motion to approve the Independent Auditor's Report for Merrick Academy.

J. Cummings seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

T. Perre Lou s, Assoc. AIA	Aye
T. Boothe	Aye
M. MUNOZ	Absent
J. Cummings	Aye
J. D ng	Aye
G. Kar kar	Aye
C. Da getty Jarv s	Absta n

VIII. Comments from the public

A. Public Comment

There was an average turnout from the public population.

IX. Executive Session

A. Motion to enter Executive Session

T. Boothe made a motion to enter 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.

J. Cummings seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. D ng	Aye
T. Perre Lou s, Assoc. AIA	Aye
J. Cummings	Aye
C. Da getty Jarv s	Aye
G. Kar kar	Aye
T. Boothe	Aye
M. MUNOZ	Absent

X. Closing Items

A. Adjourn Meeting

T. Boothe made a motion to adjourn the meeting.
J. Cummings seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

T. Perre Lou s, Assoc. AIA	Aye
J. D ng	Aye
G. Kar kar	Aye
T. Boothe	Aye
M. MUNOZ	Absent
J. Cummings	Aye
C. Da getty Jarv s	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:00 PM.

Respectfully Submitted,
D. Gou bourne

APPROVED



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Thursday November 21, 2019 at 7:00 PM

Trustees Present

G. Kar kar , J. Cumm ngs, J. D ng (remote), T. Boothe, T. P erre-Lou s, Assoc. AIA

Trustees Absent

C. Da getty-Jarv s, M. MUNOZ

Guests Present

A. Manue , D. Gou bourne, S. Caso, S. Pugh, T. M er

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Kar kar ca ed a meet ng of the board of trustees of Merr ck Academy Queens Pub c Charter Schoo to order on Thursday Nov 21, 2019 @ 7:41 PM.

C. Approve Minutes

J. Cumm ngs made a mot on to approve the m nutes from the month y board meet ng on 10-29-19. Month y Board Meet ng on 10-29-19

T. Boothe seconded the mot on.

The board **VOTED** unan mous y to approve the mot on.

Roll Call

G. Kar kar	Aye
T. P erre Lou s, Assoc. AIA	Aye
M. MUNOZ	Absent
J. D ng	Aye
C. Da getty Jarv s	Absent

T. Boothe	Aye
J. Cummings	Aye

II. Executive Director's Report

A. Executive Director's Report

Dr. Manue noted the following in his report:

- Principals dashboard will show monthly reporting updates based on our indicators (iReady, ANET, etc)
- To date we have collected over 80% of our lunch forms and identified 74.8% of our students as FRPL.
- We are currently awaiting the renewal visit report and recommendation from CSI, which is due at any time now.
- We currently have commitments for letters of support from Assemblywoman Alicia Hyndman, State Senator Leroy Comere, State Senator Kevin Thomas, Councilman Donovan Richards, US Congressman Gregory Meeks among others.

III. Chief Academic Officer's Report

A. Chief Academic Officer's Report

Ms. Pugh discussed the following in her report:

- The first phase of Interim Assessments has started as we assess learning waks.
- Grade four showed the strongest of all grades in both English and Math
- We continue Learning Waks and Instructional Rounds
- Some of the highlights from these learning waks include, increase in student centered learning, increased amount of high engagement strategies, small shifts in teacher using data to plan for small groups.
- Areas of growth includes questioning, metacognition and modeling, aggressive progress monitoring and pacing.
- Continuing professional development sessions.

IV. Operation's Manager

A. Operation's Manager

Ms. Merhigghiedt the following:

- Our current enrollment is at 540 students, we continue with open enrollment as we fill in any additional seats we have.
- We saw an increase in the number of IEP and ELL students
- Attendance is steady with a 1% decrease from October.
- Our lunch application deadline was October 31st, we continued to collect forms which saw a total of 74.8% (FRPL)
- Lunch participation (FRPL) increased from 63.9% last year to 74.8%
- There were 2 new hires in this period and also 2 staff turnovers. There is currently 8 vacancies.

V. PTO President's Report

A. PTO President Report

Ms. Cummings gave us the following updates in her report:

- On November 12, 2019 the kindergarten and 5th grade took the graduation pictures, year book photos was also taken on this date.

- The PTO continues to have the r weekly snack sale.
- In October the the students were asked to wear pink to show awareness for Breast cancer Month, a total of \$250 was raised from the student at ve. This money will be donated to the Breast Cancer Society.
- On November 7th there was Breakfast with The Principals
- The PTO book club has begun.
- As at October 24, 2019, the PTO currently has \$12,797.89 in the bank

VI. Committee Reports

A. Academic Committee

The committee meeting for this period was rescheduled.

B. HR Committee

This meeting was held on November 21, 2019. The agenda focused on;

- UFT Grievances
- Teacher Observations
- Open Positions and updates
- HR goals/priorities for the 2019-20SY

C. Finance Committee

There was no meeting held for this period.

D. Operations Committee

The operations committee had their meeting on November 20, 2019. They discussed the following;

- Operation Department updates (Facilities, Security, Environment Management, Supply management and Food Service)
- DGA improvement work and inspection updates
- Operations dashboard discussion
- Mid year evaluations timeline
- Compliance updates

VII. Executive Session

A. Motion to enter Executive Session

T. Boothe made a motion to enter 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.

J. Cummings seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

T. Boothe	Aye
T. Perre-Louis, Assoc. AIA	Aye
C. Da getty Jarvis	Absent
G. Kar kar	Aye
J. Ding	Aye
J. Cummings	Aye
M. MUNOZ	Absent

B. Motion to exit Executive Session

J. Cummings made a motion to exit executive session.

T. Boothe seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

T. Boothe	Aye
J. Cummings	Aye
M. MUNOZ	Absent
G. Kar kar	Aye
T. Perre Lou s, Assoc. AIA	Aye
J. D ng	Aye
C. Da getty Jarv s	Absent

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:00 PM.

Respectfully Submitted,
D. Gou bourne

IX. Motion to Re-Enter Public Session

A. Motion to Re- Enter Public Session

J. D ng made a motion to re-enter public session.
T. Boothe seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. D ng	Aye
G. Kar kar	Aye
J. Cummings	Aye
T. Perre Lou s, Assoc. AIA	Aye
T. Boothe	Aye
M. MUNOZ	Absent
C. Da getty Jarv s	Absent

B. Action Items

T. Boothe made a motion to approve the Administration Certificate Policy.
J. D ng seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Da getty Jarv s	Absent
M. MUNOZ	Absent
J. Cummings	Aye
J. D ng	Aye
T. Boothe	Aye
G. Kar kar	Aye
T. Perre Lou s, Assoc. AIA	Aye

APPROVED



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Thursday December 19, 2019 at 7:00 PM

Trustees Present

C. Da getty-Jarv s, G. Kar kar , J. Cumm ngs, T. P erre-Lou s, Assoc. AIA (remote)

Trustees Absent

J. D ng, M. MUNOZ, T. Boothe

Guests Present

A. Manue , C. Watterson, D. Gou bourne, J. Lu na, S. Pugh, T. M er

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Kar kar ca ed a meet ng of the board of trustees of Merr ck Academy Queens Pub c Charter Schoo to order on Thursday Dec 19, 2019 @ 7:38 PM.

C. Approve Minutes

J. Cumm ngs made a mot on to approve the m nutes from. Month y Board Meet ng on 11-21-19

T. P erre-Lou s, Assoc. AIA seconded the mot on.

The board **VOTED** unan mous y to approve the mot on.

II. Executive Director's Report

A. Executive Director's Report

Dr. Manue noted the fo ow ng n h s report:

- Renewal status will be received early January. CSI recently notified us of timeline.
- We are actively still receiving letters of support from elected officials. Executive Director of NYS Charter Association pledged advocacy support after our renewal.
- Budget Update: We are 45% into the school year and have only exhausted 36% of the budget; we have a projected surplus at the end of year.
- Our enrollment is currently steady at 540 students.
- Academic Performance indicators show progress made towards targets. We are awaiting the results of the second interim assessments.

III. Chief Academic Officer's Report

A. Chief Academic Officer's Report

Ms. Pugh highlighted the following:

- Informal Observations are 85% complete. The average score for teachers is 2.7 (developmental and effective).
- Early/Mid Quarter teacher data meetings with Principals and school leaders were completed with success.
- Professional development will focus on increasing the ratio of thinking and participation of students as opposed to teachers doing the thinking and working.
- January 14th-17th are the next interim assessments and the last week of January for next IReady. After we receive data from these two assessments we will plan mid-year course corrections.

IV. Operation's Manager

A. Operation's Manager

Ms. Miller highlighted the following:

- The first half of the school year enrollment has been steady with 540 students.
- Currently we have about 7-10 seats available in grades K-2 and are continuing enrollment with phone calls to waitlisted families.
- In November, we updated our Schoolment App cat on for the 2020-2021 lottery.
- App cat on Portals now open for families to apply.
- This month (December), we began transitioning from paper registration to digitizing the Schoolment software.
- January's focus will be on student recruitment and Open Houses.
- The mid-year budget cleaning will occur during the December break.

