

# Application: Storefront Academy Charter School

Marie Lucas - Mlucas@storefrontacademy.org  
2022-2023 Annual Report

## Summary

ID: 0000000051

Last submitted: Nov 1 2023 05:08 PM (EDT)

Labels: SUNY Trustees

## Entry 1 School Info and Cover Page

Completed - Aug 1 2023

### 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 the [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 2022-2023 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, 2023**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

STOREFRONT ACADEMY CHARTER SCHOOL 800000084245

**a1. Popular School Name**

Storefront Academy Charter School

**b. CHARTER AUTHORIZER (As of June 30th, 2023)**

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

No

**d. DISTRICT / CSD OF LOCATION**

CSD # 7 - BRONX

**e. Date of Approved Initial Charter**

Dec 2 2014

**f. Date School First Opened for Instruction**

Sep 1 2015

**g. Approved School Mission and Key Design Elements**

*(Regents, NYCDOE and Buffalo BOE authorized schools only)*

The mission of Storefront Academy Charter Schools (SACS) is to provide children of varied academic strengths a quality education option that, prepares them academically, socially and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members SACS instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives. Our vision is to provide a rigorous, joyful and intentional learning environment for all students – one that paves the way for high school, college and life success.

**h. School Website Address**

<https://www.storefrontacademy.org/>

**i. Total Approved Charter Enrollment for 2022-2023 School Year**

300

**j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment**

231

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

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 previous year (K-5, 6-9, etc.)	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	609 Jackson Avenue  Bronx, NY 10455	6467587201	NYC CSD 7	K-5	K-5	Yes

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Carol Singletary	Principal	646-758-7201		<a href="mailto:csingletary@storefrontacademycs.org">csingletary@storefrontacademycs.org</a> .
Operational Leader	Desire Soulet	Ops Leader	646-758-7201		<a href="mailto:dsoulet@storefrontacademycs.org">dsoulet@storefrontacademycs.org</a> .
Compliance Contact	Marie Lucas	Compliance Manager	646-758-7201		<a href="mailto:mlucas@storefrontacademycs.org">mlucas@storefrontacademycs.org</a> .
Complaint Contact	Alison Curry	Interim CEO	646-758-7201		<a href="mailto:acurry@storefrontacademycs.org">acurry@storefrontacademycs.org</a> .
DASA Coordinator	Yesenia Graham	Director of Student Support	646-758-7201		<a href="mailto:ygraham@storefrontacademycs.org">ygraham@storefrontacademycs.org</a> .
Phone Contact for After Hours Emergencies	Alison Curry	Interim CEO	646-758-7201		<a href="mailto:acurry@storefrontacademycs.org">acurry@storefrontacademycs.org</a> .

**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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

### Site 1 Certificate of Occupancy (COO)

[BX.pdf](#)

**Filename:** BX .pdf **Size:** 1.1 MB

### Site 1 Fire Inspection Report

*This is required, marked optional for administrative purposes.*

[BX.pdf](#)

**Filename:** BX .pdf **Size:** 1.1 MB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

## CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

**o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).**

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

No

## ATTESTATIONS

**p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Marie Lucas
Position	Compliance Manager
Phone/Extension	646-758-7201
Email	<a href="mailto:mlucas@storefrontacademy.org">mlucas@storefrontacademy.org</a>

**q. 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. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

## Responses Selected:

Yes

As outlined in ENTRY 10:

Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

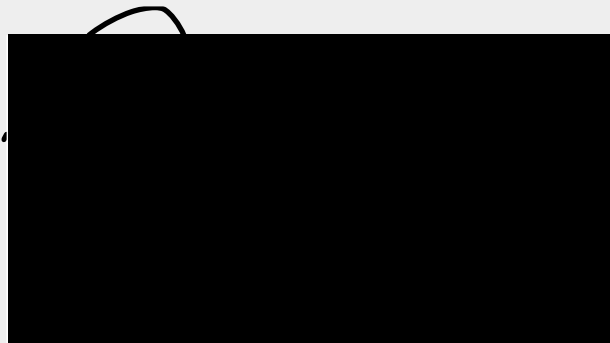
**Responses Selected:**

Yes

**Signature, Head of Charter School**

A black rectangular redaction box covers the signature of the Head of Charter School. The box is positioned on a light gray background.

**Signature, President of the Board of Trustees**

A black rectangular redaction box covers the signature of the President of the Board of Trustees. The box is positioned on a light gray background.

**Date**

Aug 1 2023



Thank you.

## Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

### Instructions

**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

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. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

## Form for Entry 2 Links to Critical Documents on School Website

School Name: Storefront Academy Charter School

---

**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item**

**4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<a href="https://www.storefrontacademycs.org/reports"><u>https://www.storefrontacademycs.org/reports</u></a>
2. Board meeting notices, agendas and documents	<a href="https://www.storefrontacademycs.org/board-minutes"><u>https://www.storefrontacademycs.org/board-minutes</u></a>
3. New York State School Report Card	<a href="https://www.storefrontacademycs.org/results"><u>https://www.storefrontacademycs.org/results</u></a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<a href="https://www.storefrontacademycs.org/privacy-1"><u>https://www.storefrontacademycs.org/privacy-1</u></a>
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<a href="https://www.storefrontacademycs.org/reports"><u>https://www.storefrontacademycs.org/reports</u></a>
6. Authorizer-approved FOIL Policy	<a href="https://www.storefrontacademycs.org/privacy-1"><u>https://www.storefrontacademycs.org/privacy-1</u></a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://www.storefrontacademycs.org/privacy-1"><u>https://www.storefrontacademycs.org/privacy-1</u></a>

Thank you.



## Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

## Instructions

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 3 Progress Toward Goals

### PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-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 1, 2023.

---

#### 1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.



## 2022-2023 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)

## 2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
Academic Goal 49				
Academic Goal 50				
Academic Goal 51				
Academic Goal 52				
Academic Goal 53				
Academic Goal 54				
Academic Goal 55				
Academic Goal 56				
Academic Goal 57				
Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

#### 4. ORGANIZATION GOALS

**For the 2022-2023 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”.**

---

## 2022-2023 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**

**2022-2023 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)

**2021-2022 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 - Nov 1 2023

### Instructions

#### SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### [Storefront Academy Bronx SY 22-23 APPR](#)

Filename: Storefront\_Academy\_Bronx\_SY\_22-23\_APPR.pdf Size: 443.9 kB

## Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

#### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

**PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.**

#### [Storefront - Annual Report Audit Extension](#)

Filename: Storefront\_-\_Annual\_Report\_Audit\_Extension.pdf Size: 298.6 kB

## Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

#### Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### [Storefront - Annual Report Audit Extension](#)

Filename: Storefront\_-\_Annual\_Report\_Audit\_E\_oicBIGw.pdf Size: 298.6 kB

## Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

#### [Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

**Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.**

**EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.**

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4c – Additional Financial Documents

**Incomplete** - Hidden from applicant

**Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

---

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4d - Financial Contact Information

**Incomplete** - Hidden from applicant

**Regents, NYCDOE, and Buffalo BOE authorized schools** should enter financial contact information directly into the form within the portal by **November 1, 2023**.

## Form for "Financial Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone



2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
--	------------------------------	-------------------------------	-------------------------------	---------------------------------------

--	--	--	--	--

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Nov 1 2023

**SUNY-authorized charter schools** should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### [2023-2024 Annual Budget South Bronx](#)

Filename: 2023-2024\_Annual\_Budget\_South\_Bro\_ULFs1gP.xlsx Size: 531.3 kB

## Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

### Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

### [DOC080123-08012023151928](#)

Filename: DOC080123-08012023151928\_tSq5REz.pdf Size: 7.8 MB

## Entry 7 BOT Membership Table

Completed - Aug 1 2023

### 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 7 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.

---

**Authorizer:**

Who is the authorizer of your charter school?

SUNY

**1. 2022-2023 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Richard Bayles	[REDACTED]	Chair	Executive	Yes	5	07/01/2022	06/30/2023	12
2	Peter Low	[REDACTED]	Vice Chair	Executive	Yes	3	07/01/2022	06/30/2023	11
3	Gretchen Pusch	[REDACTED]	Trustee/Member	Academic	Yes	5	07/01/2022	06/30/2023	12
4	Amanda Low	[REDACTED]	Trustee/Member	Academic	Yes	3	07/01/2022	06/30/2023	11
5	Reby Gulcan	[REDACTED]	Secretary	Executive	Yes	3	07/01/2022	06/30/2023	10
6	Jonathan Stearns	[REDACTED]	Trustee/Member	Governance	Yes	5	07/01/2022	06/30/2023	10
7	Justin Tolliver	[REDACTED]	Treasurer	Executive	Yes	3	07/01/2022	06/30/2023	9
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, 2023	7
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

**3. Number of Board meetings held during 2022-2023**

11

**4. Number of Board meetings scheduled for 2023-2024**

11

**Total number of Voting Members on June 30, 2023:**

7

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

2

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

7

Thank you.

## Entry 8 Board Meeting Minutes

Completed - Aug 1 2023 - Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

### **Board Minutes**

Filename: Board\_Minutes\_DzqADMc.pdf Size: 1.0 MB

## Entry 9 Enrollment & Retention

Completed - Aug 1 2023

### **Instructions for submitting Enrollment and Retention Efforts**

#### **Required of ALL Charter Schools**

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2023-2024.

#### **\*SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

## Entry 9 Enrollment and Retention of Special Populations

---

## Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>To recruit Economically Disadvantaged students, SASB focused its recruitment efforts on neighborhoods that have high percentages of low-income families. The school distributed information kits containing brochures, flyers, application forms and vital school throughout the community. These information kits were made available to local homeless shelters, housing developments, day care centers, social service agencies, and any other institutions serving low income families. In addition, the school held a series of information sessions in the community annually, which include open houses and recruitment fairs.</p>	<p>In 2023-24, SACS will continue to implement similar strategies as employed in 2022- 2023 to recruit Economically Disadvantaged students</p>
English Language Learners	<p>Aligned with the charter law, Storefront Academy Charter School is committed to making good faith efforts to attract English language learners. Our outreach strategies for this subgroup of students include marketing materials that describe the additional supports that our school provides to our English language learners and their families and raising awareness of how the school will provide parental notices in multiple languages, how they will be kept informed of their rights</p>	<p>In 2023-24 SASB will continue to implement similar strategies as employed in 2022- 2023 to recruit English Language Learners.</p>



	and responsibilities, and how staff members will be available to communicate with them.	
Students with Disabilities	<p>SASB is equally committed to making good faith efforts to attract Students with Disabilities. Our efforts include recruitment materials and presentations that emphasize the special education and related social emotional support services that Storefront Academy provides. We also make sure to focus on our programs in place to ensure that ALL students have equal access to all programs and services including the following: instructional services (e.g., small skill and guided reading groups) and support services (e.g., guidance and counseling).</p>	<p>In 2023-24 SASB will continue to implement similar strategies as employed in 2022- 2023 to recruit Students with Disabilities.</p>

## Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	To retain Economically Disadvantaged students, SASB works along side parent coordinator to provide materials and or support needed especially students that are of low-income background.	In 2023-24, SACS will continue to implement similar strategies as applied in 2022- 2023 to retain Economically Disadvantaged students
English Language Learners	Aligned with the charter law, Storefront Academy Charter School is committed to making good faith efforts to retain English language learners. Our strategies for this subgroup of students include working closely with the ELLs team to provide additional supports ELL learners and their families.	In 2023-24 SASB will continue to implement similar strategies as applied in 2022- 2023 to retain English Language Learners.
Students with Disabilities	SASB is equally committed to supporting and retaining Students with Disabilities. Alongside the Director of Student Support, SASB focuses on our programs in place to ensure that ALL students have equal access to all programs and services including the following: instructional services (e.g., small skill and guided reading groups) and support services (e.g., guidance and counseling).	In 2023-24 SASB will continue to implement similar strategies as applied in 2022- 2023 to retain Students with Disabilities.

## Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2023

## Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

#### 1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

## **B. Emergency Conditional Clearances**

### **Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

---

### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

Completed - Aug 1 2023 - Hidden from applicant

### **Instructions**

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

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

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.

## **Entry 11 Uncertified Teachers**

School Name:

# Instructions for Reporting Percent of Uncertified Teachers

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.

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, 2023)	7
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	1
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	2
Total Category A: 5 or 30% whichever is less	10.0

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

	FTE Count
i. Mathematics	0
ii. Science	0
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	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, 2023)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	0
Total Category C: not to exceed 5	0.0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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	10

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	8

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	18



Thank you.

Entry 12 Organization Chart

Completed - Aug 1 2023 - Hidden from applicant

[Instructions](#)

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

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

### 2023 Year End SACS Organizational Chart

Filename: 2023\_Year\_End\_SACS\_Organizational\_\_QWj5Tpw.pdf Size: 87.4 kB

## Entry 13 School Calendar

Completed - Aug 1 2023

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### (Updated January 2023 ) 2022-2023 SACS Family Calendar

Filename: Updated\_January\_2023\_\_2022-2023\_SA\_1DrgQ9R.pdf Size: 89.3 kB

## Entry 14 Staff Roster

Completed - Aug 1 2023 - Hidden from applicant

### INSTRUCTIONS

### Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

**Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.**

**Reminders:** Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer <b>NOTE: MUST BE DONE FIRST</b>	Select your school's authorizer from the <b>drop-down list</b> first, before completing the roster.
School Name and Institution ID	Select your school's name from the <b>drop-down list</b> .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.



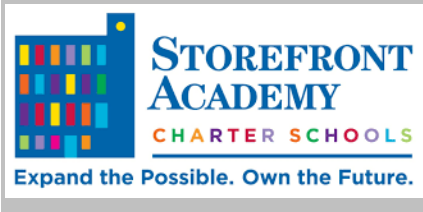
TEACH ID	Enter the <b>7 digit TEACH ID</b> for the Faculty/Staff person.
Role in School	<b>Select</b> the best choice of role of the Faculty/Staff person from the <b>drop-down list</b> .
CPR/AED Certification Status	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Subject Taught	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Notes	Optional

### [SUNY Authorized](#)

Filename: SUNY\_Authorized.xlsx Size: 8.7 kB

## Optional Additional Documents to Upload (BOR)

Incomplete



# **STOREFRONT ACADEMY CHARTER SCHOOL SOUTH BRONX**

## **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Carol Singletary, Principal

Alison Curry, Interim Executive Director

609 Jackson Avenue, Bronx, NY 10455

646-758-7201

The Storefront Academy team members below prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

- Carol Singletary, Principal, Storefront Academy Bronx
- Yoselyn Fernandez, Assistant Principal, Storefront Academy Bronx
- Alison Davis Curry, Interim Executive Director, Storefront Academy Charter Schools
- Yesenia Graham, Director of Student Services, Storefront Academy Charter Schools
- Marie Lucas, Director of HR, Compliance, and Operations, Storefront Academy Charter Schools
- Matthew Tiwary, Technology Manager

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Richard Bayles	Chairman	Executive, Finance, Academic, Real Estate, Audit &
Peter Low	Vice Chairman	Executive, Real Estate, Finance, Audit, Marketing, Planning & Governance Committees
Justin Tolliver	Treasurer	Executive, Finance, Real Estate & Audit Committees
Jonathan Stearns	Trustee	Finance, Real Estate & Governance Committees
Gretchen Pusch	Trustee	Academic Committee
Amanda Low	Trustee	Academic Committee

Carol Singletary has served as Principal of Storefront Academy Charter Schools South Bronx since SY 2019-20. Prior to her principalship, she was the school's vice principal from 2016 to 2018, and assumed the principal-in-residence position in SY 2018-19.