V. PTO President's Report

A. PTO President Report

Ms. Cummings gave us the following updates in her report:

- The PTO meeting for November and for December was held on December 3rd.
- Next meeting is scheduled for January 28, 2020.
- PTO emergency meeting was held. Financial status of PTO and 2019 audit of the financial records was discussed.
- Parent support group chat on GroupMe currently has 32 members.
- December was the second month that the IEP families got a progress report that will be going out every 8 weeks letting the families know if the children's meeting the goals.
- 5th Grade prom will be held in school gym and the senior trip destination will be Holiday.

- PTO bank account is off c a y open at Carver Bank n amount of \$15,650.88. PTO Paypa s up and runn ng paypa .me/merr ckacademypto.

VI. Committee Reports

A. Academic Committee

The Academ c Comm ttee was he d on December 17, 2019. the agenda focused on:

- Performance Dashboard
- Intervent on
- Teacher Observat ons and Coach ng
- Curr cu um Updates

B. HR Committee

The HR Comm ttee was he d on December 17, 2019. the agenda focused on:

- UFT Gr evances
- Open Pos t ons
- Observat ons and eva uat ons

C. Finance Committee

There was no meet ng he d for th s per od.

D. Operations Committee

The Operat ons Comm ttee was he d on December 17, 2019. the agenda focused on:

- Performance Dashboard
- Fac t es Updates
- Schoo Safety
- Techno gy
- Operat ons Budget

VII. Executive Session

A. Motion to enter Executive Session

T. Perre-Lou s, Assoc. AIA made a mot on to to enter execut ve sess on.

J. Cumm ngs seconded the mot on.

to d scuss the med ca , f nanc a ,cred t, or emp oyment, promot on,demot on,d sc p ne,suspens on, d sm ssa , or remova of a part cu ar person or corporat on. The board **VOTED** unan mous y to approve the mot on.

VIII. Closing Items

A. Adjourn Meeting

There be ng no further bus ness to be transacted, and upon mot on du y made, seconded and approved, the meet ng was adjourned at 9:00 PM.

Respectfu y Subm tted,
T. Boothe

APPROVED



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Thursday December 19, 2019 at 7:00 PM

Trustees Present

C. Da getty-Jarv s, G. Kar kar , J. Cumm ngs, T. P erre-Lou s, Assoc. AIA (remote)

Trustees Absent

J. D ng, M. MUNOZ, T. Boothe

Guests Present

A. Manue , C. Watterson, D. Gou bourne, J. Lu na, S. Pugh, T. M er

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Kar kar ca ed a meet ng of the board of trustees of Merr ck Academy Queens Pub c Charter Schoo to order on Thursday Dec 19, 2019 @ 7:38 PM.

C. Approve Minutes

J. Cumm ngs made a mot on to approve the m nutes from. Month y Board Meet ng on 11-21-19

T. P erre-Lou s, Assoc. AIA seconded the mot on.

The board **VOTED** unan mous y to approve the mot on.

II. Executive Director's Report

A. Executive Director's Report

Dr. Manue noted the fo ow ng n h s report:

- Renewal status will be received early January. CSI recently notified us of timeline.
- We are actively still receiving letters of support from elected officials. Executive Director of NYS Charter Association pledged advocacy support after our renewal.
- Budget Update: We are 45% into the school year and have only exhausted 36% of the budget; we have a projected surplus at the end of year.
- Our enrollment is currently steady at 540 students.
- Academic Performance indicators show progress made towards targets. We are awaiting the results of the second interim assessments.

III. Chief Academic Officer's Report

A. Chief Academic Officer's Report

Ms. Pugh highlighted the following:

- Informal Observations are 85% complete. The average score for teachers is 2.7 (developmental and effective).
- Early/Mid Quarter teacher data meetings with Principals and school leaders were completed with success.
- Professional development will focus on increasing the ratio of thinking and participation of students as opposed to teachers doing the thinking and working.
- January 14th-17th are the next interim assessments and the last week of January for next IReady. After we receive data from these two assessments we will plan mid-year course corrections.

IV. Operation's Manager

A. Operation's Manager

Ms. Miller highlighted the following:

- The first half of the school year enrollment has been steady with 540 students.
- Currently we have about 7-10 seats available in grades K-2 and are continuing enrollment with phone calls to waitlisted families.
- In November, we updated our Schoolment App cat on for the 2020-2021 lottery.
- App cat on Portals now open for families to apply.
- This month (December), we began transitioning from paper registration to digitizing the Schoolment software.
- January's focus will be on student recruitment and Open Houses.
- The mid-year budget cleaning will occur during the December break.

V. PTO President's Report

A. PTO President Report

Ms. Cummings gave us the following updates in her report:

- The PTO meeting for November and for December was held on December 3rd.
- Next meeting is scheduled for January 28, 2020.
- PTO emergency meeting was held. Financial status of PTO and 2019 audit of the financial records was discussed.
- Parent support group chat on GroupMe currently has 32 members.
- December was the second month that the IEP families got a progress report that will be going out every 8 weeks letting the families know if the children's meeting the goals.
- 5th Grade prom will be held in school gym and the senior trip destination will be Holiday.

- PTO bank account is off c a y open at Carver Bank n amount of \$15,650.88. PTO Paypa s up and runn ng paypa .me/merr ckacademypto.

VI. Committee Reports

A. Academic Committee

The Academ c Comm ttee was he d on December 17, 2019. the agenda focused on:

- Performance Dashboard
- Intervention
- Teacher Observat ons and Coach ng
- Curr cu um Updates

B. HR Committee

The HR Comm ttee was he d on December 17, 2019. the agenda focused on:

- UFT Gr evances
- Open Pos t ons
- Observat ons and eva uat ons

C. Finance Committee

There was no meet ng he d for th s per od.

D. Operations Committee

The Operat ons Comm ttee was he d on December 17, 2019. the agenda focused on:

- Performance Dashboard
- Fac t es Updates
- Schoo Safety
- Techno gy
- Operat ons Budget

VII. Executive Session

A. Motion to enter Executive Session

T. Perre-Lou s, Assoc. AIA made a mot on to to enter execut ve sess on.

J. Cumm ngs seconded the mot on.

to d scuss the med ca , f nanc a ,cred t, or emp oyment, promot on,demot on,d sc p ne,suspens on, d sm ssa , or remova of a part cu ar person or corporat on. The board **VOTED** unan mous y to approve the mot on.

VIII. Closing Items

A. Adjourn Meeting

There be ng no further bus ness to be transacted, and upon mot on du y made, seconded and approved, the meet ng was adjourned at 9:00 PM.

Respectfu y Subm tted,
T. Boothe

APPROVED



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Monday January 27, 2020 at 7:00 PM

Trustees Present

C. Da getty-Jarv s, G. Kar kar , J. Cumm ngs, T. Boothe, T. P erre-Lou s, Assoc. AIA

Trustees Absent

J. D ng, M. MUNOZ

Guests Present

A. Manue , J. Lu na, S. Pugh, T. M er

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Kar kar ca ed a meet ng of the board of trustees of Merr ck Academy Queens Pub c Charter Schoo to order on Monday Jan 27, 2020 @ 7:15 PM.

C. Approve Minutes

T. P erre-Lou s, Assoc. AIA made a mot on to approve the m nutes from December Month y Board Meet ng. Month y Board Meet ng on 12-19-19

J. Cumm ngs seconded the mot on.

The board **VOTED** to approve the mot on.

II. Executive Director's Report

A. Executive Director's Report

Dr. Manue noted the fo ow ng n h s report:

- Merrick Academy has been considered for a five-year renewal with no conditions. The official SUNY Vote will be on February 11, 2020.
- Advance Educational Plan
 - Meet a IB PYP candidate year one benchmarks
 - Hire STEAM Coordinator and draft vision for Merrick's K-5 approach
- Student and Family Support
 - Merrick intends to hire Director of Student Support Services.
 - Currently interviewing candidates for position.
 - We have created an equity gap dashboard to monitor all student performance.
- Administration Handbook has been initiated.

As Merrick moves closer to finalizing its full term renewal for 2020-2025, we are diligently working to stay on track with the efforts and benchmarks of the five year strategic plan. As you can see from the dashboard, we are on track and currently making progress on over 90% of our planning year goals.

It is critical to bring the board together for a full day retreat in order to engage with the year 1 priorities and plans for the strategic plan. As part of this effort, I have designed a Board of Trustees Learning and Development survey that I would like trustees to complete by Friday January 31st. The results from the survey will be shared with the board and used to identify learning priorities and group needs for the retreat.

III. Chief Academic Officer's Report

A. Chief Academic Officer's Report

- Students took the 2nd Interim Assessment two weeks ago.
- Schools have started taking the Ready assessment.
- We had the pleasure of hosting the District Charter Collaborative at our school on January 22, 2020. We received positive feedback from the educators and administrators in attendance.
- We have finished informal observations and started formal observations. Testing grades are entering the retest prep units and our reteach week will begin next week.
- Family Teacher conferences take place will take place on Wednesday, January 29th. Promotion Doubt letters will go out on that evening.
- We are excited about Back H's/Her Story month. There are a lot of events and activities planned with a cumulative We are Warriors Assembly on February 28, 2020.
- Schools third Interim Assessment will take place the last week in February.
- ELA Test, March 25-27, 2020, Math Test April 21-23, 2020

IV. Operation's Manager

A. Operation's Report

- December enrollment continued to stay above the budgeted goal of 538 students. With the addition of 2 students being enrolled, we are currently at 542 students.
- As we continue to monitor enrollment January's focus is on student recruitment. Letters of Intent To Return will be sent home early February.
- We have set dates for school tours, open houses and site visits for advertising.
- Merrick Academy will have a half page ad in the February and March edition of the Queens Family Magazine.
- Weekly school tours will be given February 4th- March 31st.
- The school facilities are in a good place, no major projects are scheduled. As IReady testing begins, Ms. Nelson, our Tech coordinator is working with the administration team to ensure we are prepared for testing.

- The first semester of after-school will end Feb.14th. The second semester of after-school will begin February 24th after the winter break.
- Student attendance declined from November's 95.8% to 92.7% due to sickness. Students that have an 80% attendance calls were made to inform parents. Those with less than 90% letters will be sent to the home.
- 42% of the operations team members (Student Registrar, Ops Associate, Ops Support, Custodial Coord., and Ops Administrator) use project management software to input tasks, projects and goals. The management software is used for notification of upcoming, current and past-due projects. 25% (Tech Coordinator and Security) of team members not currently using the management software use a Google document outlining the same work and are in the process of transitioning to using management programs. The remaining 33% of the team (custodians) are in the process of learning how to use documentation with their roles.
Professional Development is required of each team member at least once a quarter (4x a year) this is done through workshops, webinars, or in-house PD. Specific PD courses are recommended by both the OM and the team members and discussed as goals are established and worked on.
- Performance Reviews:
This month the Operations Team received mid-year evaluations. The last performance review on file for operations was in 2015. Early January, each team member received a review that looked at key areas of individual work performance for the past 6 months (July 2019- December 2019). Some key skill areas included being Data-Driven, Ability to Drive Results, Prioritization Skills, Continuous Improvement in work, and other key areas. Campus Leadership feedback was also included in the review. Review outcomes are being incorporated into individual weekly meetings to develop an understanding of setting goals and desired results, overcoming obstacles and challenges so that tasks are completed and planning any training needed for staff members in order to improve performances. These reviews will go into employee files. End of the year performance reviews will take place early to mid June.

V. PTO President's Report

A. PTO President Report

- Our Next PTO meeting is scheduled for January 28, 2020.
- Snack sale resume for the January and all proceeds are going to Senior Trip activities for the 5th grades.
- Breakfast with the Principals hasn't resume as of yet.
- Our Next Parent Support Group meeting is scheduled for 2/6/2020 as a Workshop. Topics "Know Your Rights".
- December was the second month that the IEP families got a progress report that will be going out every 8 weeks letting the families know if the children's meeting the goals. This way, when it's time for the annual IEP they will know exactly where the children stands as far as goals. I meet with Mrs. Caso and letters are going out several weeks prior to student's annual IEP review remaining of the date of annual and offering a meeting with the Dean of Student support to review prior goals and issues before meeting with CSE.
- Washington, DC trip January 18, 2020- January 19, 2020 was a success. All families that attended the trip truly enjoyed themselves. We had about 80 families from Merrick on the trip. Our itinerary was:

VI. Committee Reports

A. Academic Committee

The Academic Committee focused on:

- Interim Assessment Results
- Formal observations
- Observation requirements:
 - Informal observation
 - Formal observation
- Teacher Observations
- Test Prep
- During midwinter recess there will be an ELA boot camp. The boot camps geared for the students that are on the cusp of failing.
- Equity Survey Results
- IB Candidacy Update

Administrators have to attend two day training, there is only one more administrator to attend training. All teachers must go through a two day training. After we must draft our program of inquiry (POI)

B. HR Committee

- Vacancies
- Director of Student Services position
- As for our open security officer position, we hope to fill this position by the end of February.
- The fire inspection is scheduled for next week.
- Vacancy game plan
 - Attend job fairs
 - Open and non open vacancies will be posted
- Resumes for applicants
- Current HR System

We are currently using the online HR system. Let the Board HR for all staff documents.

- Status for Recruitment for 2020-2021 SY
- Operations department is currently working on ads and other promotional items.
- Grievances
- Our open grievances are currently in attribution.
- Mid Year Evaluations (Operations Team)

The new goal for Merrick Academy Charter School is all staff receive mid year evaluations using the operations evaluation rubric.

- Mid year evaluation requirements
 - Self assessment
 - Self assessment review
 - Assessment report remains in the staff file.
 - Working with ops evaluation rubric
- Other Business
 - Anniversary gala

C. Finance Committee

A. Budget Review

- We have a projected surplus of \$60,000 for 2019-20.
- Currently waiting on payment for 6 students from Hempstead/Vaughan Stream. J. Moreau stated he will send an invoice.
- 45 days cash on hand.

- 2020-2021 Budget will allow the primary 3% increase in salaries
- Draft of 2020-2021 budget will be ready in March. Anticipated April or May the Budget should be finalized.

B. Enrollment

Budget projected for 535 students, we currently have 542.

C. Budget Planning 2020-21 SY

- Lease expires 12/31/2022
- There will be a rent increase of \$2,200 monthly
- Conversation regarding a new building was discussed. J. Moreau advised that the new building should be put on hold until we can prove that the budget is sustainable and our test scores continue to show growth over the next two years.

D. Operations Committee

Operations

A. Facilities

B. Security

C. Technology

D. Supplies

E. Enrollment Management

F. Compliance

VII. Action Items

A. Nyack College and Seminary Human Participants in Research, Request for Institutional Review Board Approval

T. Boothe made a motion to Recommend approval of board to allow board member Camie Dargetty Jarvis submit survey to teachers.

J. Cummings seconded the motion.

The board **VOTED** to approve the motion.

VIII. Executive Session

A. Motion to enter Executive Session

T. Perre-Louis, Assoc. AIA made a motion to End public board meeting and enter Executive Session to discuss personnel matters and grievances.

J. Cummings seconded the motion.

The board **VOTED** to approve the motion.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:34 PM.

Respectfully Submitted,

T. Boothe

APPROVED



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Tuesday February 25, 2020 at 7:00 PM

Trustees Present

C. Da getty-Jarv s, G. Kar kar , J. Cumm ngs (remote), J. D ng (remote), T. Boothe, T. P erre-Lou s, Assoc. AIA

Trustees Absent

M. MUNOZ

Guests Present

A. Manue , C. Watterson, J. Lu na, S. Pugh, T. M er

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Kar kar ca ed a meet ng of the board of trustees of Merr ck Academy Queens Pub c Charter Schoo to order on Tuesday Feb 25, 2020 @ 7:25 PM.

C. Approve Minutes

T. P erre-Lou s, Assoc. AIA made a mot on to approve the m nutes from. Month y Board Meet ng on 01-27-20

J. Cumm ngs seconded the mot on.

The board **VOTED** to approve the mot on.

II. Executive Director's Report

A. Executive Director's Report

Congratulations to the Board of Trustees and the entire Merrick Academy School community on a full term, five year charter renewal! On February 11th, the SUNY Education Committee Trustees voted to approve Merrick Academy for a full five year term. In attendance at the meeting was Gerald Karikar, Camille Dargetty-Jarvis, Joann Cummings, Adrian Manuel, Tasha Miller, Yolanda Valero as well as Merrick parent and two current students. The SUNY trustees posed a few questions regarding enrollment, educational program, and our vision for the future. They were impressed with our progress and the vision for the next renewal period.

Strategic Plan Progress

As Merrick moves closer to finalizing its full term renewal for 2020-2025, we are diligently working to stay on track with the efforts and benchmarks of the five year strategic plan. As you can see from the dashboard, we are on track and currently making progress on over 90% of our planned year goals.