## SCHOOL OVERVIEW

Storefront Academy Charter Schools - Bronx (SACS Bronx ) is a public charter school which opened to students and families in Fall 2015. The school is located at 609 Jackson Ave, Bronx, N.Y, 10455 in the Mott Haven neighborhood of the South Bronx. SACS Bronx educates students from kindergarten to fifth grade. Our goal is to serve students through eighth grade.

The mission of Storefront Academy Charter School – Bronx (SACS Bronx) is to provide children of varied academic strengths a quality education option that prepares them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members, SACS Bronx instills a powerful sense of self and gives its students the tools to own their futures and create meaningful adult lives. SACS Bronx’s vision is to provide a rigorous, joyful, and intentional learning environment for all students – one that paves the way for high school, college, and life success. The following core values are an extension of this vision, and they shape the daily practices of students and staff:

**Honesty:** We teach the importance of being truthful, regardless of the circumstances or consequences. We believe honesty supports positive interactions, self-awareness, and growth.

**Respect:** We accept and learn from all members of our community, even when they are different from us or we do not agree with their perspectives. We practice care and safety in handling relationships, opportunities, and property.

**Responsibility:** We do our best to make good choices, work toward our goals, and meet the expectations of our learning community. We are accountable for what we say and do.

**Concern for Others:** We consider the needs and feelings of others. We understand our community benefits from our kindness and consideration.

**Diligence:** We believe that trying our best improves our outcomes for today and tomorrow. We consistently put our best effort into everything we do.

**Perseverance:** We push ourselves to succeed despite difficulties and challenges. We believe that “productive struggle” develops problem-solving skills for life.

During SY 2022-23, the school served 231 students in grades K-5. Most SACS South Bronx students live in neighborhoods surrounding the school building. However, many students commute from other parts of the Bronx by school bus (22%) or other modes of transportation (2%). SACS South Bronx serves mostly economically disadvantaged students (93%). In addition, twenty-two percent (22%) have disabilities (SWDs) and twenty-three percent (23%) are recorded as English Language Learners on New York’ City’s Automate the Schools System (ATS). However during SY 2022-23, the school provided English Language Learner services to twenty additional students based upon Home Language Questionnaires and submitted tickets to ATS to have them added to the roster which would raise the percentage of English Language Learners to thirty-two percent (32%).

## KEY DESIGN ELEMENTS

SACS Bronx was founded upon four key design elements (KDE) that drive our academic program and school culture. We support our teaching staff in implementing these KDEs in daily work and expect them to tailor teaching and learning, professional goals and development, and school culture to the four elements described below:

- KDE 1: Scholar-Led Learning:** Research shows that children truly understand new knowledge and skills when they are the driving force behind their learning, across disciplines. At SACS Bronx, scholars are challenged to discuss, debate, and form conclusions and opinions with others similar to and different from themselves. They design and conduct collaborative experiments, projects, and research to arrive at solutions or conclusions. Scholars demonstrate content knowledge and skills through the development of their own evidence-based conclusions in all subjects. Some examples of SACS Bronx's scholar-led learning activities are "turn and talk", gradual release group ("you do"), group projects, and group presentations (reciprocal teaching).
- KDE 2: Social-Emotional Learning:** Self-awareness is critical to student learning. Knowing what frustrates and motivates students helps them to self-regulate and/or seek support in learning to perform their best throughout the day. SACS Bronx uses the [Yale Center for Emotional Intelligence's RULER program](#) and [Mood Meter](#) to support the development of scholars' emotional intelligence. Each class also starts the day with a Morning Meeting using the Responsive Classroom four components: greeting, sharing, group activity, and morning message. Additionally, since SY 2021-2023 all fourth and fifth grade girls are invited to participate in Self-Esteem Rising's [Beautiful Me](#) program. The Beautiful Me program includes three sessions each designed to emphasize a different aspect of self-confidence and self-care. A series of activities and discussions encourage and empower participants. Based upon student feedback, in SY 2023-2024 we plan to pilot the gender-neutral Confidence Club, another Self-Esteem Rising program focused on self-awareness, enhanced relationships with others, and the power of helping others through community service.
- KDE 3: Creative Arts (Doing and Making):** Children engage deeply when they can make things with their hands and voices, and experience topics through the arts. At SACS Bronx, all scholars engage in experiential learning and self-expression through weekly music and visual arts classes. Music activities are primarily choral-based. However, we reintroduced the recorder in SY 2022-2023 as COVID 19 protocols relaxed. With increased enrollment, we will reintroduce violin lessons in the future. Scholars collaboratively explore, create, discuss, share, and reflect upon a range of music and art forms. Content and instruction align with the [NYS Learning Standards](#) and the NYC Blueprints for Teaching and Learning in [Music](#) and Art. These lessons also are aligned to *Insight Humanities* thematic units to deepen scholars' appreciation of the cultural and historical impact of the arts and ELA focus standards to support literacy learning. Musical creations include jingles, raps, and melodies to support spoken word. During SY 2022-2023 our music teacher received coaching and access to an extensive resource bank to enhance student learning in collaboration with representatives from Juilliard. Our music and visual arts teachers use rubrics and written feedback to assess creative processes and products. In the visual arts, students explore Art History by viewing and discussing notable examples of art referencing varied genres and cultural influences. Students then produce watercolor pieces, mixed media masks, puppets, collages, and sculptures from recycled materials. In May 2023, SACS Bronx hosted its first in-person Student Art Exhibition since the COVID closures. The event was well attended by families, friends, and community members. Students took great pride in sharing their art. We look forward to hosting many more art and music showcases in the future.

- **KDE 4: High-Quality, Sustainable Partnerships:** SACS Bronx knows that strategic use of high-quality partnerships can amplify our ability to provide a dynamic academic program and school culture. The two partnerships shared below enhanced scholars' learning at the school.
  - [The Einstein Program](#): During SY2022-23, SACS South Bronx expanded its partnership with the Einstein Program, a privately funded, New York-based organization that provides free tutoring and mentoring to underserved students. Two dedicated Einstein tutors provided small group Math instruction to our third, fourth and fifth grade to augment our school's intervention programs. This was a timely partnership in light of City-wide teacher shortages. We also encouraged parents of students in the MTSS/RTI process to utilize Einstein's individualized one-to-one tutoring and mentoring services which are offered remotely in their homes. These services are based upon their completion of the Einstein Learning Inventory which provides insights on each student's learning style. Einstein tutors are certified teachers who provide support in Reading, Math, and Science.
  - [Our Kids Read](#): For the first time, in SY 2022-23, SACS South Bronx partnered with Our Kids Read to volunteer mentors ("Reading Buddies") with children who are not reading on grade level. The Reading Buddy program offers students a chance to work with a mentor who models strong reading skills. In addition to providing students an opportunity to practice these reading skills, the program cultivates positive mentor-mentee relationships based on the joy of reading. For the Reading Buddy sessions, Our Kids Read draws from a collection of 400 diverse eBook selected by children themselves (all featuring positive African-American, Latinx and Indigenous characters). Moreover, Our Kids Read donates physical books directly to students as well as classroom libraries.

## NOTABLE CHANGES TO THE ACADEMIC PROGRAM

In 2021-22, Storefront implemented the more rigorous Lavinia Group [Insight Humanities](#), [Close Reading for Meaning](#), and Guided Reading curricula, routines, and progress monitoring systems to earn baseline New York State ELA assessment results for grades 3-5 that surpassed the district by eight percentage (8%) points. Per the SUNY renewal report issued in February 2023, SACS Bronx performed slightly higher than expected on the ELA assessment in comparison to schools across the state enrolling similar percentages of economically disadvantaged students.

During SY 2022-23, the instructional leadership team emphasized the urgency of accelerating learning while addressing gaps in foundational skills to continue to improve student outcomes. Teachers and instructional leaders engaged in professional development and intellectual preparation on student work study and data analysis to strategically differentiate instruction. The instructional team also collaborated to norm and strengthen student goal setting, coaching, feedback for learning, and progress monitoring to cultivate independence and persistent efforts.

In Reading, the percentage of second - fifth graders reading on or above grade level per Fountas and Pinnell assessments increased sixteen percent (16%) and sixty-four percent (64%) of those who started the year below grade level gained at least one and a half year's growth (1.5). SACS-Bronx made these gains despite necessary modification to planned staffing due to low enrollment and the City-wide teacher shortage. Teachers who were slated to serve as instructional coaches and interventionists returned to the classroom to facilitate Tier 1 instruction.

In Math, SACS-Bronx implemented the Lavina Group's Math for Meaning: Story Problems for SY 2022-23. We find that the curricula and Cognitively Guided Instruction methodology provided students wider access to grade level math problems. Students improved their confidence, independence, and critical thinking around Math. We believe Story Problems facilitated the twenty-six percent (26%) increase in third -fifth grade students in at least their second year at the school who met the NWEA Math RIT score proficiency equivalent for New York State standards compared with student outcomes for SY 2021-22.

The Instructional Leadership modified the daily schedule to increase school-wide Guided Reading to forty-five minutes daily and to provide a dedicated What I Need (W.I.N.) intervention period of twenty to thirty minutes, four days per week. In grades K-2, students continued daily Foundations instruction. However, Classroom Teachers joined English Language Learner Teachers in providing Foundations "Double Dose" small group instruction to target gaps identified by unit assessments. Likewise, in grades 3-5 the thirty-minute intervention and enrichment periods increased from three to five days per week. Teachers also used Math station time for smaller groups and 1 to 1 instruction.

#### Actions to accelerate learning

- Cultivating a Culture of Data Use:
  - *Planning for Timely Analysis and Response to all School-wide Assessments:* SACS Bronx improved teachers' use of data by scheduling timely data analysis, reflection, and planning of responsive instruction cycles immediately following school-wide interim assessments in addition to NWEA MAP and Fountas and Pinnell Fall, Winter, and Spring administrations.
  - *Engaging in Collaborative Student Work Study:* Teachers and Instructional Leaders engaged in weekly student work study, responsive action planning, and progress monitoring. Teachers developed their capacity and practice in using rubrics to categorize student work and identify responsive next steps.
  - *Norming Use of Daily Progress Monitoring Systems:* Instructional Leaders and teachers emphasized use of progress monitoring systems through consistent review of data trackers. The instructional team increased accountability for leveraging responsive next steps for targeted student coaching, small group instruction, or whole group reteach, in daily plans and weekly meeting notes.
  - *Leveraging Classroom Data Walls and Student Goal Setting :* SACS Bronx' Instructional Leadership Team worked with teachers to introduce Classroom Data Walls. The format varied for K and 1. However, across all grades teachers taught students that the data wall was used to help members of the class learning community grow toward the goals set during teacher - student conferencing. In addition to Classroom Data Walls, students in grades 2-5 monitored and reflected upon their progress toward goals with charts and graphs in their What I Need (W.I.N) Intervention Folders and individualized Reading and Math Goal Cards.
  - *Adoption of PowerSchool for Report Cards and Progress Reports:* SACS adopted PowerSchool for SY 2022-23 and utilized it to generate report cards and progress reports from teacher gradebooks. In SY 2023-24 staff will receive additional training to make greater use of the PowerSchool platform including its attendance and social emotional learning applications.

- Dedicated Edmentum's Exact Path Intervention Periods (Grades K-5): Time on Exact Path is designated during the W.I.N. intervention period three times per week to support skills mastery in each Individualized Learning Path component - Reading, Language Arts and Math. [Edmentum Exact Path](#) is an individualized skill-building curriculum and assessment learning platform. By uploading NWEA MAP Growth assessment RIT scores, students receive an individualized learning pathway that matches their skills and learning needs. Lesson modules target one-to-four skills and include direct instruction, practice, and mastery quizzes. When students master their four assigned skills, they move onto a more comprehensive progress check assessment that updates their learning path.
- Strategic Plans for final year of the SACS Lavinia Group Partnership: SACS Bronx instructional leadership team collaborated with our Lavinia partners to outline instructional priorities and goals. Increased accountability and fidelity around data use will ensure teachers routinely use formative and summative assessments to drive lesson content and instructional practice.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	13	31	49	31										124
2018-19	46	26	58	58	38									226
2019-20	52	60	45	66	62	44								329
2020-21	45	47	57	48	68	56								321
2021-22	28	48	46	56	42	58								278
2022-23	39	25	41	44	48	34								231

## GOAL 1: ENGLISH LANGUAGE ARTS

SACS students will be proficient readers, writers, and speakers of the English language.

### BACKGROUND

#### Curriculum

SACS Bronx uses the Lavinia Group's [Insight Humanities](#) and [Close Reading for Meaning](#) curricula, [Wilson's Foundations](#), and daily Guided/Strategic Small Group reading for core literacy instruction. SACS Bronx supplements this with [Newsela](#) and Learning A to Z's [RAZ-Plus](#) ELLs to differentiate instruction and further support development of language proficiency.

Insight Humanities: The Lavinia Group's Insight Humanities curriculum is a multicultural, project-based, and integrated reading, writing, and social studies curriculum. All units are thematically linked to the content



focus throughout the year and work backward from inquiry-based essential questions. The curriculum provides comprehensive unit overviews, writing exemplars, scripted daily lesson plans, project samples, book lists, and suggested field trips to extend learning.

Close Reading for Meaning: Lavnia's Close Reading method uses genre as a framework, to teach students how to use a variety of strategies to unpack complex texts that are at or above grade level. Teachers use a carefully designed *Roadmap of Questions*, to prepare students to attend to both the essential meaning and the author's craft. After engaging in a shared experience with their teachers, students are given the opportunity to apply the Close Reading for Meaning™ method to a new text, honing their ability to tackle any text confidently and independently.

Strategic Reading Groups: In SY 2022-23 SACS Bronx expanded school-wide small group reading periods to ensure every student has an opportunity to work with an adult to continue to grow their reading skills. Students who need work in foundational reading skills work with a teacher daily. Those who have strong accuracy skills but continue to struggle with comprehension questions work with a teacher two-three times a week and engage in a book club with their peers the rest of the week to continue to work on their comprehension goals.

### Instruction

At SACS Bronx teaching is student centered. Teachers launch mini lessons with high energy and relatable and relevant real world problems. Teachers model and engage guided practice per the gradual release process. They use entrance tickets, checks for understanding, and over the shoulder observations to gauge how and when to move students to independent practice. During independent or small group practice, teachers coach students around specific learning goals and anticipated misconceptions. Teachers amplify student voices through Turn and Talk, Think-Pair-Share, Stop-Jot-Share, class discourse, and student-led group presentations. They coach students through inquiry and community service projects to support progress toward grade level learning standards. Classroom teachers as well as Interventionists also provide direct instruction in targeted skills mastery groups.