As part of my last (January) board report, I shared a survey with the board in order to assess learning priorities for the board in the coming months. The results of the survey will be used to drive some board planning work and address learning priorities with a customized plan of support. Six out of seven board members have completed the survey as of February 24th. Below are the results of the final board survey:

Top 5 Areas for Developing Board Knowledge and Experience

- Governance vs. Management
- Policy design and effectiveness
- Student Performance Data
- Financial Statements
- UFT relations/grievances

Opportunities to Increase Board Engagement with Development Efforts

- Fundraising above \$50,000
- Grant Applications
- Corporate Outreach

Board Training Topics of Interest

- Strategic Planning
- Fundraising
- Governance

I suggest that the board adopt the following three priorities based on the survey data:

1. **Board Governance**
 1. Governance (systems/structures/policies)
 2. Governance vs. management
 3. Data driven governance
2. **Development**
 1. Fundraising for a capital campaign (\$1,000,000+)
 2. Outreach and relationship building for a new facility
 3. Branding and partnership development
3. **Strategic Planning**
 1. Educational Program (IB, STEAM learning)
 2. Systems development (data, performance management)
 3. Talent development

4. Student/family support

If adopted, these three priorities should guide board engagement, learning and committee structure. The board committee structure will need revamping and any board vacancies should be considered through the lens of these priorities. The board should consider restructuring current committees, membership and meeting structure. The survey results showed that only one board member is currently interested/willing to participate on board finance and operations committees. We will need at least three board members participating on every functional board committee. As such, I suggest that we immediately consider a new structure to engage and strengthen our board committees. Below is a suggested framework to consider adopting immediately Proposed Committees, meeting frequency, membership and priorities:

Board Committee Frequency of Meetings # of members committee Priorities

Academics, B -Monthly 3-5
+2-3

Advisory Board Members-

Student Achievement

-IB and STEAM program development

-Professional development

-Student/family support

-Curriculum development and vision alignment

-Inquiry of equity agenda

Finance & Operations Quarterly 3-4

-Budget monitoring and planning

-Contract review (\$10,000+) and bidding

-Budget planning

-Capital planning

-Compliance (legal, financial, operational)

-financial/operational systems

Human Resources Quarterly and As needed 3-4- Talent development and HR recruitment plan

-Recruitment

-Staff evaluations and professional learning

-HR Compliance

Development Monthly 3-4, +1-2 Advisory Board Members-

Capital planning for a new school facility

-New facility design/vision

-Outreach to elected officials and nonprofit/corporate partners

-Identifying real estate in Southeast Queens

I believe that the proposed structure will help the board focus on the strategic priorities of our five year plan. In addition, finding a new facility and realizing our collective vision of a new campus that can support Pre-k-8 education as well as innovative community-centered programs will take a highly engaged board for the next few years. You will notice that the Advisory Board Members will be designated for broadening the Board's knowledge assets and resources in strengthening our educational program and the development work for a new facility. I strongly suggest that we consider bringing in new board members (addition member proposal or filling of any vacancies under current structure) that is deeply experienced in real estate development and/or capital planning campaigns. Extracurricular Programs (second semester)

We are preparing to launch our second semester of after-school programming. The program has remained within our budget plans for the 2019-20 SY. However, during the first and second semester programs, we have outsourced most of our enrichment programs. In most cases, the external program providers have cost less than in-house per session rates. Below is a breakdown of the second semester investments in after school intervention and enrichment programming:

Total Budget \$45,374 at full capacity

**full capacity represents all planned seats for after school being funded and registered. We had unfilled seats during the first semester.

476 students who were served in grades K-5 representing 88% of our total population. More than half of the program seats will be for enrichment. 47% of the seats will be intervention programs (ELA/Math/Science) based on target groups.

I am pleased to announce that Merrick has received a \$40,000 2-year grant (\$25,000 summer of 2020 and \$15,000 summer of 2021) to offer a highly regarded summer school literacy program for students and families. We partnered with Springboard Collaborative to acquire a multi-year literacy program that will be offered starting this summer. Springboard Collaborative is known for their work in providing after school and summer literacy programs that engage students and parents in reading. This program has been highly successful in developing literacy skills and supporting parents as partners in the literacy development process. More information will be shared as we finalize the details of the program launch.

Academic Progress

I Ready Reading Performance Towards End of Year Goals.

*Our end of year goal is 68% overall proficiency or above on the Ready reading assessment (June). Below is the results from the first and second reading administration of the reading assessment. The Gap#2 (year) shows how much of a gap we need to close by the end of the year in order to meet our performance goal.

I Ready Math Performance Towards End of Year Goals.

*Our end of year goal is 65% overall proficiency or above on the Ready math assessment (June). Below is the results from the first and second reading administration of the math assessment. The Gap#2 (year) shows how much of a gap we need to close by the end of the year in order to meet our performance goal.

Finances

At this point, we are 61% through the fiscal budget year and have expended 51% of our budget. We have a projected surplus (see attached January Financials) and our budget lines are steady without much negative variance. Much of our progress is attributed to better financial planning for the year as we have improved systems for managing inventory, approval processes and we aggressively seek better contractual services for Merrick.

In partnership with BoostEd we have begun drafting the 2020-2021 budget and will continue to work through our draft for a board presentation in March/April. The Governor recently presented his budget proposal which included a 5.3% increase in per pupil funding. We will keep the board updated on this proposal and how it will impact our planning.

Items for Board Consideration and Approval

MSP Technology Service Contract for July 1, 2020 (attached in action items)

**Respectfully Submitted,
Dr. Adrian C. Manuel
Executive Director**

III. Chief Academic Officer's Report

A. Chief Academic Officer's Report

Black History Month Celebrations have been impressive. Students were assigned Literary and history projects to not only build the literacy skills but also to continue to immerse students in non-fiction texts/writing. They also took part in an author study, African drumming and Arts, created and participated in a "African-American" museum and we have a cumulative event this Friday for Black History Month. Teachers also participated in a door decorating competition. They decorated the doors to celebrate Black History figures. Black History Month celebration will continue throughout the month of March as we celebrate women's history month. We will continue to celebrate the accomplishments and history of African-Americans by honoring women of color who have made accomplishments in the areas of Science, Technology, Engineering, Arts and Technology.

We also celebrated our "Benchmark Bosses". Students who made 10 percent or more growth on the Interim Assessments and/or scored 80 or higher on the final interim. We had over 150 scholars participate in dessert and celebration of their accomplishment and kids are excited about "bossing" up for the next interim.

Testing Season has begun, teachers have been making instructional adjustments and looking at data closely to focus on not just standards but text complexity and thinking jobs around texts. They are also thinking about and working on responding to literature through text structures. There have also been Reteach groups and pull out groups throughout the day to close instructional gaps.

We also had ELA boot camp over the mid-winter recess. 72 students were invited to attend and we had 37 attend. These students were identified as "target students" and students who needed an additional push.

Academic Program Highlights:

- Induction into the National Elementary Honor Society
- ANET data analysis protocols; data and action planning meetings.
- Formative observations
- Black History Month
- Professional Development now differentiated

We hosted ELA boot camp over the mid-winter recess. 72 students were invited to attend and we had 37 attend. These students were identified as "target students" and students who needed an additional push.

IV. Operation's Manager

A. Operation's Report

Operations Manager's Message:

January marks our halfway point in the school year. Sustaining target enrollment, collection of lunch forms and mid-year reviews were our focus areas at the beginning of the year. For the second half of the year along with our operation priority areas; student recruitment, after-school and 2020 lottery/reg strategy are the areas of focus.

In anticipation of our renewal in December, we started talking to the team about the school vision and the operations team's role. On January 17-19th, the Operations Team participated in its first retreat. The team took the MLK Jr. weekend to meet in Monticello, NY at the Kartrite Hotel. We spend 2-days as a team developing core values (High-Quality Services, Equity,

Excellence and Learning), participation in team bonding and team-building exercises, earning Merrick's 5 Year Strategic Plan and discussing operations "year one" changes. We received great feedback from the team on the retreat.

As we move forward we are continuing to use these tools and information to drive our work. In the priority area of enrollment, we had student enrollment at 541. We are in the recruitment season with five weeks remaining before the application deadline.

Our Lottery is scheduled for April 6th. Our recruitment goals to strategically focus on ways to recruit more ELL families and make sure we are marketing in a way that will drive our targeted student population. We currently have ads in the Queens Family magazine and the Queens Chronicle. Both ads have Spanish and Haitian Creole messages directing families to our website.

Our website now has enrollment information in both Spanish and Creole as well as ongoing with school tours and open house dates. Offsite recruitment begins as we go to various establishments to handout school information. Our 1st semester of afterschool wraps up in February. The second semester is being planned by the Campus Leadership Team to include more intervention programs and space capacity for students.

To combat this year's flu season the custodial team has taken additional measures to clean the building thoroughly. In addition to the scheduled deep cleaning areas, student Chromebooks and administration offices were cleaned as well. Continuous cleaning efforts are being done nightly (sanitizing students' desks and chairs) and classrooms are stocked with additional tissues and sanitizer. The school budget is on a healthy pace with 62% of our school year passed and 54% of our budget spent. We are still in the bidding process for an IT provider.

We have three proposals to submit to the Board for voting. The Operations Committee discussed the proposals during our last meeting and we are ready to move forward with a company. No other major operations projects are scheduled at this time.

Operations Team Retreat

- First operations retreat!
- 99% attendance
- Executive Directors 5 year Vision Plan shared.
- Focus on team building and success in reaching team goals
- Operation core values developed (High-quality services, Equity, Excellence, Learning).

Discretionary Funding

An application for discretionary funding for the 2020-21 DYCD (Department of Youth and Community Development) Afterschool Program was submitted February 18th

Requested Amount

\$400,000

Purpose:

A 10-month program providing after school classes to Merrick students, families and community residents. Monday - Friday, extended day after school programs (4 pm-6 pm). K-5

Intervention, STEAM programs, Enrichment / Health Wellness programs and programs specified for Special Education students.

Details: Depending on available funding, we intend to include the following programs.

- Early Academic Intervention (Fundations, Homework Help, Math Intervention, ELA

Intervention)

- STEAM Based (Decoding, Theatre, Art classes, Robotics, Gr 5 in Engineering, Mathematics and Science Club, Video Production)
- Enrichment classes (Culinary arts, Chess, Debate, Foreign language, Gr 5 Empowerment Club, Boys Empowerment Club)
- Health and Wellness classes (Yoga, dance and movement, Zumba, Sports)
- Special Education focused classes (sensory gardening, art therapy, and music therapy).
- Saturday programs for K-5 that include a Saturday Academy (academic program) and youth sports.
- Adult literacy programs to include English Learning Classes and Technology Classes. Merrick Students K-5 will receive priority in afterschool classes with the program also being open to community youth in grades K-5th as well. The Adult Literacy program will be open to Merrick Families as well as Community families.

Timeline:

Award letters and notifications should come within the next couple of months.

V. PTO President's Report

A. PTO President Report

President's Notes for the Month of February Events

PTO meeting for January 28, 2020, was rescheduled due to fire inspection at the school. The PTO meeting was held on February 11, 2020 which covered January and February. Our next PTO meeting will be March 24. At that meeting we are looking to host a Women's Day Essay contest with the students at Merrick. Updated PTO Bylaws would be voted on that day as well.

5th Grade Package has gone home and Senior Dues is \$225. Mr. Watterson is currently working with me with the 5th grade planning. Kindergarten package is still being worked on, me and Mrs. Caso has been working closely on this package as well. Trying to have a package by 2/28.

Our Parent Support Group had a workshop on 2/6/2020, Topic was "Know Your Rights". This was a great workshop the parents got some valuable information by an attorney with the AFC agency that came out. We also had a representative from Community Board 13 come out to the workshop and a few other guests from the community. Our next workshop is scheduled for March 19, topic is "Intro to Special Education".

Valentine's Day the Parent Support Group had a fundraiser to help raise funds for the benchmark students. The money raised is going to go towards t-shirts for the students for testing in March. The fundraiser was a big success, we were planning a Mother's Day fundraiser.

VI. Committee Reports

A. Finance Committee

- Notices of Participatory Budgeting Discussion
- Grants and Grant Writer position

B. Operations Committee

- Facilities
- Security

- Technology
- Network service proposals
- Supplies
- Enrollment Management Discussion Tasha Merriam
- Compliance

VII. Action Items

A. MSP Contract

T. Perre-Lou s, Assoc. AIA made a motion to approve the new technology contract for MSP Networks.

T. Boothe seconded the motion.

The board **VOTED** to approve the motion.

VIII. Executive Session

A. 10:18 pm Board left Executive Session for a vote.

T. Perre-Lou s, Assoc. AIA made a motion to Renew Board Membership Term of Gerald Kar kar effective retroactively from September 1, 2019.

T. Boothe seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

J. Cummings	Aye
C. Da getty Jarvis	Aye
G. Kar kar	Aye
T. Boothe	Aye
M. MUNOZ	Absent
J. Ding	Absent
T. Perre Lou s, Assoc. AIA	Aye

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:30 PM.

Respectfully Submitted,
G. Kar kar

APPROVED



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Tuesday March 31, 2020 at 5:00 PM

Location

Topic: Monthly Board Meeting

Time: Mar 31, 2020 05:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/831099104>

Meeting ID: 831 099 104

One tap mobile

+19292056099,,831099104# US (New York)

Dial by your location

+1 929 205 6099 US (New York)

Meeting ID: 831 099 104

Find your local number: <https://zoom.us/u/aKIYW0svv>

Trustees Present

C. Da getty-Jarv s (remote), G. Kar kar (remote), J. Cumm ngs (remote), J. D ng (remote), T. Boothe (remote), T. P erre-Lou s, Assoc. AIA (remote)

Trustees Absent

M. MUNOZ

Guests Present

A. Manue (remote), C. Watterson (remote), J. Lu na (remote), L. Sun (remote), S. Caso (remote), S. Pugh (remote), Y. Va er o (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

G. Karaka called a meeting of the board of trustees of Merrick Academy Queens Public Charter School to order on Tuesday Mar 31, 2020 @ 5:03 PM at

Topic: Monthly Board Meeting

Time: Mar 31, 2020 05:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/831099104>

Meeting ID: 831 099 104

One tap mobile

+19292056099,,831099104# US (New York)

Dial by your location

+1 929 205 6099 US (New York)

Meeting ID: 831 099 104

Find your local number: <https://zoom.us/u/aKIYW0svv>

C. Approve Minutes

J. Cummings made a motion to approve the minutes from. Monthly Board Meeting on 02-25-20

T. Perre-Louis, Assoc. AIA seconded the motion.

The board **VOTED** to approve the motion.

II. Executive Director's Report

A. Executive Director's Report

Timeline

Current timeline: March 16th-April 20th

Considerations that will impact the timeline

- State mandates on school closures
- NYC Dept. of Ed. decisions
- National guidelines on social distancing and pandemic response
- Impact on the Merrick community

NYSED and Authorizer Actions

- 180-day requirement and per-pupil funding waiver
- Cancellation of a state standardized exams for elementary
- Continuity of learning plan requirements and guidance
- Ongoing updates and weekly info. meetings with authorizer, NYSED and charter associations

Closure Plan

- Implement a Continuity of Learning plan to support all students
- Maintain essential operations virtually
- Secure and maintain the school building
- Leverage time for PD and planning 2020-21 (budget, teaching and learning framework, etc.)
- Stay informed, connected and reflective
- Adapt as necessary and keep to our values (equity, equity, and excellence)

Resources distributed over 4 days

- 212 Chromebooks
- 500 work packets
- 1000s of leveled books
- 10 families still in need of a device
- 7 families with no contact since the closure

Impact & Challenges

- Keeping focused during the crisis
- Coronavirus's in our community
- Need to be flexible and adaptive daily
- Equity of support and resources for families
- Leveraging our resources and confronting our limits

Critical Considerations

- Ensuring that all families have the home setup and support resources needed and required for full engagement with our remote learning program. This is especially important for students who are non-transient, IEP, and ELL students as well as at-risk students.
- Monitoring the impact and engagement of all students, families, and faculty during this remote teaching and learning period.
- Assessing the progress of virtual teaching and learning.

Student attendance rate % from Jupiter

- Attendance rate dropped to 84%

Student attendance rate % from Jupiter- Week 1(3/23/20-3/27/20)

- A - 86% Attendance
- Gen Ed- 84% Attendance
- Sped- 89% Attendance

Keeping the faculty engaged and connected via Zoom

Strategic Plan and Budget Development

- Inquiry of Equity Teaching and Learning Framework
- Director of Student Support Services Position
- Director of Development and STEM Coordinator Position Searches
- Budget Development 2020-25
 - Closure implications on per pupil

- UFT negotiations
- Submitted 5-year renewal plan budget

Distance Learning Program During Closure Period

- Preserve the Community
- Protect Learning
- Promote Connectedness

III. Chief Academic Officer's Report

A. Chief Academic Officer's Report 2020 School Closure Distance Learning Plan

Main Priorities for Leadership and Instructional Plan:

1. Preserve Community
2. Protect Learning
3. Promote Connectedness

Preserve Community

- Health and Safety of our community is the top priority
- Instructional Program not only focuses on Academics but keeping our community together
- Shared Learning Experiences that strengthen our bond and your bond with your children and the families

Protect Learning

- Keeping engagement and live learning happening
- Ensuring that we plan and target support for students and families that need us the most
- Keeping our kids reading and engaged with responding to texts
- Movement and exploration
- Reviewing and enriching content rather than introducing a wealth of new content

Promote Connectedness:

- Engagement mechanisms and structures (formal and informal) for checking in and staying in touch
- Touchpoints for community members and students at-risk
- Multiple ways to connect each day
- Ensuring that we help one another stay healthy and safe.

Instructional Program for students:

1. Morning Meeting each day
2. 20-30 minutes IReady (both ELA and Math) Packets each day
3. 20-40 minutes online IReady (both ELA and Math) practice and work
4. 30 minutes of AF packets (starting week 2)
5. 40-45 minutes of Independent Reading and Writing each day
6. 20 minutes of movement Brain Breaks
7. 30 minutes of Social Studies and Science online at least 3x per week
8. 35 minutes of PE and Enrichment each day

Platforms and Structures for Instructional Program: Students

1. ELA and Math Packets

- IReady weeks 1-5
- AF weeks 2-5

2. ELA and Math On-line

- IReady
- Independent Reading

1. Raz Kids
2. Independent Reading books each day journaling using Genre based Thinking Jobs

- Science and Social Studies-On line (Grade 4 except on)

1. Newsela for both

Morning Meeting and Enrichment

- On-line and Live

Instructional Program for Teachers:

1. Morning Meeting-Sending Daily Message/check-in (Homeroom teachers) Live and recorded
2. Monitoring and Following up on (Daily)
 1. Online platforms
 2. Student completion
3. Assigning each day packet and on-line work and providing resources for kids and families
4. Uploading or going live 30-40 minute "teach" for each subject area
5. Holding 40 minute off-site hours once or twice a day (live)
6. Assigning, planning, recording or going live with movement and brain breaks

Social-Emotional, At-Risk, Special Education Program:

1. Modifying plans and holding small group tutorials and help for students
2. Following up with families and checking daily with our most vulnerable and at-risk students
3. Maintaining mandated counseling and other one-on-one counseling
4. Maintaining Title One and Setts Services-counseling and following up with case loads

On-line platforms that make this work:

1. Google Education Suite including Google classrooms
2. Jupiter
3. Zoom for educators
4. Google Voice-phone calls
5. Excel Spreadsheets

Training and Support

1. Pre-Service
 - Tomorrow 9:30-3:20

- Monday 9:30-3:20

2. Weekly Grade Team meetings

- Twice a week

3. Coaching Meetings bi-weekly
4. 60 minute Faculty conference/PD
5. Technical Support

Expectations:

1. Work days from 7:55-3:20 each day
2. If you need to call out sick
 - Work and assignments must be left for students and/or assigned
3. You must be available and working during those times
4. Videos and Live recordings must be appropriate and conducted in appropriate spaces
5. You must check emails frequently
6. Communications to students and families must be through school designated and assigned platforms

IV. Operation's Manager

A. Operation's Report

Remote Learning Support

Technology Distribution and Management

- Lent out 202 Chromebooks
- Created/reset email credentials for 540 students
- Successfully resolved over 100 tickets from parents and teachers via email, phone, & remote

sessions for the 1st week of home learning

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Academic Support

- Extended days of distribution of lessons and devices for families.
- Friday, March 20th, 4 pm- 7:30 pm, 35 families
- Sunday, March 22nd, 12 pm- 3 pm, 69 families
- Mailout of 110 lesson packets for students that did not pick up lessons
- An additional one-on-one day is being planned for this coming weekend to provide lagged families a device and lesson packet.
- Teacher surveys are given by Operations to communicate any operational support needed.

2

surveys have been given for feedback about parent and student emails, student lesson and device needs.

Family Communications and Outreach

Family Communications

Website transition to resource/outreach hub.

Home Page Referrals:

- High Alert Message "pop up"
- Updated Latest News (Parent meetings, Distance learning information, Re-enrollment, Parent surveys)
- Principals' Message to Parents

- How-to Video
- Academic Pages updated with teacher email information
- Key pages
- New FAQ Page (parents can also submit a question)
- Students Resources Page (Included website links for distance learning, videos, sample schedule and technology support email)
- Video Gallery (How-to videos for IReady, Moby Max, Google classrooms, and Zoom)
- Robocalls
- Sent every day the first week of transition to provide important information for families for week 1.
- Send throughout the week to communicate parent zoom meetings links and other important links.
- Robo text sent for parents that don't listen to the audio message.
- Outreach
- Wellness checks by Ops team members to selected families.
- Operation Associates working with the School Culture Team to provide support for social-emotional school-wide projects

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V. PTO President's Report

A. PTO President Report

Due to the COVID19 everyone's life has shifted into a different direction. I haven't had a PTO or Parent Support Group mtg due to COVID19. Since, the school being closed and switching to remote learning I have been engaging on a regular with my parents to ensure that Merrick's student and parents are in a good place. I assist the school in projecting out chrome books and packets on several occasions.

On, Wednesday March 25 the Principals had 3 sessions Coffee/Tea with the Principals. Session 1 grades K-2 40 families participated. Session 2 grades 3-5 28 families participated. Evening session on grades K-5 30 families participated. It was agreed upon that this would be a weekly thing on Wednesday.

Currently a kindergarten and 5th grade senior and moving up planning on holiday, awaiting information on the school year schedule. I reached out to Holiday Hill in CT where the 5th grade senior trip was going to take place. The company stated the money could be refunded on the deposit can be used for next year. Just awaiting information if the band would be affected.

VI. Committee Reports

A. Finance Committee

School closure and the impact on per pupil funding and 2020 SY expenditures
2020-21 Budget development progress updates
UFT Negotiations and salary implications

B. Operations Committee

- School Closure Updates
 - Current Timeline
 - Preparing the budget for closure last week
 - 180 days (attendance waiver)
 - NYS testing

- NYSED updates
- Remote Learning Support
 - Technology distribution and management
 - Family communication and outreach
 - Website transition to resources/outreach hub
- Lottery Plans
- Technology Updates (E-Rate)
- Security-building security
- Facilities maintenance and plans during closure

C. Human Resource Committee

UFT side letter
HR guidance during closure
New hires and open positions
Recruitment

D. Academics Committee

- Update on school closure
 - Timeline
 - 180-day requirement waiver
 - State exams canceled
 - Expectations for continuity of learning
 - unknowns and changes
- Continuity of learning framework and plan
- First two weeks
- UFT Side letter
- Monitoring teacher and student progress

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:18 PM.

Respectfully Submitted,
T. Boothe

DRAFT



Merrick Academy Queens Public Charter School

Minutes

Monthly Board Meeting

Date and Time

Tuesday May 26, 2020 at 5:00 PM

Trustees Present

C. Da getty-Jarv s, G. Kar kar , J. Cumm ngs (remote), T. Boothe, T. P erre-Lou s, Assoc. AIA

Trustees Absent

J. D ng, M. MUNOZ

Guests Present

J. Lu na

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

G. Kar kar ca ed a meet ng of the board of trustees of Merr ck Academy Queens Pub c Charter Schoo to order on Tuesday May 26, 2020 @ 5:08 PM.

C. Approve Minutes

T. P erre-Lou s, Assoc. AIA made a mot on to approve the m nutes from Month y Board Meet ng on 04-28-20.

T. Boothe seconded the mot on.

The board **VOTED** to approve the mot on.

II. Executive Director's Report

A. ED Board Report

Schoo C osure Updates

- Time ne Updates
 - The school will be closed for the rest of the academic year.
- Funding and Budget 2020-21
- Summer Programs
 - Summer programs look like it may have to be virtual.
- Reopening Plans
 - We have to submit opening plans to our authorizers by July
 - Still waiting on state or guidelines
- Uncertainty!
- Community-Wide Mtg., May 28, 2020 @ 4 p.m.

Closure Plan Priorities

- Continuity of learning improvements rigor, relevancy, and SEL
- Efficient operations and remote platforms
- Budget Preparations for Reopening
- Program planning for 2020-21 School Year
- COVID 19 learning and review of resources
- Coherent planning aligned to the strategic plan and emergent vision for "new norm"

Impact & Challenges

- Adaptive capacity
- Addressing program inequities
- Leveraging resources

Emergent Challenges

- Addressing trauma, stress and direct/indirect consequences of the pandemic on our school community
- Planning for the "new norms" yet to be defined, constantly in the discussion, and semi-predictable among competing ideas for what's important safe and in the best interest of our students.

Five Core Components for Merrick's Re-Opening Plan

Health and Safety-

- Sanitize all spaces daily and minimize areas where germs could spread by taking a minimalist approach to all spaces and individualizing all materials for usage.
- Create enforceable protocols for mitigating COVID 19 spread within the Merrick community.

Education Program

- Strategic plan updates in Prep for Year 1
 - Teaching and learning framework
 - Director of development and STEM coordinator positions
 - Student support services vision and plan
 - Facilities transformation
 - Budget planning 2020-21
 - BLACC Membership and Independent Charter Schools consortium grant

Social and Emotional Health Operational Systems

III. Chief Academic Officer's Report

A. Academics Board Report

We are in the sixth week of our distance learning program and we are progressing well.

Protecting the learning:

- Making adjustments and tweaks to current plan to adjust for the change in the distance learning timeline.

Promoting Connectedness

- Increasing the interactions of occurrences of small group instruction and tutoring
- "Live Sessions" increasing support and utilization
- The amount of Read Alouds and Interactive Readings with different faculty members

Preserving Community

- Change in Zoom policies and procedures to adjust to growing concern
- Work of the Culture Teams intensifies around Social-Emotional Support and School Culture

Grading and Assessment:

Mindset/Framework

- Equity in Practice and procedure
- Monitoring and planning for progress
- Depth versus breathe-deeper on a few and impactful learning standards and understandings
- Inquiry-What are we learning about our students and how will that impact instruction when we return to the brick and mortar school

Things still working on and considering

1. Quantifying "adequate" in an equitable and effective way.
2. Teacher assigned "complete" or "finishing" the work.
3. Monitoring and Evaluation of "complete" work
4. Addressing the specific needs of students who receive and complete.

Assessments

1. Main purpose assessment for learning
2. Interim assessments-demonstrate where we are and how we are progressing through the curriculum.
3. IReady-weekly data how well are we moving toward grade mastery
4. EOY IReady-Learning Strengths and gaps (grade level)

Things still working on and considering

1. Format of assessments-computer based and/or electronic-based
2. Quality and integrity of the data collected

Return to Traditional Learning Transition- whether we return in May or September

1. Intervent on Mode- Pr or t zat on of "unf n shed earn ng" w th coherence work and strategy.
2. Norma z ng C assroom cu ture and structures of success-c assroom p ann ng set up and schedu ng.
3. Soc o-emot ona needs of scho ars and teachers-rout nes and r tua s that re ntegrates commun ty.
4. Focus on our mot vu nerab e-summer programm ng, tutor ng, a ternat ve schedu ng

Potent a and pers stent barr ers

1. Fat gue-techno gy and structura
2. bu d ng the p ane and fy ng t-hav ng to sh ft qu ck y and approp rate y
3. Commun cat on-part cu ar y to our most vu nerab e

Future Merr ck
Schoo Year 20-21

Mindset/Framework

- Stay ng on track to meet f ve year goa s n student progress, teacher and eadersh p deve opment, teach ng and earn ng cyc e mpact, exceed ng expectat ons on both c ty and state accountab ty metr cs.
- Work cont nues to go deeper, more coherent y and more persona zed for deeper mpact ut z ng potent a y shorter t me ne/span.
- Bu d ng a stronger foundat on and creat ng opt ma cond t ons for IB and STEAMED work
- Stronger ntegrat on of Soc a Emot ona earn ng and Student Cu ture to bu d sense of pr de, ove for earn ng and agency n progress academ ca y.