To accelerate learning and address gaps in literacy skills we prioritized foundational skills and differentiation of Close Reading instruction:

- Foundational Reading Skills – phonics and phonemic awareness. More frequent and consistent progress monitoring and use of data for flexible groupings and targeted skills instruction
  - o *Parent Workshops:* The Vice Principal for Grades K-2 coordinated parent workshops for teachers to share with parents background information about the role of phonemic awareness, phonics, and sight word acquisition in early reading. Teachers modeled and engaged parents in hands-on activities they can do at home to help accelerate students' Foundations and Sight Word mastery.
  - o *Increased support and monitoring of Foundations and Sight Word Acquisition (Grades K-2):* Instructional Leaders worked with teachers to strengthen pacing, progress monitoring, and differentiation via targeted skills instruction based upon Foundations Unit Assessment data. Teachers in grades K-2 conducted daily 1:1 Sight Word Drills.
  - o *Strategic phonics and word work for students 3+ levels below grade (Grades 2-5) :* In the absence of a dedicated Intervention Team, we modified the structure of the daily Guided

Reading period to include phonics and word work for students whose reading accuracy impeded growth in comprehension.

- Differentiation of Close Reading curriculum (Grades 2-5): In this second year of implementing the Close Reading curriculum, Instructional Leaders worked with their Lavinia Group consultants and teachers to norm use of graphic organizers and modify the scope and sequence of instruction. The instructional team also piloted use of the Strategic Reading Plan with companion texts at varied instructional levels. This enabled students reading below grade level to learn Close Reading strategies while engaging texts at their instructional levels. This approach also exposed struggling readers to topics and text structures that helped them access the more rigorous grade level curriculum.

### Assessment

SACS Bronx administers the NWEA MAP and Fountas and Pinnell assessments at the beginning, middle and end of the school year. SACS Bronx has also developed Interim Assessments given three to four times per year which are known as *Academic Challenges* to our students. For students in grades two-five, these interim assessments incorporate released State exam questions. Our kindergarten and first grade interim assessments focus on foundational reading skills. We also use data from Insight Humanities end of Unit exams and projects, Close Reading student work study and progress trackers, and Edmentum's Exact Path Skills Mastery reports to plan strategic small group instruction.

### Professional Development

All teachers participate in a summer institute for professional development every August. In SY 2022-23 all teachers participated in Lavinia professional development workshops 101 or 201 for Lavinia's Insight Humanities, Close Reading for Meaning and Guided Reading for Meaning based upon their experience and facility with the curricula and related teacher practices. Teachers and Instructional leaders who participated in level 201 workshops shared professional development learning and resources with grade teams. A team of veteran teachers facilitated workshops of the Wilson's Foundations curriculum. In SY 2022-23 the Instructional Leadership Team implemented a weekly two-hour block, in addition to daily planning periods, to prioritize the development of a school-wide culture of data use, collaborative planning, and teacher development.

SACS implements a professional learning community (PLC) approach. SACS teachers engage in common planning and intellectual preparation periods to review student work and progress monitoring data to plan responsive instruction and support integration critical thinking skill development across the curriculum. As part of our intellectual preparation protocol teachers discuss and generate solutions to anticipated student misconceptions. Additionally, teachers engage in "teach backs" to practice their lesson launches and student coaching moves to receive feedback from their peers and instructional leaders. During SY 2022-23 teachers and leaders engaged in a book study on Zaretta Hammond's *Culturally Responsive Teaching*, the use of conferencing and goal setting to motivate students, student work study protocols and progress monitoring review to plan responsive learning cycles as part of our PLC framework for continuous improvement. Teachers visited each other's classrooms to learn from each other with a focus on best practices in differentiating instruction to ensure students access rigorous text, amplifying student discourse, and implementing consistent feedback cycles across grade levels. In addition to job embedded professional development, teachers attended workshops and webinars provided by the Collaborative for Inclusive Education and NWEA MAP and shared strategies and resources with peers.

## ELEMENTARY AND MIDDLE ELA

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	39	1	2	2	0	0	0	42
4	45	1	2	2	0	0	0	49
5	34	0	0	0	0	0	0	34
All	118	0	4	4	0	0	0	125

Performance on 2022 23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	39	19	49%	33	19	58%
4	45	36	80%	40	34	85%
5	34	13	38%	28	11	39%
All	118	68	58%	101	64	63%

**ELA Measure 2 - Absolute**

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. ELA MIP = 108.9

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

## ELA - Measure 2 Table

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 2: Each year, the school's aggregate Performance Index (PI) on the State's ELA exam will meet that year's Measure of Interim Progress (MIP) set forth in the State's ESSA Accountability system	All Students who score Levels 2, 3, 4	108.9 MIP	98	156.36	Yes

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

2022-23 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	58%	33	30%	758
4	85%	40	29%	844
5	39%	28	27%	935
All	63%	101	29%	2537

#### ELA Measure 4 - Comparative

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.

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

## 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	93%	42%	31%	0.55
4	93%	18%	26%	-0.46
5	95%	21%	22%	-0.10
All	94%	28%	26%	0.06

## ELA Measure 5 - Growth

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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

## ELA INTERNAL EXAM RESULTS (NWEA MAP)

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP. SACS Bronx also used our students' Edmentum Exact Path Learning Path to progress monitor their NWEA MAP aligned skills mastery. We used NWEA MAP and Exact Path data to determine required participation in Summer Boost.

## METHOD

<sup>3</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>4</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

SACS Bronx administered the assessment three times during the academic year. Test windows occurred in August-September and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred January-February serving as our school's mid-year benchmark. The last testing window occurred in May-June measuring a full year of the students' performance growth. NWEA MAP performance data can be found below in the "Results and Evaluation" section.

To determine whether SACS Bronx met its ELA goal, the school used the four measures outlined below. The school's median growth percentile of third through fifth graders:

1. Was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. Whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.
3. With disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of third through fifth graders enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. 2

#### RESULTS AND EVALUATION: NWEA MAP - ELA

2022 23 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 5 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	111	74	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 5 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	87	73	Yes

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>5</sup>	70	24	73	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>6</sup>	2+ students	75%	102	54%	No

### End of Year Performance on 2022-23 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>7</sup>	Number Tested	Percent Proficient	Number Tested
3	40%	42	50%	34
4	83%	45	86%	43
5	26%	30	26%	25
All	50%	117	54%	102

### End of Year Growth on 2022-23 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	73	36
4	98	45

<sup>5</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>6</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>7</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

5	52	30
All	74	111

### RESULTS: EXACT PATH ELA SKILLS MASTERY

2022 23 Exact Path ELA Skills Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1:</u> Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments.	All students	70%	128	77%	Yes
<u>Measure 2:</u> Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment, will master 55% of their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	70%	67	79%	Yes
<u>Measure 3:</u> Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.	Students with Disabilities	79%	25	60%	No
<u>Measure 4:</u> Each year Individualized Targeted Skills Mastered Percent of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed 70%.	2+ students	70%	106	82%	Yes

#### Year Performance on 2022 23 Exact Path ELA Skills Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students	Enrolled in at least their Second Year
-------	--------------	--



	Skills Proficient	Number Assessed	Skills Proficient	Number Assessed
3	71%	43	86%	33
4	67%	49	70%	44
5	62%	36	63%	29
All	68%	128	76%	106

## 2023 SUMMER BOOST PERFORMANCE (LAVINIA RISE AND SMALL GROUP INTERVENTION)

Summer 23 Lavinia Rise End of Program Results  
By All Students

Grades	District	SACS-Bronx	Difference
Rising 3rd	38%	59%	+21
Rising 4th	58%	72%	+14
Rising 5th	63%	67%	+4
All	53%	66%	+13

## SUMMARY OF THE ELA GOAL (NWEA MAP AND EXACT PATH)

## Measure 1 -

**NWEA MAP Goal Met at 74.** SACS Bronx's median growth percentile for all 3rd through 5th grade students was 74, which is above the required growth percentile of 50 for this measure.

**Exact Path Goal Met at 77%.** Seventy-seven percent (77%) of SACS Bronx's 3rd through 5th grade students mastered 55 percent of their individualized learning path targeted ELA skills, which is above the required 70% of students for measure 1.

## Measure 2 -

**NWEA MAP ELA Goal Met at 73** - SACS Bronx's median growth percentile for all 3rd through 5th grader students whose achievement did not meet the RIT proficiency equivalent in the fall was 73, which exceeded the target of 55 for this measure.

**Exact Path ELA Goal Met at 79%** - Seventy-nine (79%) of students who performed two or more grade levels below their assigned grade on the fall Exact Path assessment, mastered 55% of their individualized learning path targeted ELA skills which meets the Measure 2 Goal of at least seventy percent (70%) of students.

## Measure 3 -

**NWEA MAP ELA Goal Met at 73.** SACS Bronx's median growth percentile of 3rd through 5th grade students with disabilities was 73, which is greater than the median growth of 3rd through 5th grade general education students (70).

**Exact Path ELA Goal Unmet at 60%.** The rate of Exact Path individualized learning path targeted ELA skills mastered by students with disabilities was sixty percent (60%) which does not meet the rate of skills mastered by all students which was seventy nine percent (79%).

Measure 4 -

**NWEA MAP ELA Goal Unmet at 54%.** SACS Bronx's 3rd through 5th grade students in at least their second year at the school did not meet the goal; 75% will meet or exceed the RIT proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

**Exact Path ELA Goal Met at 82%** Eighty-two percent (82%) of 3<sup>rd</sup> through 5<sup>th</sup> grade students enrolled in at least their second year at the school mastered their individualized targeted ELA which exceed the goal of seventy percent (70%).

#### SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	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 students in the same tested grades in the school district of comparison.	Yes
Comparative 2021-2022 Data	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.	No
Growth	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.	N/A
Growth	NWEA MAP: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 5 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	Yes
Growth	Edmentum Exact Path: Each year, at least 70% of students will master 55% of their individualized learning path targeted skills as measured by Exact Path assessments.	Yes

#### EVALUATION OF THE ELA GOALS

On the Spring 2023 New York State ELA Exam, SACS Bronx did not meet Absolute Measure 1. However, the proficiency rate of students who were in at least their second year at the school was sixty-three percent (63%) which is the closest the school has come to meeting the seventy-five percent proficiency goal of

Measure 1. Students in at least their second year performed five-percent higher than newer students, this suggests that the shifts in curriculum and instruction to increase rigor are helping to move outcomes toward the absolute goal of seventy-five percent proficiency. Student outcomes for all third-fifth graders increased to fifty-eight percent (58%), which is a sixteen percent (16%) increase over Spring 2022.

On the New York State Exam, SACS Bronx met Comparative Measure 3. Third-Fifth graders in at least their second year at the school scored thirty-four percent (34%) higher than students in District 7, at sixty-three percent (63%) compared to twenty-nine (29%).

NWEA MAP, SACS Bronx met all three Comparative Measures 1, 2, 3 with growth percentiles of 74, 73, and 73. These are strong gains over SY 2021-22 when student growth percentiles dipped to 45, 25, 16 based upon COVID related trauma, chronic absenteeism, and learning loss.

Despite experiencing strong growth on NWEA MAP, our students did not meet Measure 4. We continue to accelerate learning while strategically addressing skill gaps. With a fifty-four percent (54%) proficiency, students demonstrated a five percent (5%) increase in achievement over SY 2021-22 (49%). Additionally, the proficiency rate of students in at least their second year at the school was four percent (4%) higher than that of all students (54% compared to 50% respectively).

On Exact Path, SACS Bronx also met Comparative Measures 1 and 2 at 77% and 79% respectively compared to the goal that 70% of students meet the mastery goal. However on Exact Path, SACS fell short of meeting the Comparative Measure 3 goal that each year 70% of students with disabilities meet their individualized learning path goals for ELA skill mastery.

We note that many students with disabilities worked with teachers in small groups or one-to-one during the What I Need (W.I.N.) intervention period while other students worked independently on Exact Path. By using the W.I.N. period for small group work, we avoided pulling students with disabilities for services during core curriculum lessons. Consequently, students with disabilities spent less time on Exact Path during the instructional day which likely impeded our ability to meet Measure 3. We believe the reduced usage time on Exact Path platform resulted in a lower percentage of students with disabilities meeting their individualized learning path goals for ELA skill mastery because this subgroup succeeded in meeting Measure 3 on NWEA MAP.

We modified our Summer Boost program to include small group interventions which helped to ensure a thirteen percent increase in student performance for rising third, fourth, and fifth graders between the pre-and post program test.

### ADDITIONAL CONTEXT AND EVIDENCE

NWEA MAP results indicate that the median growth percentile for students with disabilities was equal to that of general education students at 73%. Likewise, the NWEA MAP end of year growth percentile for initial low achievers was also 73%. These results suggest that our students with disabilities and those in RTI programming experienced strong growth this year after setbacks resulting from remote and hybrid learning and chronic absenteeism in the wake of COVID in school years 2021-22 and 2020-21. We believe students in these subgroups in particular benefitted from a return to in-person learning and reliable internet connectivity for digital learning tools.

An average daily attendance of eighty-nine percent (89%) in grades three and four contributed to end of year growth for students in these grades of 73% and 98% respectively. On the other hand, fifth graders had an average daily attendance rate of eighty-five percent (85%), five percent (5%) lower than the average daily attendance rate of third and fourth graders. Fifth grade growth was challenged by student absences. Additionally, the fifth grade teaching team experienced vacancies and staff reassignments.

Grade	Number of Teacher Vacancies	Period of Teacher Vacancies	How Teacher was Replaced
Grade 5	1	9 months	Math Coach for Grades K-5
Grade 5	1	5 months FMLA	Instructional Coach for Grades 3-5
Grade 4	1	10 months	ELLs Teacher for Grades 4-5
Grade 3	2	10 months	Academic Intervention Teacher for Grades 3-5
Grade 2	1	4 months	Instructional Coach Grades K-2

During SY 2022-23 school-wide focus on daily routines, growth mindset, student efficacy, goal setting, progress monitoring, and parent outreach and development, helped us to develop stronger learning partnerships in support of student attendance, growth, and achievement. SACS Bronx extended its success with goal setting and targeted small groups during Summer Boost by implementing intervention sessions facilitated by Teaching Assistants for the program. As the table below shows, the school's rising 3rd, 4th, and 5th grade students outperformed the district by thirteen percent (13%) overall. Furthermore, our Rising 3rd and 4th grade students exceeded the district performance by twenty-one percent (21%) and fourteen percent (14%) respectively.

### ELA ACTION PLAN

In the 2023-24 school year, we will continue to develop the culture of data use and responsive learning cycles in re-establishing our Academic Intervention Support Team to augment the strategic small group work accomplished through school-wide small group reading and classroom based interventions.

- Third through fifth graders who are not on or approaching grade level in reading will engage in targeted instruction to address any gaps in foundational reading skills using the S.P.I.R.E Reading Intervention Program in addition to Exact Path Learning Path skills mastery mini-lessons and Close Reading skills practice with alternative text on their reading level.
- SACS Bronx will further modify small group literacy instruction to move away from the traditional Guided Reading approach to Strategic Reading Group instruction with a focus on any one of three areas:

Phonics Small Groups will target the needs of students who need to be retaught decoding and word recognition concepts they were unable to internalize during a whole group phonics lesson. We will use S.P.I.R.E and controlled texts to highlight the concept and give

students lots of “at bats” as the teacher coaches them. Though the focus of the group is phonics, teachers will emphasize comprehension after reading the text to make meaning.

Blended Small Groups will enable students to practice both accuracy and comprehension. In blended groups, teachers give students lots of “at bats” in word solving as well as answering literal and inferential questions about the text.

Comprehension Small Groups will strengthen the comprehension skills and strategies of students who have strong accuracy (at least 97%) when reading a text but often struggle to answer literal and inferential questions about the text.

Additionally, to better equip students with foundational reading skills before they enter third grade and accelerate proficiency rates for our new English Language Learners, our lower elementary, English Language Learner, and Academic Intervention Support Teachers participated in formal Wilson’s Foundations workshops to ensure that the program is implemented with fidelity. Foundations screens and unit tests will be used to differentiate instructional groups to accelerate learning based on action plans piloted in response to Winter MAP 2023 data.

These shifts will enable us to accelerate learning and address learning gaps for our upper elementary students. Moreover, the strategic focus on foundational reading skills with ongoing assessment for fluid and flexible group instruction will ensure that most students leave second grade on level. Our goal is to move seventy-five percent (75%) of second through fifth graders students to grade level in 2023-24.

**Accelerating Learning:** In addition to the intervention plans described above, we have taken additional steps to accelerate ELA learning in SY 23-24.

- Adjusted the master schedule, adding an additional 30 min W.I.N (What I Need). Third and fourth grade Close Reading for Meaning will incorporate small group targeted instruction. Below grade level readers will engage in the previous grade level text/passages. The rationale is for scholars not to struggle with text difficulty, but to intentionally drill down to explicitly teach specific strategies to engage in the deeper meaning of the text, by interpreting, inferring and using a variety of literacy strategies to gain a deeper understanding of what the author is trying to convey.
- Scholars will engage in 40 additional minutes working on Exact Path Learning Path (20 minutes for Reading Path and 20 minutes Language Path). Teachers will determine one priority skill and create one teacher assignment per week. Scholars will conference with teachers weekly to reflect on the learning goal, review work, receive feedback and actionable next steps.

**Scholar Attendance Action Steps:** During SY 22-23, we began to incentivize scholar attendance with daily classroom incentives, a weekly “Fun Friday” block, and monthly Perfect Attendance awards and Class Dojo shout-outs. Understanding that most parents are not aware of the corrosive effects of absenteeism and how it can quickly add up to academic challenges, in SY 23-24, we will share monthly information about why attendance matters on Class Dojo, host workshops, parent information sessions, as well as, continue to incentivize attendance on the class and school-wide level.

**Staffing Consistency Action Steps:** In order to retain staff, at the school level, we will continue to (a) celebrate success, (b) partner in problem solving, (c ) address scholar discipline issue(s), (d) ensure a supportive environment, and (e) provide quality professional development. On a network level, we will (a) identify the needs of the school, (b) develop a recruitment strategy, (c ) create clear support for staff, and (d) begin interviewing earlier for new staff recruitment, right after spring break.

## GOAL 2: MATHEMATICS

Storefront Academy Charter Schools students will demonstrate understanding and application of mathematical computation and problem solving.

### BACKGROUND

#### Curriculum

SACS Bronx uses Savvas Learning Company's [enVision Math](#) and the Lavinia Group's [Math for Meaning: Story Problems curricula](#). Teachers supplement the curricula with Edmentum Exact Path mini lessons and First in Math. SACS Bronx adopted enVision Math in SY 2019-20 and added Math for Meaning: Story Problems in SY 2022-23. The addition of Story Problems grew out of its use in Summer Boost 2022. Students who attended Summer Boost were engaged and highly receptive to the Cognitively Guided Instructional approach. This approach and the Story Problem routines are a breakthrough for our students who struggled with Math.

Savvas Learning's enVision Mathematics: With EnVision students engage in problem-based learning activities requiring them to think critically about real-world problems, evaluate options, collaborate with their peers, and present solutions. Envision Math includes an extensive digital content and skills component that SACS Bronx has used to facilitate remote or hybrid learning, on-demand professional development, and supplemental resources for students with disabilities, those with diverse learning styles, and English Language Learners. The digital components were particularly helpful during COVID closures and continue to support student learning and teacher development. The curriculum provides guidance for teachers on prompting, questioning, and extending learning to increase rigor. In turn, teachers coach scholars as they engage in productive struggle and talk through the process to make their thinking visible. Teachers use enVision Math to scaffold lessons to help scholars move toward independent learning.

Lavinia's Math for Meaning: Story Problems: The Story Problems curriculum is founded on the belief that all students are mathematicians. Through hands-on learning and rich mathematical discourse, the Story Problems curriculum and method engages students to develop multiple approaches for solving on and above-grade-level problems. Students develop the confidence and precision to tackle mathematical tasks independently as they persevere through problem-solving and share their mathematical reasoning. The process helps students develop mastery of grade-level standards.

#### Instruction

Math instruction is primarily student centered. Teachers launch mini lessons with high energy and relatable and relevant real world problems. Teachers model and engage guided practice per the gradual release process. They use entrance tickets, checks for understanding, and over the shoulder observations to gauge how and when to move students to independent practice. During independent or small group practice, teachers coach students around specific learning goals and/or anticipated misconceptions. Teachers amplify student voice during Story Problem retells, discourse, and the process of charting

problem solving strategies as students articulate their thinking. They facilitate student-led inquiry and hands-on learning through task based math stations and unit projects. Teachers also utilize direct instruction in targeted skills mastery groups and WhatI Need Intervention periods. SACS Bronx implements a professional learning community (PLC) approach. SACS Bronx teachers engage in common planning and intellectual preparation periods to review student work and progress monitoring data to plan responsive instruction and support integration critical thinking skill development across the curriculum. As part of our intellectual preparation protocol teachers discuss and generate solutions to anticipated student misconceptions. Additionally, teachers engage in “teach backs” to practice their lesson launches and student coaching moves to receive feedback from their peers and/or instructional leaders.

In SY 2023-24 SACS Bronx will take the following steps to accelerate math learning and address skill gaps:

- SACS Bronx will incorporate Lavinia Math Routines (introduced in Summer Boost) to support development of foundational math skills.
- We will continue to use Lavinia Math Stories (introduced in SY 2022-23) for all students. Lavinia Math Stories applies a student-centered Cognitively Guided Instruction (CGI) approach that provides content and methods to engage students in the development of multiple approaches for solving on and above grade level problems through hands-on learning and rich mathematical discourse. CGI empowers students to build on their natural number sense and intuitive problem solving. CGI also pushes teachers to listen to students, ask questions, and engage with their thinking processes. In practice, teachers speak to the heightened level of engagement, confidence, and independence students show in response to Math Stories. We find that even the most reluctant students were open to engaging math which is key to accelerating learning. CGI aligns with SACS Bronx’s vision to develop independent learners who think critically and creatively. Spring 2023 NWEA MAP data suggest that these curricular and instructional moves, and embedded teacher development opportunities will have a positive impact on student achievement.

### Professional Development

SACS Bronx maintains a multi-school professional learning community (PLC). The education corporation has created a culture of collegiality and collaboration wherein educators work together to ensure that instruction results in student learning. SACS Bronx continues to prioritize teacher development. For Summer pre-service, teachers participate in a two-week development institute each August. The institute focuses on strengthening key academic initiatives and school culture. During the academic year, SACS Bronx teachers engage in daily common intellectual preparation and planning periods with their grade team. In addition, all teaching staff participate in a weekly two-hour block of professional development on varied topics to support school-wide teaching and learning goals as well as expressed interests and needs of teachers. This professional development block is also used for data deep dives and responsive planning. Teachers also attend and turnkey information from professional development workshops on new curricula, resources, and approaches to their peers. In SY 2022-23, teachers participated in workshops and webinars provided through The Collaborative for Inclusive Education, NWEA MAP, Savvas Learning, the Lavinia Group., and The Association of Mathematics Teachers of New York State. Teachers visit each other’s classrooms to hone their craft, create a consistent feedback cycle, and facilitate the development and delivery of effective instruction across all grade levels.



## ELEMENTARY MATHEMATICS

**Math Measure 1 - Absolute`**

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.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022 23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	38	0	3	1	0	0	0	0	42
4	45	0	3	3	0	0	1	0	49
5	33	0	1	0	0	0	0	0	34
All	116	0	7	4	0	0	1	0	125

Performance on 2022 23 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	38	26	68%	33	23	70%
4	44	33	75%	39	31	79%
5	33	13	39%	28	11	39%
All	115	72	63%	100	65	65%

**Math Measure 2 - Absolute**

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.

MIP for Math = 111.3

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA - Measure 2 Table



Measure	Subgroup	Target	Tested	Results	Met?
Measure 2: Each year, the school's aggregate Performance Index (PI) on the State's ELA exam will meet that year's Measure of Interim Progress (MIP) set forth in the State's ESSA Accountability system	All Students who score Levels 2, 3, 4	111.3 MIP	99	165.22	Yes

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	70%	33	36%	791
4	79%	39	29%	872
5	39%	28	28%	948
All	65%	100	31%	2611

#### Math Measure 4 - Comparative

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.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a

regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	93%	43%	31%	0.60
4	93%	5%	23%	-0.99
5	95%	9%	18%	-0.60
All	94%	20%	24%	-0.28

#### Math Measure 5 - Growth

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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

#### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used NWEA MAP to measure student growth and achievement in mathematics. We also used our students' Edmentum Exact Path Learning Path to progress monitor their NWEA MAP aligned skills mastery.

#### METHOD

SACS Bronx used the NWEA MAP Math assessment to measure students' performance growth. The assessment was administered three times during the academic year. The first testing window occurred August-September and provided a beginning-of-year diagnostic or baseline for student performance. The second testing window occurred January-February serving as our school's first post-test and growth benchmark. The last testing window occurred May- June thereby measuring a full year of performance growth for students. Math performance data from NWEA MAP can be found in the "Results and Evaluation" section below.

To determine whether SACS Bronx met its mathematics goal, the school used the four measures outlined below. The school's median growth percentile of third through fifth graders:

1. Was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
  2. Whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.
  3. With disabilities will be equal to or greater than the median growth of their general education peers.
- In addition:
4. 75% of third through fifth graders enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

### RESULTS AND EVALUATION: NWEA - MATH

2022 23 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	119	91	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	83	81	Yes
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>8</sup>	88	25	90	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>9</sup>	2+ students	75%	119	58%	No

<sup>8</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>9</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Performance on 2022 23 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>10</sup>	Number Tested	Percent Proficient	Number Tested
3	65%	43	74%	34
4	81%	48	81%	43
5	18%	33	19%	27
All	55%	124	58%	104

Grades	Median Growth Percentile	Number Tested
3	91	37
4	99	46
5	84	31
All	74	114

### 2023 SUMMER BOOST PERFORMANCE - MATH (LAVINIA RISE AND SMALL GROUP INTERVENTION)

Grades	District	SACS-Bronx	Difference
Rising 3rd	55%	63%	+8
Rising 4th	72%	87%	+15
Rising 5th	51%	59%	+7
All	59%	70%	+10

### 2022 23 Exact Path Math Skills Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1</u> : Each year, at least 70% of students will master 55% of their individualized learning	All students	70%	128	96%	Yes

<sup>10</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

path targeted skills as measured by Exact Path assessments.					
<u>Measure 2:</u> Each year, at least 70% of students who performed two or more grade levels below their assigned grade on the first fall Exact Path assessment, will master 55% of their individualized learning path targeted skills by the spring of that same academic year as measured by Exact Path assessments.	Low initial achievers	70%	76	100%	Yes
<u>Measure 3:</u> Each year, at least 70% of students with disabilities will master their individualized learning path targeted skills at a rate equal to or greater than the targeted skills mastered by all students as measured by Exact Path assessments.	Students with Disabilities	70%	25	96%	Yes
<u>Measure 4:</u> Each year Individualized Targeted Skills Mastered Percent of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed 70%.	2+ students	70%	106	100%	Yes

### Year Performance on 2022 23 Exact Path MATH Skills Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Skills Proficient	Number Assessed	Skills Proficient	Number Assessed
3	79%	43	81%	33
4	79%	49	81%	44
5	79%	36	78%	29
All	79%	128	80%	106

## 2023 SUMMER BOOST PERFORMANCE - MATH (LAVINIA RISE AND SMALL GROUP INTERVENTION)

### Summer 23 Lavinia Rise End of Program Results By All Students

Grades	District	SACS-Bronx	Difference
Rising 3rd	55%	63%	+8
Rising 4th	72%	87%	+15
Rising 5th	51%	59%	+7
All	59%	70%	+10

## SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	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 students in the same tested grades in the school district of comparison.	Yes
Comparative	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.	No
Growth	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.	N/A

## Measure 1 -

**NWEA MAP Goal Met at 91.** SACS Bronx's median growth percentile for all 3rd through 5th grade students was 91, which is above the required growth percentile of 50 for this measure.

**Exact Path Goal Met at 96%.** Ninety-six percent (96%) of SACS Bronx's 3rd through 5th grade students mastered 55 percent of their individualized learning path targeted Math skills, which is above the required 70% of students for measure 1.

## Measure 2 -

**NWEA MAP Goal Met at 81.** SACS Bronx's median growth percentile for all 3rd through 5th grade students whose achievement did not meet the RIT proficiency equivalent in the fall was 81, which is above the target of 55 for this measure.

**Exact Path Goal Met at 100%.** One hundred percent (100%) of students who performed two or more grade levels below their assigned grade on the fall Exact Path assessment, mastered 55% of their individualized

learning path targeted Math skills which meets the Measure 2 Goal of at least seventy percent (70%) of students.

Measure 3 -

**NWEA MAP Goal Met at 90** SACS Bronx's median growth percentile of 3rd through 5th grade students with disabilities was 90, which exceeds the median growth percentile of 88 for 3rd through 5th grade general education students.

**Exact Path Goal Met at 96.** Students with disabilities mastered their individualized learning path targeted Math skills at a rate of Ninety-six percent (96%) which is equal to the rate of skills mastered by all students to meet Measure 3.

Measure 4 -

**NWEA MAP Goal Unmet at 58%.** SACS Bronx's 3rd through 5th grade students in at least their second year at the school did not meet the goal; 75% will meet or exceed the RIT proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

**Exact Path Goal Met at 100%.** One Hundred percent (100%) of 3<sup>rd</sup> through 5<sup>th</sup> grade students enrolled in at least their second year at the school mastered their individualized targeted ELA which exceed the goal of seventy percent (70%).

NWEA MAP Math results show that SACS Bronx met seventy-five percent of our Math Goals. Specifically, students met Comparative Measures 1, 2, and 3 with growth percentiles of 91, 81, and 90 respectively. These results reflect dynamic improvements over SY 2021-22 when student growth percentiles dipped to 34, 28, and 18 for the same measures.

Though students did not meet Measure 4, at fifty-eight percent (58%) proficiency, students demonstrated a twenty-six percent (26%) increase in achievement over SY 2021-22 (32%). The proficiency rate for students in at least their second year at the school was also three percent (3%) higher than that of all students (58% compared to 55% respectively), mostly due to the significant difference between 3rd grade returners and those in their first year at the school (74% vs. 65%).

On Exact Path, SACS Bronx met Measures 1-4 for Math Goals at 96, 100, 96, and 100 respectively.

#### ADDITIONAL CONTEXT AND EVIDENCE

**Math Growth:** Students with disabilities and those in RTI programming experienced strong growth following learning losses as a result of remote and hybrid instruction, chronic absenteeism, and trauma due to COVID in school years 2021-22 and 2020-21. As previously noted, students in these subgroups in particular, were adversely impacted by lack of physical connection with teachers and student support staff. Many of our families experienced food and housing insecurities, mental and physical health challenges, and unreliable internet connections during that two year period.

During SY 2022-23, consistent attendance among all grade three and four students and teachers contributed to end of year growth of 91% and 99% respectively. Fortunately, fifth grade student absences and changes in the teaching team did not pose as significant a challenge to their Math growth as it did ELA. End of year growth for fifth grade students was 84% on NWEA MAP.

During SY 2022-23 school-wide focus on learning habits and routines, growth mindset, student efficacy, goal setting and progress monitoring, and parent outreach and development, helped us to cultivate stronger learning partnerships to promote student growth, achievement, and well-being. SACS Bronx applied its success with learning partnerships and targeted small group instruction during Summer Boost by implementing intervention sessions facilitated by Teaching Assistants for the program. As the table below shows, the school's rising 3rd, 4th, and 5th grade students outperformed the district by ten percent (10%) overall. Furthermore, our Rising 3rd, 4th and 5th grade students exceeded the district performance by eight percent (8%), fifteen percent (15%), and seven percent (7%) respectively. As noted in the corresponding ELA analysis, we also formalized the School-Home Learning Partnership with implementation of a Social Contract and parent meetings for Summer Boost and have since adopted these practices school-wide for SY 2023-24.

### MATH ACTION PLAN

During SY 2023-24, SACS Bronx will continue to prioritize the joy of learning as well as school-wide use of data in responsive learning cycles. Increased enrollment will enable us to re-establish our English Language Learner and Academic Intervention Support Team. The support team will provide another lever of the strategic small group work to augment what we accomplished through classroom based math stations and groups in SY 2022-23.

To ensure all students have solid foundational math skills and fluency, we will implement Math Routines during the first five-ten minutes of the core math period. We have determined that this fluency work will increase flexibility and build upon the gains in positive mindsets about math. The Math Scope and Sequence for SY 2023-24, strategically integrates Math Routines, EnVision Math, and Math Stories lessons. Teachers from each grade level contributed to development of the Scope and Sequence with the Instructional Leadership Team and our Lavinia Group partners. We will also utilize our students' interest in mastering math skills on First in Math and Edmentum Exact Path to provide additional one to one learning opportunities.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	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 students in the same tested grades in the school district of comparison.	Yes
Comparative	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.	No



Growth	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.	N/A
--------	---	-----

## GOAL 3: SCIENCE

For SY 2022-23 SACS Bronx used the NWEA MAP Science assessment to measure student growth and achievement since there was no standardized New York State fourth grade science exam in Spring 2023.

### BACKGROUND

#### Curriculum

SACS Bronx uses Discovery Education's Mystery Science, a unique based Next Generation Science Standards (NGSS) aligned curriculum for grades K-5 designed to help students stay curious and engaged.

#### Instruction

Teachers use Mystery Science guides and videos to lead engaging, *open-and-go* lessons with step-by-step, hands-on activities that explore scientific phenomena using common classroom items. Teachers use Mystery Science's unit tests and 3-D performance tasks to assess student learning. The curriculum's scope and sequence aligns with the New York City Science Scope and Sequence to provide required science content and skills related to big ideas and key concepts. We also use a STEM toolkit composed of virtual field trips, experiments, and videos. These exercises are designed to provide students with additional opportunities to apply the scientific method, understand the role of engineering in the sciences, develop and use models, plan and conduct investigations and support a claim based on evidence. Our Science curricula and STEM toolkit concepts include, but are not limited to properties of matter, weather and climate, patterns in space systems, forces and interactions, interdependent relationships in ecosystems, and more. Teachers also integrate the science curriculum with the concepts, principles, skills, and/or themes of our humanities and math studies. Teachers receive ongoing professional development and support for science instruction through our school's PLC model.

#### Professional Development

Since Mystery Science provides *open-and-go* lessons with hands-on activities, SACS Bronx has utilized grade level Professional Learning Community framework to offer teachers time and resources to practice and debrief lessons prior to teaching them to their students. Mystery Science has just introduced Professional Development Kits for Grades K-2 and 3-5 which SACS Bronx will implement in SY 2023-24 to norm and enhance teacher preparation for science instruction.

## ELEMENTARY AND MIDDLE SCIENCE

For SY 2022-23 SACS Bronx used the NWEA MAP Science assessment to measure student growth and achievement since there was no standardized New York State fourth grade science exam in Spring 2023.

### SCIENCE INTERNAL EXAM RESULTS - NWEA MAP - 4TH GRADE SCIENCE

## METHOD

SACS Bronx used the NWEA MAP science assessment to measure our fourth graders' performance growth. The assessment was administered at the beginning and the end of the academic year. The first testing window occurred in September and provided a baseline for student performance. The final testing window occurred in June thereby measuring a full year of performance growth for students. Science performance data from NWEA MAP can be found in the "Results and Evaluation" section below.

To determine whether SACS Bronx met its science goal, the school used the two measures outlined below.

1. The school's median growth percentile of 4th grade students will be greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. The median growth percentile 4<sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 4<sup>th</sup> grade general education students at the school.
3. 75% of 4th graders enrolled in at least their second year at the school will meet or exceed the grade level mean RIT score.

## SUMMARY OF GOALS

2022 23 NWEA MAP 4th Grade Science Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 1:</u> The school's median growth percentile of all 4th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	4th Grade All students	50	48	62	Yes
<u>Measure 2:</u> The median growth percentile of 4 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 4 <sup>th</sup> grade general education students at the school.	4th Grade Students with disabilities <sup>11</sup>	62	5	68	Yes
<u>Measure 3:</u> 75% of 4th graders enrolled in at least their second year at the school will meet or exceed the grade level mean RIT score.	4th Grade	75	48	33	No

## EVALUATION OF THE SCIENCE GOAL

In the absence of the standard New York State Science exam used in prior years, we set goals that the median growth percentile for all fourth graders on the NWEA MAP Science assessment would be greater than 50 and 75% of fourth graders would meet or exceed the mean grade level RIT.

<sup>11</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

Measure 1 - **NWEA MAP Goal Met at 62.** The median growth percentile for all fourth grade students was sixty-two (62) which is greater than the target of 50 to meet Measure 1.

Measure 2 - **NWEA MAP Goal Met at 68.** The median growth percentile on the NWEA MAP Science assessments for students with disabilities was sixty-eight (68) which exceeded the median growth percentile of all fourth grade students which was sixty-two (62).

Measure 3 - **NWEA MAP Goal Unmet at 33.** Despite the growth indicated by measures 1 and 2, SACS Bronx did not meet the goal to have 75% of fourth grade students meet the mean grade level RIT. It is likely that a higher percentage of students did not meet grade level expectations because the emphasis was placed on rigorous ELA and Math learning more so than Science in SY 2022-23.

### ADDITIONAL CONTEXT AND EVIDENCE

Though our fourth grade students have historically excelled at the New York State Science Exam, this year our upper elementary students did not engage in the same level of consistent and rigorous science learning as in previous years. During SY 2022-23, SACS Bronx prioritized literacy and math instruction for grades three through five to address the critical learning loss experienced during COVID remote and hybrid learning and respond to student outcomes on the Spring 2022 New York State ELA and Math exams. NWEA MAP growth results suggest that our students will again experience strong outcomes on the New York State Elementary Science exam with focused inquiry based lessons and hands-on experience with the new New York State Elementary Science Investigations. Since the Blueprint for the Spring 2024 New York State Fifth Grade Science Exam indicates that the assessment is literacy intensive, we will also focus on developing our students' effective use of Close Reading and Constructive Response strategies to comprehend and respond to Science based content.

## GOAL 4: ESSA

### ESSA Measure 1

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.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

### Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

SACS-Bronx maintained a status of “Good Standing” during each year of the current Accountability Period. Nevertheless, the school is focused on solutions to overcome challenges to more substantially mitigating COVID related learning loss for greater improvements in student outcomes. Chronic absenteeism, teacher shortages, enrollment shortfalls, and significant changes in student demographics have impacted our implementation of instructional action plans despite gains in ELA and Math growth and achievement as measured by NWEA MAP.

#### Chronic Absenteeism

SACS Bronx ended SY 2022-23 with a school-wide average daily attendance of 87%. This represents a four percent (4%) increase over SY 2021-22. Nevertheless, we are working toward our goal of 90% or higher. Though some SACS South Bronx students flourished during remote and hybrid learning, many faced formidable challenges such as unreliable internet service, lack of a quiet space for learning, and need for additional teacher and peer support. In addition, our students experienced COVID related trauma in response to the loss of family members, friends, and school staff; and daily peer-to-peer socialization with classmates. Our fifth graders, in particular, were adversely impacted by absenteeism with an average daily attendance rate of 84% compared with third and fourth graders who maintained an attendance rate of 89%. We continue to work with our families to reset the norm of daily school attendance which was evident in our average daily attendance rate of 93% prior to the pandemic. For SY 2023-24 we have implemented a Family-School Social Contract in addition to ongoing Parent Outreach and Student Support programming. We are also networked to identify two interns to augment our Counseling Team. These interns will help us provide consistent check-ins and advisory groups for our fifth graders who tend to pose the most significant instances of chronic absenteeism.

#### Staffing Changes

Over the last three years, SACS South Bronx experienced significant shortfalls in student enrollment which declined each year from 331 (2020-21) to 277 (2021-22) to 231 (2022-23). Many of our families relocated for employment and/or housing opportunities in other parts of the City or out of state. Fewer enrolled students resulted in less revenue to implement planned teacher recruitment and retention strategies, and limited funds to attract and hire highly qualified staff as needed. In SY 2021-22, we had to forego adding a building substitute to address teacher absences at a time when COVID related trauma exacerbated a major exodus of teachers from the field. During SY 2022-23, Academic Interventionists, and Instructional Coaches were reassigned to classrooms to ensure students received consistent and rigorous instruction. (See Table below). The impact of teacher shortages are reflected in grade level student performance on the NWEA MAP assessments – with grade five being the most impacted.

#### Misalignment of Supports to Student Needs due to Staffing Changes

During SY 2022-23 both the Academic Interventionist and the English Language Learner Teacher for third through fifth grade had to be reassigned to the classroom due to teacher shortages. Prior to this in SY 2021-22, an Academic Interventionist took extended FMLA leave and was not replaced.

Simultaneously, SACS Bronx experienced a marked increase in the percentage of students with disabilities and English Language Learners. Moreover, several English Language Learners in these upper elementary grades are new ELLs who are Students with Interrupted/Inconsistent Formal Education (SIFE). We believe the loss of one English Language Learner Teacher to a full time classroom assignment and the absence of a dedicated Academic Interventionist may have slowed the rate of improvement on Measure 4 despite the gains made in conditional growth per Measures 1, 2, and 3 on NWEA MAP in SY 2022-23.

### ACTION PLAN: STRATEGIES TO ADDRESS LEARNING LOSS AND CONTINUE TO IMPROVE OUTCOMES

The data and action plans provided in the ELA, Math, and Science sections above provide specific evidence of SACS Bronx students' progress. School based instructional leaders worked with the Lavinia Group and collaborated to establish and/or improve standard of operating procedures (SOPs) to collect, manage, and use data to inform content and instruction with fidelity. We believe these systems, together with the cultivation of a culture of data use, will strengthen horizontal and vertical alignment of school curricula, pedagogies, and assessments. Improved student engagement, independence, and efficacy, as well as growth and achievement on NWEA MAP ELA and Math assessments for SY 2022-23 suggest that these systems and practices will promote continued improvements in student outcomes and teacher capacity. In light of the addition of several new teachers we will ensure that effective veteran teachers provide peer support separate from more formal coaching rounds with instructional leaders.

#### Data Use to Identify Gaps and Accelerate Learning with Responsive Instruction

- School Leaders will ensure teachers develop their skills in student work study, data analysis, and responsive instruction plans.
- Teachers will continue to engage in data deep dive, reflection, and responsive action planning to deliver and progress monitor strategic skills targeted small group instruction.
- Teachers will continue to collaborate with Instructional Leaders in making adjustments to instructional scope and sequence based on weekly student work study and deep dive data analysis of student performance on NWEA MAP and Interim Assessments.
- School leaders will use observations, student work study, and data review to engage teachers in reflective practice as well as coach and provide feedback for next steps.
- School leaders will ensure all staff receive timely differentiated professional development in addition to workshops to implement curricula with fidelity and attend to school-wide priorities.
- Teachers and leaders will hold each other accountable for consistent use of weekly student work study protocols and daily progress monitors to modify teaching points and student groupings for strategic instruction.

#### Provision of Differentiated Instruction and Specially Designed Instruction

- Teachers who have evidenced effective use of differentiated instruction and specially designed instruction will provide peer support, feedback, and resources to help colleagues develop their skills in these areas.
- Strategic Small Group Reading, Math Stations, Morning Work, and Exit Tickets will be used for differentiated instruction in addition to W.I.N. Intervention periods.

#### Provision of Rigorous - Culturally Responsive Instruction

- Instructional leaders will reinstitute a Teacher Bootcamp based upon Get-Better-Faster: A 90-Day Plan to Develop New Teachers to ensure teachers develop effective skills in intellectual

preparation, lesson planning, modeling, classroom management, and student conferencing and coaching. The instructional leaders designed and facilitated a similar Teacher Bootcamp for new teachers in SY 2019-2020. Grade Team Leaders and other Teacher-Leaders will be invited to facilitate workshops on varied topics that are their strengths.

Lastly, in summer 2023, SACS succeeded in establishing a teacher-in-residence program in partnership with Teach for America and Relay Graduate School for Education. For SY 2023-24, SACS Bronx has added three teachers-in-residence. We believe this program will create a graduate student-to-teacher and teacher-to-teacher leader pipeline of high quality candidates immersed in the “Children’s Storefront” culture, climate, and academic, social-emotional, and arts programming.

We are confident that the action plans and strategies outlined in this progress report will accelerate student learning without compromising SACS Bronx’s joyful and innovative school culture, positive family-school relationships and student supports, arts programming, and experiential learning opportunities. *We enter the first year of our five year charter renewal with a keen focus on aligning all initiatives to benefit our students. Our collective work is to guide, motivate, and support our students to achieve their individualized social-emotional and academic learning goals as well as our charter benchmarks.*

SUNY provided Storefront a 30-day extension given the unfortunate, unexpected passing of Storefront's CFO prior to the audit cycle. Please find a confirmation on the following page. Can you please keep the portal open for us to submit our audit and corresponding reports once complete, or let us know where we may email them?

Thank you,

Alison Curry  
Interim Executive Director  
Storefront Academy  
[acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org)

cc: Robert Keogh, [rkeogh@4thsectorsolutions.com](mailto:rkeogh@4thsectorsolutions.com)



Robert Keogh &lt;rkeogh@4thsectorsolutions.com&gt;

## Storefront Academy Financial Reporting

3 messages

**Alison Curry** <acurry@storefrontacademy.org>

To: "Wasbes, Jeffrey" <jeff.wasbes@suny.edu>, charters@suny.edu

Cc: Robert Keogh <rkeogh@4thsectorsolutions.com>

Dear Jeff, SUNY,

I am sad to share that Stuart Wolf, Storefront Academy's Director of Finance has passed away.

In light of these events, we have engaged 4th Sector Solutions on an interim basis to support the organization through year-end reporting, and request a 30-day extension until 12 financial statements for the 2022-23 school year.

Thank you,

Alison

**Alison Davis Curry**  
Interim Executive Director

Servimos a los niños y sus familias,  
académica, social y emocionalmente.

We serve children and their families  
academically, socially and emotionally.



1.917.699.6149  
acurry@storefrontacademy.org

**Storefront Harlem**  
445 East 115th Street, New York, NY 10029

**Storefront 5**  
609 Jackson

**Wasbes, Jeffrey** <jeff.wasbes@suny.edu>

To: Alison Curry <acurry@storefrontacademy.org>, Charter Schools <charters@suny.edu>

Cc: Robert Keogh <rkeogh@4thsectorsolutions.com>, "Connell-Espinosa, Kathryn" <Kathryn.Connell@suny.edu>, "Ulukaya, Dilek" <Dilek.Ulukaya@suny.edu>

Fri, Sep 1, 2023 at 11:18 AM

Alison,

Allow me to express on my and the Institute's behalf the deepest, most sincere condolences to you and the entire Storefront Academy community on the occasion of Mr. Wolf's passing. I am truly sorry to hear that news.

I appreciate your reaching out to alert us to the news and propose the path forward. I spoke with Ms. Ulukaya, copied, about the extension to the fiscal reporting. She assures we can extend that due date. She will reach out in a few weeks just to touch base, understand if we can do anything to support, and generally ensure things are moving ahead as planned for you as you bridge the operational gap especially during such a difficult time.

I don't anticipate the extension will severely affect the timeline for the renewal of Storefront Harlem's charter but the delay introduces a small pinch in our timeline. Given the circumstance we are happy to accommodate that pinch. I only mention it here because there is a small chance we would have to push the vote for Storefront Harlem's renewal from January 30 (as planned now) to March 27 (the next available date for a vote.) Right now we think the chances of that happening are very slim but I want to make you aware just the same.

Please continue to reach out if there is anything we can do to support. We will be thinking of you and the Storefront team.

Best,  
Jeff

Jeff Wasbes

*Executive Deputy Director for Accountability*  
(he/him/his)

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway, Albany, NY 12246  
518.669.1536

[www.newyorkcharters.org](http://www.newyorkcharters.org)



Book time to meet with me

**From:** Alison Curry <acurry@storefrontacademy.org>

**Sent:** Friday, September 1, 2023 11:37 AM

**To:** Wasbes, Jeffrey <jeff.wasbes@suny.edu>; Charter Schools <charters@suny.edu>

**Cc:** Robert Keogh <rkeogh@4thsectorsolutions.com>

**Subject:** Storefront Academy Financial Reporting



You don't often get email from [acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org). [Learn why this is important](#)

[Quoted text hidden]

**Alison Curry** <[acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org)>

To: "Wasbes, Jeffrey" <[jeff.wasbes@suny.edu](mailto:jeff.wasbes@suny.edu)>

Cc: Charter Schools <[charters@suny.edu](mailto:charters@suny.edu)>, Robert Keogh <[rkeogh@4thsectorsolutions.com](mailto:rkeogh@4thsectorsolutions.com)>, "Connell-Espinosa, Kathryn" <[Kathryn.Connell@suny.edu](mailto:Kathryn.Connell@suny.edu)>, "Ulukaya, Dilek" <[Dilek.Ulukaya@suny.edu](mailto:Dilek.Ulukaya@suny.edu)>

Fri, Sep 1, 2023 at 11:26 AM

Jeff,

Thank you for your understanding and accommodation.

We will do the best we can to deliver our reports at the earliest date.

Best,

Alison Davis Curry  
917.699.6149

On Sep 1, 2023, at 12:18 PM, Wasbes, Jeffrey <[jeff.wasbes@suny.edu](mailto:jeff.wasbes@suny.edu)> wrote:

Alison,

Allow me to express on my and the Institute's behalf the deepest, most sincere condolences to you and the entire Storefront Academy community on the occasion of Mr. Wolf's passing. I am truly sorry to hear that news.

I appreciate your reaching out to alert us to the news and propose the path forward. I spoke with Ms. Ulukaya, copied, about the extension to the fiscal reporting. She assures we can extend that due date. She will reach out in a few weeks just to touch base, understand if we can do anything to support, and generally ensure things are moving ahead as planned for you as you bridge the operational gap especially during such a difficult time.

I don't anticipate the extension will severely affect the timeline for the renewal of Storefront Harlem's charter but the delay introduces a small pinch in our timeline. Given the circumstance we are happy to accommodate that pinch. I only mention it here because there is a small chance we would have to push the vote for Storefront Harlem's renewal from January 30 (as planned now) to March 27 (the next available date for a vote.) Right now we think the chances of that happening are very slim but I want to make you aware just the same.

Please continue to reach out if there is anything we can do to support. We will be thinking of you and the Storefront team.

Best,  
Jeff

[Jeff Wasbes](#)

*Executive Deputy Director for Accountability*

*(he/him/his)*

SUNY Charter Schools Institute

H. Carl McCall SUNY Building

353 Broadway, Albany, NY 12246

518.669.1536

[www.newyorkcharters.org](http://www.newyorkcharters.org)

<[Outlook-q55cfzj1.png](#)> [Book time to meet with me](#)

---

**From:** Alison Curry <[acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org)>

**Sent:** Friday, September 1, 2023 11:37 AM

**To:** Wasbes, Jeffrey <[jeff.wasbes@suny.edu](mailto:jeff.wasbes@suny.edu)>; Charter Schools <[charters@suny.edu](mailto:charters@suny.edu)>

**Cc:** Robert Keogh <[rkeogh@4thsectorsolutions.com](mailto:rkeogh@4thsectorsolutions.com)>

**Subject:** Storefront Academy Financial Reporting

You don't often get email from [acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org). [Learn why this is important](#)

Dear Jeff, SUNY,

I am sad to share that Stuart Wolf, Storefront Academy's Director of Finance has passed away.

In light of these events, we have engaged 4th Sector Solutions on an interim basis to support the organization through year-end reporting, and request a 30-day extension until 12/1/2023 to provide SUNY and SED audited financial statements for the 2022-23 school year.

Thank you,

Alison

[Quoted text hidden]

SUNY provided Storefront a 30-day extension given the unfortunate, unexpected passing of Storefront's CFO prior to the audit cycle. Please find a confirmation on the following page. Can you please keep the portal open for us to submit our audit and corresponding reports once complete, or let us know where we may email them?

Thank you,

Alison Curry  
Interim Executive Director  
Storefront Academy  
[acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org)

cc: Robert Keogh, [rkeogh@4thsectorsolutions.com](mailto:rkeogh@4thsectorsolutions.com)



Robert Keogh &lt;rkeogh@4thsectorsolutions.com&gt;

## Storefront Academy Financial Reporting

3 messages

**Alison Curry** <acurry@storefrontacademy.org>

To: "Wasbes, Jeffrey" <jeff.wasbes@suny.edu>, charters@suny.edu

Cc: Robert Keogh <rkeogh@4thsectorsolutions.com>

Dear Jeff, SUNY,

I am sad to share that Stuart Wolf, Storefront Academy's Director of Finance has passed away.

In light of these events, we have engaged 4th Sector Solutions on an interim basis to support the organization through year-end reporting, and request a 30-day extension until 12 financial statements for the 2022-23 school year.

Thank you,

Alison

**Alison Davis Curry**  
Interim Executive Director

Servimos a los niños y sus familias,  
académica, social y emocionalmente.

We serve children and their families  
academically, socially and emotionally.



1.917.699.6149  
acurry@storefrontacademy.org

**Storefront Harlem**  
445 East 115th Street, New York, NY 10029

**Storefront 5**  
609 Jackson

**Wasbes, Jeffrey** <jeff.wasbes@suny.edu>

To: Alison Curry <acurry@storefrontacademy.org>, Charter Schools <charters@suny.edu>

Cc: Robert Keogh <rkeogh@4thsectorsolutions.com>, "Connell-Espinosa, Kathryn" <Kathryn.Connell@suny.edu>, "Ulukaya, Dilek" <Dilek.Ulukaya@suny.edu>

Fri, Sep 1, 2023 at 11:18 AM

Alison,

Allow me to express on my and the Institute's behalf the deepest, most sincere condolences to you and the entire Storefront Academy community on the occasion of Mr. Wolf's passing. I am truly sorry to hear that news.

I appreciate your reaching out to alert us to the news and propose the path forward. I spoke with Ms. Ulukaya, copied, about the extension to the fiscal reporting. She assures we can extend that due date. She will reach out in a few weeks just to touch base, understand if we can do anything to support, and generally ensure things are moving ahead as planned for you as you bridge the operational gap especially during such a difficult time.

I don't anticipate the extension will severely affect the timeline for the renewal of Storefront Harlem's charter but the delay introduces a small pinch in our timeline. Given the circumstance we are happy to accommodate that pinch. I only mention it here because there is a small chance we would have to push the vote for Storefront Harlem's renewal from January 30 (as planned now) to March 27 (the next available date for a vote.) Right now we think the chances of that happening are very slim but I want to make you aware just the same.

Please continue to reach out if there is anything we can do to support. We will be thinking of you and the Storefront team.

Best,  
Jeff

Jeff Wasbes

*Executive Deputy Director for Accountability*  
(he/him/his)

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway, Albany, NY 12246  
518.669.1536

[www.newyorkcharters.org](http://www.newyorkcharters.org)



Book time to meet with me

**From:** Alison Curry <acurry@storefrontacademy.org>

**Sent:** Friday, September 1, 2023 11:37 AM

**To:** Wasbes, Jeffrey <jeff.wasbes@suny.edu>; Charter Schools <charters@suny.edu>

**Cc:** Robert Keogh <rkeogh@4thsectorsolutions.com>

**Subject:** Storefront Academy Financial Reporting

You don't often get email from [acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org). [Learn why this is important](#)

[Quoted text hidden]

**Alison Curry** <[acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org)>

To: "Wasbes, Jeffrey" <[jeff.wasbes@suny.edu](mailto:jeff.wasbes@suny.edu)>

Cc: Charter Schools <[charters@suny.edu](mailto:charters@suny.edu)>, Robert Keogh <[rkeogh@4thsectorsolutions.com](mailto:rkeogh@4thsectorsolutions.com)>, "Connell-Espinosa, Kathryn" <[Kathryn.Connell@suny.edu](mailto:Kathryn.Connell@suny.edu)>, "Ulukaya, Dilek" <[Dilek.Ulukaya@suny.edu](mailto:Dilek.Ulukaya@suny.edu)>

Fri, Sep 1, 2023 at 11:26 AM

Jeff,

Thank you for your understanding and accommodation.

We will do the best we can to deliver our reports at the earliest date.

Best,

Alison Davis Curry  
917.699.6149

On Sep 1, 2023, at 12:18 PM, Wasbes, Jeffrey <[jeff.wasbes@suny.edu](mailto:jeff.wasbes@suny.edu)> wrote:

Alison,

Allow me to express on my and the Institute's behalf the deepest, most sincere condolences to you and the entire Storefront Academy community on the occasion of Mr. Wolf's passing. I am truly sorry to hear that news.

I appreciate your reaching out to alert us to the news and propose the path forward. I spoke with Ms. Ulukaya, copied, about the extension to the fiscal reporting. She assures we can extend that due date. She will reach out in a few weeks just to touch base, understand if we can do anything to support, and generally ensure things are moving ahead as planned for you as you bridge the operational gap especially during such a difficult time.

I don't anticipate the extension will severely affect the timeline for the renewal of Storefront Harlem's charter but the delay introduces a small pinch in our timeline. Given the circumstance we are happy to accommodate that pinch. I only mention it here because there is a small chance we would have to push the vote for Storefront Harlem's renewal from January 30 (as planned now) to March 27 (the next available date for a vote.) Right now we think the chances of that happening are very slim but I want to make you aware just the same.

Please continue to reach out if there is anything we can do to support. We will be thinking of you and the Storefront team.

Best,  
Jeff

[Jeff Wasbes](#)

*Executive Deputy Director for Accountability*

*(he/him/his)*

SUNY Charter Schools Institute

H. Carl McCall SUNY Building

353 Broadway, Albany, NY 12246

518.669.1536

[www.newyorkcharters.org](http://www.newyorkcharters.org)

<[Outlook-q55cfzj1.png](#)> [Book time to meet with me](#)

---

**From:** Alison Curry <[acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org)>

**Sent:** Friday, September 1, 2023 11:37 AM

**To:** Wasbes, Jeffrey <[jeff.wasbes@suny.edu](mailto:jeff.wasbes@suny.edu)>; Charter Schools <[charters@suny.edu](mailto:charters@suny.edu)>

**Cc:** Robert Keogh <[rkeogh@4thsectorsolutions.com](mailto:rkeogh@4thsectorsolutions.com)>

**Subject:** Storefront Academy Financial Reporting

You don't often get email from [acurry@storefrontacademy.org](mailto:acurry@storefrontacademy.org). [Learn why this is important](#)

Dear Jeff, SUNY,

I am sad to share that Stuart Wolf, Storefront Academy's Director of Finance has passed away.

In light of these events, we have engaged 4th Sector Solutions on an interim basis to support the organization through year-end reporting, and request a 30-day extension until 12/1/2023 to provide SUNY and SED audited financial statements for the 2022-23 school year.

Thank you,

Alison

[Quoted text hidden]





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: STREFRONT ACADEMY
2. Trustee's name (print): JONATHAN STEARNS
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):  
NOMINATIONS COMMITTEE CHAIR FINANCE
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the education corporation? \_\_\_\_ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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



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

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

Signature

7/20/2020  
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: Storefront Academy
2. Trustee's name (print): Justin Tolliver
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer

4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_

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

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

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

  
Signature

7-14-2020  
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: STORRF RONT ACADEMY'S

2. Trustee's name (print): PETER LOW

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

VICE CHAIR

4. Home address: \_\_\_\_\_

5. Business Address: \_\_\_\_\_

6. Daytime phone: 9 \_\_\_\_\_

7. E-mail: \_\_\_\_\_

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.

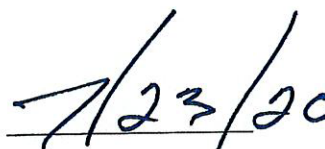
Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	None		

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

  
\_\_\_\_\_  
Date

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Amanda Low

---

**Name of Charter School Education Corporation:**

Storefront academy charter schools

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Academic committee chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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



-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

110,010.00

**Business Address:**

[REDACTED]

**E-mail Address:**

[REDACTED]

**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]

DocuSigned by:

[REDACTED]

7/28/2023

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

Richard Bayles

---

**Name of Charter School Education Corporation:**

Storefront Academy Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

Storefront Academy Charter School

- Richard Bayles

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

Storefront Academy Charter School

- Richard Bayles

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

[REDACTED]

**Business Address:**

[REDACTED]

**E-mail Address:**

[REDACTED]

**Home Telephone:**

-

**Home Address:**

[REDACTED]

DocuSigned by:

[REDACTED]

8/1/2023

7FECCA93E1A1489...

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Reby Gulcan

---

**Name of Charter School Education Corporation:**

Storefront Academy

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Trustee, Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

Storefront Academy

- Reby Gulcan

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest



Storefront Academy

- Reby Gulcan

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

---

**Business Address:**

---

**E-mail Address:**

[REDACTED]

---

**Home Telephone:**

[REDACTED]

---

**Home Address:**

---

DocuSigned by:  
[REDACTED]  
375126C3C000450...

7/30/2023

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

Gretchen Pusch

---

**Name of Charter School Education Corporation:**

Storefront Academy Charter Schools

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).  
Academic Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest



*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

---

**Business Address:**

---

**E-mail Address:**

[REDACTED]

---

**Home Telephone:**

[REDACTED]

---

**Home Address:**

[REDACTED]

---

8/1/2023

---

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

**Business Address:**

**E-mail Address:**

**Home Telephone:**

**Home Address:**

  
  
**Signature**

8/1/2023

**Date**

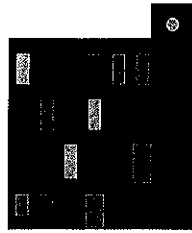
Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022







# **STOREFRONT ACADEMY**

**CHARTER SCHOOLS**

**Expand the Possible. Own the Future.**

**Thursday, July 28, 2022 @6:00 p.m.**

**Board Meeting via Zoom**

**Meeting ID: 883 1066 9063**

**Passcode: !H5wM.**

## **AGENDA**

1. Call to Order
2. Adoption of April Minutes
3. Approved Governance Amendment of Bylaws
4. Development Plan
5. School Report
6. Board Committee Reports
7. Public Comment
8. Adjournment

## Trustees Present

Richard Bayles
Gretchen Pusch
Noel Acey
Justin Toliver
Peter Low
Amanda Low
Jonathan Stearns

### Storefront Academy Staff:

Dr. Nicole Campbell, CEO

Mr. Stuart Wolf, Director of Finance

Ms. Natalia Perez, Secretary to the Board

Ms. Nidia Evangelista, Director of Advancement

Ms. Carol Singletary, South Bronx Campus Principal

Ms. Yoselyn Fernandez, South Bronx Assistant Principal

Ms. Taleema Chesney, Harlem Campus Principal

Ms. Amia Fisher, Dean of Harlem

Ms. Marie Lucas, Director of Compliance

### **1. Call to Order**

- Mr. Bayles called the meeting to order at 6:00 p.m.

### **2. Adoption of Minutes**

- Mr. Bayles called for a motion to adopt the minutes from the previous board meeting. A motion to adopt the minutes was made. With no further discussion, or any objections or abstentions, the minutes were accepted.

### **3. Approved Governance Amendment of Bylaws**

- Based on information previously provided to the Board via email, amendments and refinements to the governance bylaws needed to be considered in the following aspects:
  - Identify and recruit board members for the Academy
  - Ensure that the potential members are assessed so they are the right fit for the organization
  - Processes for interviewing, voting for, and approving new board members
  - Ensure all stakeholders are included in the decision-making process
  - Create a process to quickly introduce new members to the Academy, its leadership, bylaws, and ensure all relevant information is properly provided to the new members
- These items had been noted as issues to improve upon the bylaws.
- A memorandum detailing all these proposals will be forwarded to the Board to be discussed at the next board meeting or sooner, if necessary.

### **4. Development Plan Discussion**

- The Vision and Mission of the Academy were restated for the Board in order to facilitate discussion.
- The plan would focus on additional funding sources for the Academy,

to include individual donors, government grants, and organizational contributions.

- Bowling gatherings, art shows, casino night, and online auctions are being considered to attract donors and gather additional funding. The casino idea has to be researched further to ensure its legality.

- Current goal for additional funding for the next fiscal year, from existing donors and potential new donors, is of \$350k. A timeline with expectations and goals will be set, in order to monitor progress regularly. Some of the goals include:

- Write 1-3 grants monthly
- Meet with donors
- Produce and share bi-monthly newsletter
- Hold two events per fiscal year
- Attend community events
- Implement and hold year-end donor appreciation event

- Bringing a balance between all the academic nuances required of the Academy with the values and mission of the organization will benefit everyone greatly.

## **5. School Report**

- There are currently 260 students enrolled in the South Bronx Campus, and 80 students enrolled in the Harlem Campus. The goals were 300 and 100, respectively.

- University Prep Charter School opened nearby one campus, they started 5th grade enrollment, and over a dozen students moved to their institution.

- The issue of whether to keep the 5th grade needs to be addressed, or whether to create a relationship with University Prep School.

- Families moved their students because they can stay in the same school for 3 years instead of moving from institutions often.

- Enrollment plans were being discussed with the Lincoln Beretta team.

- In July, there were 126 families interested in enrollment into the Harlem Campus, and 160 for the Bronx Campus. This did not translate to actual applications. The engagement processes were being discussed and refined, in order to engage interested families as soon as they submitted their contact information. These families would be nearly immediately contacted to help them through the application process.

- The National Night Out will be utilized as an event in both campuses to boost recruitment and community engagement. There will be activities, such as book giveaways, among others. There will be QR codes (in lieu of flyers) for parents to engage with right away and provide their contact information, to then contact them and help them through the application process.

- There will be TikTok content on the Storefront page to motivate student interactions, to include a challenge where students can submit their videos to the Storefront Academy song. This would be free advertisement.

- All projected teachers have not been hired; given the shortfall of students, hiring will be commensurate with student enrollment.

- There are three staff positions open in the Bronx Campus and two positions open in the Harlem Campus. Interviews are ongoing.

- There has been month-long water damage in the South Bronx Campus building. The landlord has not sent personnel to inspect and thereafter fix the issue. This has been an ongoing problem.

- Attorneys are involved, and they advise not to pay the rent for August until the issue is addressed and corrected by the landlord.

- The CEO has requested a mold test to ensure student and staff safety and health.

- Staff has kept temperature low in the building to prevent mold growth, but that could be counterproductive to other structures or equipment, and it could be too cold for staff and/or students.

- The libraries have been set up, and librarians are being trained.

- Bookshelves will soon be installed in the Harlem Campus classrooms to accommodate the books that are stored in the basement. The Bronx Campus bookshelves will follow.

## **6. Committee Reports**

### **Real Estate Committee**

- The campus lease was signed and finalized, and it will take the Academy through June 2025.
- The peak rent is \$535K, which would require a 90-student enrollment.
- If the charter is not renewed, the Academy could withdraw from the lease, providing 130-day notice.

### **Finance Committee**

- There was an issue with the CSP grant, where the qualifications had been updated and salaries, office supplies, and other operating expenses are no longer approved.
  - This amounts to approximately \$150K.
  - This affects the budget for FY 2021-2022.
  - This does not affect the budget in a detrimental or debilitating way.
- A new credit card for use by both campuses had been processed and received.
- The Pontiac Building was applied for and approved for rental reimbursement for \$120K, which had already been received by the Academy.

### **Academic Committee**

- SUNY visited the Harlem Campus, and they recommended certain areas for growth, to include data collection and usage.
  - Improvements noted by SUNY, provided in writing, needed to be addressed by the end of November 2022.
  - More important than student score results is the way the Academy uses data to improve student education.

- The Juilliard Board approved their partnership with the Academy.

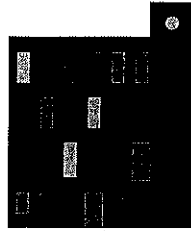
#### **7. Public Comments**

- There were no public comments.

#### **8. Adjournment**

The meeting was adjourned at 7:00 p.m.





# **STOREFRONT ACADEMY**

**CHARTER SCHOOLS**

**Expand the Possible. Own the Future.**

**Thursday, August 25, 2022 @6:00 p.m.**

**Board Meeting via Zoom**

**Meeting ID: 842 2731 7320**

**Passcode: MJ1v1^**

## **AGENDA**

1. Call to Order
2. Adoption of July minutes
3. Adoption of August Governance Vote minutes
4. Vote for New Secretary of Board
5. Lou Jimenez-Lincoln Barretta-Enrollment Report
6. Lavinia School Report
7. Board Committee Reports
8. Public Comments
9. Adjournment

## Trustees Present

Richard Bayles
Gretchen Pusch
Justin Toliver
Peter Low
Amanda Low
Jonathan Stearns
Reby Gulcan
Tanya Hoffler Moore

### Storefront Academy Staff:

Dr. Nicole Campbell, CEO  
Mr. Stuart Wolf, Director of Finance  
Ms. Natalia Perez, Secretary to the Board  
Ms. Carol Singletary, South Bronx Campus Principal  
Ms. Yoselyn Fernandez, South Bronx Assistant Principal  
Ms. Taleema Chesney, Harlem Campus Principal  
Ms. Amia Fisher, Dean of Harlem  
Mr. William Loskoch, Lavinia Group Representative  
Ms. Jennifer Johnson, Director of Student Support  
Ms. Madeley Sanchez, Parent Coordinator  
Ms. Maria Ruiz, Director of Operations  
Ms. Yubdeley Ricardo, Finance and HR Associate  
Ms. Marie Lucas, Director of Compliance

## **1. Call to Order**

- Mr. Bayles called the meeting to order at 6:00 p.m.
- Mr. Bayles stated that, due to recent, unforeseen circumstances, the meeting agenda would be changed, in order to allow the Lavinia Group presentation, followed by an executive session to address other recent developments.

## **2. Lavinia Group Report**

- In the beginning of the collaboration with Lavinia Group, the Board and the Group set very ambitious goals, but expectations were unknown at the time.
- Teachers and staff have taken exceptional steps and given great effort in order to produce the best results possible, particularly after implementing brand-new curriculum.
- F&P data shows exceptional progress and growth in some areas, such as 3rd and 5th Grades, especially considering that the previous year was plagued by COVID and other situations affecting the Academy and Department of Education.
- Kindergarten and 1st Grade goals were not met, considering the high bars previously placed, therefore the approach will be refocused to enhance the educational approach.
- Data between the two campuses is slightly different, given the different populations and the different circumstances for the individual campus. However, most of the previous year's goals were met for both campuses, and they will provide a better beginning level for the upcoming school year.
- Some new data collection and analysis tools are being developed in order to best assess growth, benchmarks, goals, and strategies. However, data goals will not be established before the next round of F&P.
- In some cases, even when students did not meet the stated goals, they still demonstrated marked improvement. For example, a student may have gained one or two grade levels in reading, although not meeting the benchmarks. However, when taken in context, this shows marked and impressive individual

improvement.

- Teacher training and involvement remain paramount for the program's success.
- The next major data collection will occur in October, and that data and strategies will be refined in order to meet more ambitious goals for the December data collection.
- Educational concepts are taught in groups, with a holistic not in isolation, in order to promote and enhance critical thinking and love of learning.
- More campus visits will be scheduled in order to assess progress, benchmarks, and goals.
- The board indicated that it would be helpful to receive the Lavinia Group updates every meeting.
- The board discussed the overall teacher shortage, and how these challenges must be considered, addressed, and met with new strategies. However, when considering new teachers for the Academy, each staff team should have at least one person with the knowledge necessary to introduce new personnel to the way and strategies that the Academy and Lavinia Group have implemented, in order to facilitate integration and the best teaching/learning experience possible..

The board recessed from 6:34 p.m. to 7:15 p.m. for an executive session.

- Mr. Bayles recalled the meeting at 7:15 p.m.
- The board discussed needing to understand the gaps of educational foundation that are necessary to accomplish the Academy's mission, as well as understanding what is necessary to obtain and maintain a full cadre of teachers, given the number of teachers that have left.
- The Academy has not received many teacher applications in order to fill the vacant positions; the vacancy issues are not due to funds, but due to qualified candidates.

- \_\_\_\_\_ In order to quickly handle new teacher applicants, the CEO and her staff have begun preparing a process whereby qualification assessments will be done faster, in order to propose an appropriate job offer to those qualified which will be commensurate with their experience level.

- \_\_\_\_\_ The board discussed whether to provide all teachers with a 3% pay increase, which would cost approximately \$250k, but an in-depth analysis has to be conducted before deciding anything in this area.

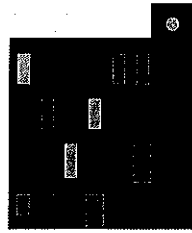
- \_\_\_\_\_ Utilizing temporary teachers was discussed, and the board and Academy staff agreed that this would help remain effective in providing leadership and teaching for all students, especially given the recent seven resignations.

- \_\_\_\_\_ It is important that the appropriate systems are in place for all aspects of the Academy, and that people know what the systems and protocols are and how they are utilized, in order to remain successful and keep a unified message.

- \_\_\_\_\_ There should be at least quarterly meetings between a representative of each Board Committee and the campus principals in order to plan and strategize.

- \_\_\_\_\_ Within the next 10-12 days, the board will research New York City's retirement program, a short-term plan to combat the current vacancy issues will be developed, and the budget will be reworked in order to restaff and maintain personnel.

The meeting was adjourned at 7:32 p.m.



# **STOREFRONT ACADEMY**

**CHARTER SCHOOLS**

**Expand the Possible. Own the Future.**

**Thursday, September 22, 2022 @6:01 p.m.**

**Board Meeting via Zoom**

**Meeting ID: 860 3899 7727**

**Passcode: A&5?@.**

## **AGENDA**

1. Call to Order
2. Adoption of Minutes
3. Lavinia Group Briefing
4. Secretary of the Board Position
5. School Report
6. Board Committee Reports
7. Public Comment
8. Adjournment

### **1. Call to Order**

- Mr. Bayles called the meeting to order at 6:01 p.m.

### **2. Adoption of Minutes**

- Mr. Bayles called for a motion to adopt the minutes from the previous board meeting. A motion to adopt the minutes was made. With no further discussion, or any objections or abstentions, the minutes were accepted.

### **3. Lavinia Group Briefing**

- ELA Cycle 1 is almost finished; Mr. Loskoch stated this had been the best testing cycle to date, although assessments were not finished yet. When assessments are received, the staff provides feedback to the teachers in order to improve the educational environment.

- An ELA goal is understanding the student as a reader; guided reading will be introduced in order to improve the students' reading capabilities and performance.

- Given previous performance of K and 1st Grade, new S&P goals were set for December. The intent is to improve from 40% of students reading at grade level, to 80% of students reading at grade level, which is within reach.

- The data that will be obtained in October is critical in order to set realistic trends that meet the students' needs, which will be cogent with SUNY's renewal requirement of having progress monitoring systems. The trackers now available to the Academy detail all the information required to meet SUNY requirements and help the students.

- ExactPath usage and student performance will be assessed in October, given the upcoming SUNY recertification for the Bronx Campus.

- The teachers have received professional development sessions regarding the math curriculum, and reception has been positive.

- Students are encouraged to develop their own strategies for solving problems, which are assessed by the teachers and are being summarized in a handwritten document and placed in the hallway, which brings a sense of pride in



## **5. School Report**

- South Bronx Campus was short-staffed by four teachers, although they received a new teacher recently; and the Harlem Campus was short-staffed by three teachers in critical, testing grades.
- The board discussed potential repayment of higher-education costs for teachers, which would be a good recruitment and retention tool for the younger teachers on staff.
- Student attendance has been satisfactory, although multiple teachers have been out sick, not COVID related.
- A charity is trying to place immigrant children in schools, which could be a good recruitment pool for students. However, this would increase the need for teachers who speak other languages.
- MAP scores will soon be reported, but they are currently below the established goals, based on the interim report. Normally, these tests are conducted after 3-4 weeks of instruction; this year, students were tested sooner after their return from summer recess.
- The Board discussed potential retirement contribution matching for teachers and other benefits in order to increase recruitment and retention.
- The Board discussed the idea of sending a survey to staff members in order to ascertain their priorities, which would help the Board assess which benefits, if any, to invest in. However, the Board would first assess the items to be placed on the survey to ensure they are viable, to not provide staff members with unrealistic propositions that the Board would be unable to fulfill, if such proposition were chosen as the most attractive option by the staff.
- The Board discussed the issue of parking for teachers, which has been an important issue, given the general unavailability in the area. The Academy could subsidize, entirely or partially, the cost of parking in private lots in the area.
- The Finance Committee will further assess options regarding incentives, costs, and budgeting for these incentives.
- The Board discussed the possibility of attracting college students to

problem timely. Contractor statements have been prepared to justify the expenditure.

## **7. Public Comments**

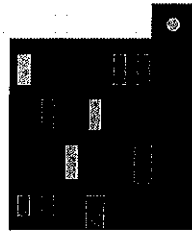
There were no public comments.

**The board recessed from 6:50-7:38 p.m. for an executive session.**

Mr. Bayles called for a motion to approve Dr. Campbell's resignation, as discussed in the executive session. There being no further discussion, nor any objections or abstentions, the motion carried.

## **8. Adjournment**

The meeting was adjourned at 7:40 p.m.



# **STOREFRONT ACADEMY**

**CHARTER SCHOOLS**

**Expand the Possible. Own the Future.**

Thursday, October 27, 2022 @6:05 p.m.

Board Meeting via Zoom

Meeting ID: 857 3049 8500

Passcode: AYRG@7

## **AGENDA**

1. Call to Order
2. Adoption of September minutes
3. Lavinia- School Report
4. Vote to Approve District School Safety Plan
5. Vote on Resolution to Open Meetings Law
6. Board Committee Reports
7. Public Comments
8. Executive Session
9. Adjournment

### **1. Call to Order**

- Mr. Bayles called the meeting to order at 6:05 p.m.

### **2. Adoption of Minutes**

- Mr. Bayles called for a motion to adopt the minutes from the previous board meeting. A motion to adopt the minutes was made. With no further discussion, or any objections or abstentions, the minutes were accepted.

### **3. Lavinia School Report**

- The ELA and math challenges were being finalized between the Lavinia Group and the campus staff.
- Test and challenge (interim assessment) results will be compared to the expectations to see whether expectations are properly set, instruction is properly executed, and any changes and improvements can be made.
- This would further help alleviate students' fears and anxieties regarding testing.
- Instruction will be further tailored to enhance the students' ability to take and excel at the state testing.

### **4. Vote to Approve District School Safety Plan**

- Mr. Bayles called for a motion to adopt the previously proposed Academy safety plan.
- The safety plan must be renewed every year, in August, even if there are no changes. This year, the plan was circulated but not voted upon, which the board sought to rectify.
- Overall, the school safety plan covers campus security, fire drills, handling bullying, and many other items that SUNY and the City require to be addressed periodically.
- The board discussed that there had been no major changes from the previous year's safety plan. There had been, however, a new security company being hired, but that required no change to the plan because the same services were being contracted.

## **6. Committee Reports**

### **Audit Committee**

- There were some credit card issues, which had been cleared up.
- Segregation of duties had to be improved, to include cash disbursements, payroll cycle, and general entries. This is general practice in small businesses, but there is not enough staff, therefore requiring some personnel to have to handle multiple roles and/or responsibilities.
- Every month, the Director of Finance will submit copies of all journal entries to the Finance Committee in order to alleviate potential issues that may arise.
- Mr. Bayles called for a motion to adopt the audit committee report as previously presented to the Board. A motion to adopt the report was made. With no further discussion, or any objections or abstentions, the audit committee report was accepted as submitted.
- The board discussed that, since Dr. Campbell's departure, there is no other person that can sign checks to pay for items that require this step. Although most items that require payment have been completed via ACH or other electronic payment, the bank required that the Board passed a resolution to empower other members, in addition to the Finance Department personnel, to sign and be responsible for check handling.
- The Audit Committee had proposed that the Board Chair and Vice-Chair be allowed to be signatories to checks, in order to review and pay for expenses as necessary. They will review expenses and bills to be paid monthly and issue appropriate and necessary checks.
- A resolution was made to add Director of Finance to the list of bank account signatories, in order to properly communicate with the bank regarding issues with the account or expenditures.
- The Board discussed that the Director of Finance would issue the checks necessary to the Board Chair and/or Vice-Chair in order to ensure fiscal procedures are properly followed.

November. If the Academy is able to present a clear picture of the schools, the renewal would be granted.

- There will be board training soon; dates forthcoming.

#### **Development Committee**

- Holiday donations, among others, were being received.
- Various programs were ongoing, such as the tutoring program which focused on math in the Bronx Campus, and ELA in the Harlem Campus.
- The Harlem School of Art donated \$7,000.
- A new team will be in place to specifically handle student recruitment.

#### **6. Public Comments**

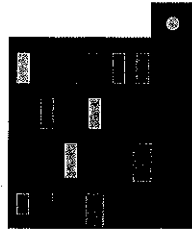
There were no public comments.

#### **7. Executive Session**

**The board recessed from 6:50 to 7:45 p.m. for an executive session.**

#### **8. Adjournment**

The meeting was adjourned at 7:45 p.m.



# **STOREFRONT ACADEMY**

**CHARTER SCHOOLS**

**Expand the Possible. Own the Future.**

Thursday, November 17, 2022 @6:09 p.m.

Board Meeting via Zoom

Meeting ID: 857 3049 8500

Passcode: AYRG@7

## **AGENDA**

1. Call to Order
2. Adoption of October minutes
3. Lavinia School Report
4. Vote to Approve District School Safety Plan
5. Vote on Resolution to Open Meetings Law
6. Board Committee Reports
7. Public Comments
8. Executive Session
9. Adjournment



Brittany James, parent  
Rubilia Gonzalez, parent  
Yordani Valdez, parent  
Tikabda Washington, parent  
Jessica Weatherspoon, parent  
Katherine Vasquez, teacher

the current progression and expected upcoming results.

- Understanding how children learn how to read has been paramount in promoting teaching and learning comprehension, in order to push the abilities to deal with the ideas in the text being analyzed.

- Assisting with reading comprehension will assist students with comprehend other aspects of school and life, therefore it is paramount in their education.

- Lavinia Group provides more direct support to teachers who need assistance with the Lavinia Group curriculum, as well as help refining their lesson plans.

- Lavinia Group representatives have also helped the Academy in preparing for the upcoming SUNY visits and inspections.

#### **4. Lincoln-Beretta Report**

- There are 372 potential new enrollments for the Academy (221 for South Bronx Campus and 151 for Harlem Campus).

- Given that advertisement techniques have been implemented for a year and are being analyzed, advertisement will be better targeted for the appropriate demographics, notwithstanding whether an individual follows an Academy-related social media page.

- Advertisement expenditure is lower for November and December for strategic purposes, in order to save the ad expenditure funds during months of low recruitment, and utilize them in January, which is a better month for the Academy.

- It is possible to track who is being contacted, and how, from the potential new recruits, which could inform on future campaigns.

- Conversion rate for the year can be calculated, and will be in the upcoming days and presented to the Board.

#### **5. Committee Reports**

at the proper elections time. The motion was seconded. With no further discussion, or any objections or abstentions, the motion was approved.

### **Development Committee**

- There are donations incoming in upcoming weeks.
- Events in December are being planned and/or finalized.
- Donations were received that will allow for Boston Market meals to be awarded to deserving people in need.
- Working with the New York Giants football team for a personal presence and promotion.
- A clothing drive was ongoing in order to help a family in need.
- Operation Warm, which gives winter clothing and shoes was being finalized for implementation.

### **Finance Committee**

- There had been a meeting in order to prepare for the meeting with SUNY, which went well, and the Academy is one step closer from readiness for the meeting.
- Enrollment is down by 25%. Reserves will carry the Academy the rest of the year.
- The Academy sought for a new enrollment company, SCHOLA, and they would guarantee 20 annual enrollments per campus; this would require at least a one-year contract, and it would cost approximately \$3,500 monthly per campus. If there was a shortfall, they would reimburse a certain amount per student.
- Several expenditures had been approved by the Finance Committee and were brought to the Board for their awareness:

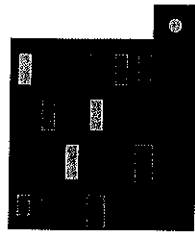
- The top priorities were to prepare the Academy for the SUNY visit, and providing teachers, staff, and students with everything they need to succeed.

#### **6. Public Comments**

There were no public comments.

#### **7. Adjournment**

The meeting was adjourned at 7:45 p.m.



# **STOREFRONT ACADEMY**

**CHARTER SCHOOLS**

**Expand the Possible. Own the Future.**

**Thursday, December 15, 2022 @6:00 p.m.  
Board Meeting via Zoom**

**Meeting ID: 8799-566-6888**

**Passcode: AYRG@7**

## **AGENDA**

- 1. Call to Order**
- 2. Adoption of minutes**
- 3. School Reports**
- 4. Board Committee Reports**
- 5. CEO Report**
- 6. Public Comments**
- 7. Adjournment**

## **1. Call to Order**

- Mr. Bayles called the meeting to order at 6:09 p.m.
- The CEO and Board Chair agreed to a change of the meeting schedule due to weather impacts on personnel who were still at work.

## **2. School Report**

### **South Bronx:**

- November math quizzes across the schools focused on the areas that need improvement.
- Third and Fourth grades showed significant growth. These grades have been working with The Einstein Program; remote tutoring to students.
- Kindergarten and First Grades did not show the anticipated gains, although there was observed growth. The staff nonetheless received insight into near-term goals.
- The second F&P assessment cycles were ongoing. Data should be completely compiled in January, showing the projections and gains.
- Even though it is only mid-year, some students have already shown many reading grade level improvements, as well as some students who have surpassed goals and expectations.
- Parent/Teacher conferences are upcoming. There will also be Zoom meetings with families. Individualized data will be discussed, given all the testing that has been conducted recently.
- There was a successful public hearing, part of the SUNY renewal process. Parents and staff provided their experiences with the Academy.
- Seasonal family pictures were offered to students and families; it was appreciated by families.

### **3. Committee Reports**

#### **Finance Committee Report**

There was an annual deficit, but the current cash reserves will suffice for SY 22-23. The Academy was \$2.1M below expected revenue from projected enrollment. Expenses were \$20K lower in the year. The total expected shortfall is approximately \$930K, including depreciation. The school projects to complete the academic year with \$630K.

#### **Academic Committee Report**

The Committee sought to create better relations between the Board, School, community, and staff. The Committee further discussed adding a parent representative to the Committee. Volunteers are needed and encouraged for various positions, such as someone to assist in the library.

#### **Governance Committee Report**

The advisory report was in the works and upcoming.

### **4. Adoption of Minutes**

- Mr. Bayles called for a motion to adopt the minutes from the previous board meeting. A motion to adopt the minutes was made. With no further discussion, or any objections or abstentions, the minutes were accepted.
- The October minutes had been circulated with an expected addition previously discussed to the Audit Committee report.
- Mr. Bayles called for a motion to adopt the revised October minutes. A motion to adopt the revised minutes was made. With no further discussion, or any objections or abstentions, the minutes were accepted.





# STOREFRONT ACADEMY

CHARTER SCHOOLS

**Expand the Possible. Own the Future.**

Thursday, January 19, 202 @6:00 p.m.  
Board Meeting via Zoom

Meeting ID: 8799-566-6888

Passcode: AYRG@7

## AGENDA

1. Call to Order
2. Board Committee Reports
3. School Reports
4. CEO Report
5. Public Comments
6. Adjournment

## **1. Call to Order**

- Mr. Bayles called the meeting to order at 6:00 p.m.
- Mr. Bayles stated for the record that Ms. Susan Reid would no longer be a member of the Storefront Academy Board, and that the Board was very grateful for the time and service provided to Storefront Academy.
- Mr. Bayles stated that the recorder had been sick with COVID, therefore the minutes for the previous meeting were not ready. Mr. Bayles also noted that the minutes would be taken from the recording provided by Mr. Tiwary, and would be ready, discussed, and approved at the next meeting.
  - Addendum- On January 31st, the minutes were shared with the board via email; Mr. Stearns proposed that the minutes be accepted; Mr Tolliver 2nded. Bayles, Pusch and Gulcan were all in favor.
- Mr. Bayles stated that he and Alison Curry participated in two meetings, one meeting with SUNY, the second meeting with the insurance brokers. Both meetings come from the fact they have uncovered some difficulties with some accounts. Mr. Bayles noted that at this time they are not ready to comment on the matter until there is full understanding of what has been going on and what went on in the previous administration, and that it would be unfair to comment at the moment in any type of public forum.
  - The meeting with SUNY was a continuation of the spirit that was in the conversations they had when they came to see us. Mr. Bayles noted that SUNY treated us cordially and well.
  - The meeting with the insurance broker to was understand the liabilities if any in regards to some of the financial concerns.

## **2. Committee Reports**

- Mr. Bayles noted that there would not be a finance committee report as the basis, budget material is in some flux.
- Mr. Bayles moved on and asked Amanda Low for the academic report

### Academic Committee Report

#### **Amada Low**

Gretchen and Amanda joined the team huddle in January on the issue of attendance. Student attendance numbers ranges between 80 and 85%. On the day