Working on and considering

- L teracy programm ng and focus
- Grade band p ann ng and day to day nstruct on
- nnovat ve schedu ng to support "return to schoo trans t on" and other nstruct ona pr ort es

Program H gh ghts for March

- Sp r t week
- commun ty meet ngs
- off ce hours
- teachers who are go ng above and beyond
- c asses w th the h ghest attendance
- Ass stant Pr nc pa 's Apprec at on week
- Coffee w th the Pr nc pa

Student Support Serv ces

We ness Team Efforts

- Deve oped Cr s s management team compr sed of 8 censed c n c an (6 censed soc a workers and 2 censed psycho og sts)
- Phase 1
 - Tra n ng re ated to cop ng w th gr ef
 - Cab net team, Operat ons, teach ng/coach ng staff, student support
- Phase 2

- Family support related to grief, Covid and resources
- K-5 teacher support related to grief, Covid and resources
- Development of small group student support services
 - Healing Amongst Friends (grief support)
 - Banana splits (shifts in family dynamic support)

Summer Programs

- Springboard
 - Instructional Model: "Coach teachers in data-driven instruction to lead PreK-3rd graders toward reading growth goals."
 - Springboard's curriculum is "based on a balanced literacy approach supported by data-informed instruction, with scripted daily lesson plans that provide a wide range of scaffolding to meet the varied needs of scholars."
 - Program will target 120 2nd-3rd grade scholars, with specific designation for Excellence 2 students.
 - Students will participate in daily meetings, read alouds, shared readings, and targeted small group and one-on-one reading instruction.
 - Students will be explicitly taught phonics through targeted and sequential lessons.
 - Students will be journaling to create a personal narrative memoirs
 - Students will have access to Raz-Kids and hence a wide variety of

DDS Vision for 2020-Beyond

- Vision
 - I am in the process of developing the vision for what the team will look like over the next couple of years.
 - What I am asking myself as I do this work with my team?
 - What Metrics will the set use to guarantee a focus on academic and social/emotional growth for every student?
 - What metrics drive the team's decisions on making regarding our work with students related to social/emotional well-being?
 - How does our vision move the school's work around equity?

IV. Operation's Manager

A. Operations Department Board Report

Student Technology

Device distribution and support

- 229 devices sent out/updated
- 11 Chromebooks and 15 iPads available
- DOE extends iPad lend out to IEP families
- Technology support (tech@merrickacademy)
- Optimum At-Home Advantage Program

Goals

- 100% Students with devices and internet services.
- Summer Device Management Plan
- MSP Networks Onboarding

Enrollment at a glance

- Phase 1: Recruitment and Lottery
- Phase 2: Offers and Registration
- Phase 3: Special Populations, Identified and family engagements
- Phase 4: Welcome Packets and Orientation
- Intent to returns
- Enrollment Projections

Operational Systems

- Custodial Cleaning Tracker
- Facilities Project Tracker
- Operations Remote team management
- Building security protocols

Operational Planning

- Continuous Planning for Re-opening
- CSC Operations and school leader calls
- CDC School guidelines

V. PTO President's Report

A. PTO Board Report

- Macs bedtime had 25 families
- Next month 4th to 5th grades transitions
- graduation dues, working with a site that the children can order graduation items and they will get shipped straight to the families' homes.
- All pay payments have been refunded

VI. Committee Reports

A. Academics Committee

- A. Distance Learning Program
- B. End of year assessments
- C. Teaching and Learning Plans
- D. Summer Programs
- E. Re-Opening Plans
- F. 2020-21 Budget Development

B. Finance Committee

- A. State Funding updates
- B. 2020-21 Budget Development
- C. Grants Update
- D. PPP Loan

C. Operations Committee

- A. Facilities
- B. Security and Safety
- C. Technology

- D.Enro ment
- E.Re-open ng P ans
- F.2020-21 Budget deve opment

D. HR Committee

- A.Recru tment
- B.End of year eva uat ons
- C.UFT Negot at ons
- D.Re-Open ng P ans
- E.2020-21 Budget Deve opment

VII. Action Items

A. Springboard Collaborative Contract

- C. Da getty-Jarv s made a mot on to Approve Spr ngboard Co aborat ve Contract.
- T. P erre-Lou s, Assoc. AIA seconded the mot on.
- The board **VOTED** to approve the mot on.

B. Boost ED Renewal/extension for 2020-21 SY

- T. P erre-Lou s, Assoc. AIA made a mot on to Approve Boost ED Renewa /extens on for 2020-21 SY.
- J. Cumm ngs seconded the mot on.
- The board **VOTED** to approve the mot on.

C. Covid 19 Bylaws amendment

- T. P erre-Lou s, Assoc. AIA made a mot on to approve amendment due to COVID 19.
- C. Da getty-Jarv s seconded the mot on.
- The board **VOTED** to approve the mot on.

VIII. Executive Session

A. Motion to enter Executive Session

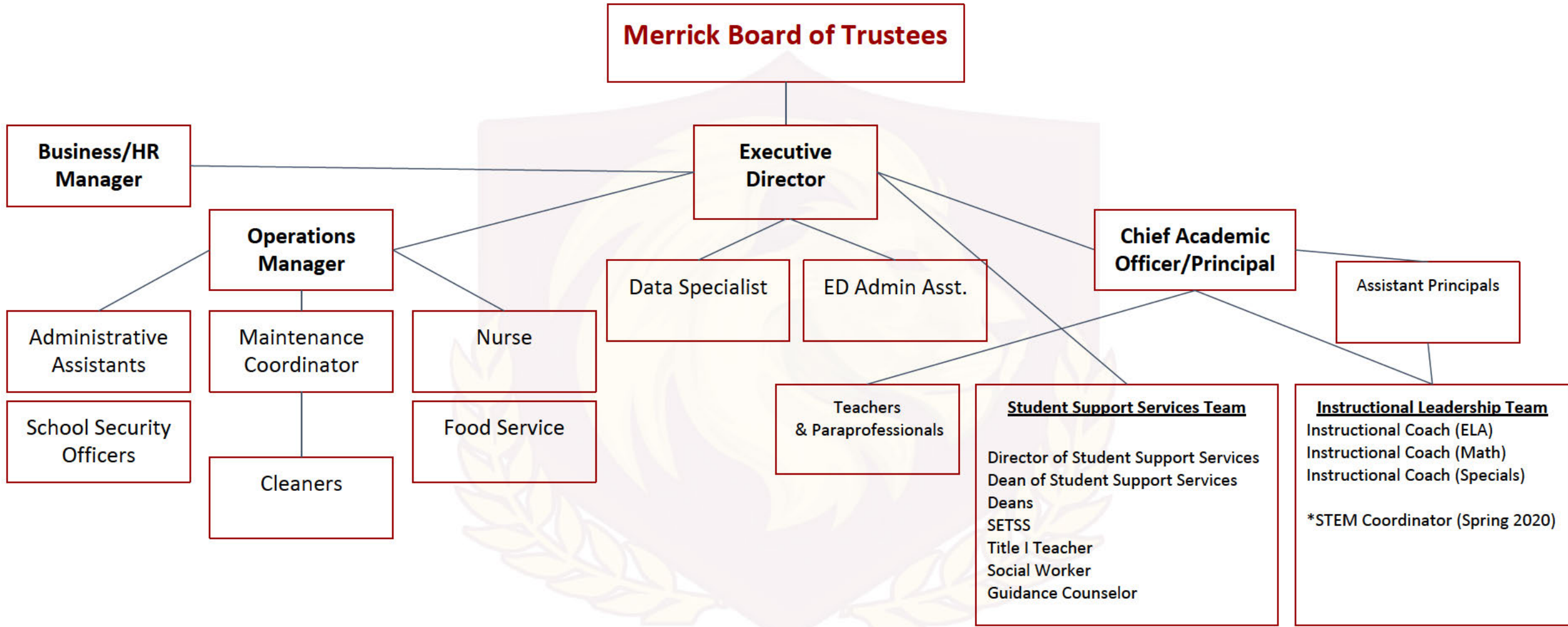
- G. Kar kar made a mot on to enter execut ve Sess on.
- T. P erre-Lou s, Assoc. AIA seconded the mot on.
- The board **VOTED** to approve the mot on.

IX. Closing Items

A. Adjourn Meeting

- There be ng no further bus ness to be transacted, and upon mot on du y made, seconded and approved, the meet ng was adjourned at 8:00 PM.

Respectfu y Subm tted,
T. Boothe



Merrick Academy Charter School

SCHOOL CALENDAR

2020-2021

Academic Leadership Pre-Service	08/17-08/21	
K-5 Orientation/ Meet and Greet (Virtual)	09/08 09/09	
Pre-Service Dates	08/25-08/27* (3 days) 08/31-09/03* (4 days) 09/08-09/09* (2 days)	
SEPTEMBER 2020		
First Day of School	09/10	DOE
Labor Day	09/07	Holiday
NYSTELL	09/14-09/25	
1st I-Ready Diagnostic	09/14-09/25	Testing/ Assessments
F&P Results Due (as needed)	09/14-09/25	
Dibels Assessments Due	09/14-09/25	
Father and Male Identified Families “Walk Your Child to School Day” (VIRTUAL)	09/15	National Recognition Event- DOE (FATHER’S BREAKFAST)
Rosh Hashanah	09/18	Holiday
Yom Kippur	09/28	Holiday
Curriculum (Kick Off)	09/29	
OCTOBER 2020		
	SPIRIT MONTH	
BACK TO SCHOOL NIGHT (VIRTUAL)	10/07	Introduction of the curriculum to Families
Indigenous People Day	10/12	Holiday

Merrick Academy Charter School

SCHOOL CALENDAR

2020-2021

FULL DAY OF PD	10/21	****
Interim Assessment #1	10/26-10/30	****
NOVEMBER 2020		
Election Day-	11/03	Holiday
Data Analysis	11/04	*****
End of Term	11/09	
Veterans Day	11/11	Holiday
Report Card Grades Due	11/13	*****
Parent-Teacher VIRTUAL Conferences	11/18	*****
Thanksgiving Recess	11/25-11/30	Holiday
DECEMBER 2020		
FULL DAY PD	12/09	*****
Holiday Recess	12/21-01/03	Holiday Staff returns 1/4/21
JANUARY 2021		
School Re-opens	01/04	
Promotion in Doubt criteria Due	01/15	
Interim Assessment #2	01/19-01/22	*****
Data Analysis	01/27	*****
Martin Luther King	01/18	Holiday
2nd I-READY Testing	01/25-02/05	
End of Term # 2	01/22	

Merrick Academy Charter School

SCHOOL CALENDAR

2020-2021

Report Card Grades Due	01/25	
Promotion in Doubt Letters Due	01/26	
Family-Teacher Conference VIRTUAL	01/27	
BLACK HIS/HERSTORY MONTH	FEBRUARY 2021	
F&P/Dibels Assessment Results Due (as needed)	02/05	
Professional Development	02/12	
Winter Recess	02/15 - 02/19	Holiday
Interim Assessment # 3	02/22-02/26	
WOM'N'S HERSTORY	MARCH 2021	
Data Analysis	03/03	
World's Math Day (Pi Day) *Celebrated 03/12	03/14	School Wide
St. Patrick's Day	03/17	School Wide
Spring RECESS	03/29-04/05	Holiday
AUTISM AWARENESS MONTH	APRIL 2021	
Spring RECESS	03/29-04/05	Holiday
End of Term	04/09	
Report Card Grades Due	04/12	
Family- Teacher Virtual Conference	04/14	

Merrick Academy Charter School

SCHOOL CALENDAR

2020-2021

MAY 2021		
Final I-READY Testing	05/03-05/14	
Interim Assessment #4	05/17-05/21	
Data Analysis	05/26	
Professional Development	05/28	
Memorial Day	05/31	
JUNE 2021		
Virtual Field Day	05/28 or 06/01	Weather Contingency Days
Chancellor's Day -	06/03	
Fifth Grade-Dance	06/04	
Clerical Day (No students)	06/08	
F&P (as needed)/Dibels Assessments Results Due	06/07	
Kindergarten EOY Trip	06/09	
Fifth Grade EOY Trip	06/10	
End of Q4	06/11	
Intensive and Exhibition Week!	06/14-06/23	
Report Card Grades Due	6/15	
5th Grade Trip	6/17	
Juneteenth Celebration	06/18	Holiday
Kindergarten/Fifth Grade Stepping UP	6/21 6/22	

Merrick Academy Charter School

SCHOOL CALENDAR

2020-2021

1-4 Virtual Award Ceremony	6/21	
Half-Day	6/23	
Last Day for Students	6/24	
Last Day for Staff	6/25	
Summer School/SpringBoard	7/06	

THE CITY OF NEW YORK



DEPARTMENT OF BUILDINGS
CERTIFICATE OF OCCUPANCY

BOROUGH Queens

DATE:

MAR 24 1998

NO. 400486032

This certificate supersedes C.O. NO 195590

ZONING DISTRICT R3-2

THIS CERTIFIES that the ~~new~~—altered—~~existing~~—building—premises located at

136-25 218th Street

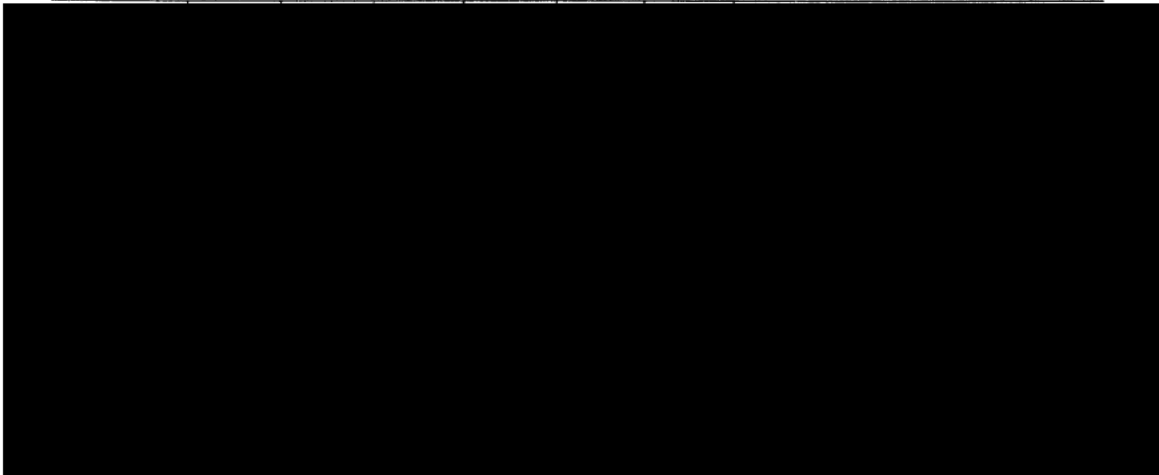
Block 13019 Lot 1, 10

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

PERMISSIBLE USE AND OCCUPANCY

ALT. 400486032

STORY	LIVE LOAD LBS PER SQ FT	MAXIMUM NO OF PERSONS PERMITTED	ZONING DWELLING OR ROOMING UNITS	BUILDING CODE HABITABLE ROOMS	ZONING USE GROUP	BUILDING CODE OCCUPANCY GROUP	DESCRIPTION OF USE
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THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED
IN THE BUILDING IN ACCORDANCE WITH THE RULES
OF THE DEPARTMENT OF BUILDINGS
MARCH 23, 1967

OPEN SPACE USES _____

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

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

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

[Signature]
BOROUGH SUPERINTENDENT

[Signature] R.A.
Q-1
NO

ORIGINAL

OFFICE COPY - DEPARTMENT OF BUILDINGS

COPY

THAT THE ZONING LOT ON WHICH THE PREMISES IS LOCATED IS BOUNDED AS FOLLOWS:

BEGINNING at a point on the North side of 137 Avenue
distant East 0 feet from the corner formed by the intersection of
218 Street and 137 Avenue
running thence North 275 feet; thence East 100 South 150 feet;
thence East 50 North 225 feet; thence East 100 South 145 feet;
thence West 85 South 45 feet; thence East 85 South 160 feet;
thence West 250 feet; thence
to the point or place of beginning.

400486032
No. or ALT. No. DATE OF COMPLETION 2/21/96 CONSTRUCTION CLASSIFICATION I FP, I-E
BUILDING OCCUPANCY GROUP CLASSIFICATION G HEIGHT 2 STORIES, 23' 2 1/2" FEET

THE FOLLOWING FIRE DETECTION AND EXTINGUISHING SYSTEMS ARE REQUIRED AND WERE INSTALLED IN COMPLIANCE WITH APPLICABLE LAWS.

	YES	NO		YES	NO
STANDPIPE SYSTEM			AUTOMATIC SPRINKLER SYSTEM		
YARD HYDRANT SYSTEM					
STANDPIPE FIRE TELEPHONE AND SIGNALLING SYSTEM					
SMOKE DETECTOR		X			
FIRE ALARM AND SIGNAL SYSTEM					

- STORM DRAINAGE DISCHARGES INTO:
- A) STORM SEWER B) COMBINED SEWER C) PRIVATE SEWAGE DISPOSAL SYSTEM
- SANITARY DRAINAGE DISCHARGES INTO:
- A) SANITARY SEWER B) COMBINED SEWER C) PRIVATE SEWAGE DISPOSAL SYSTEM

LIMITATIONS OR RESTRICTIONS:
BOARD OF STANDARDS AND APPEALS CAL. NO. _____
CITY PLANNING COMMISSION CAL. NO. _____
OTHERS: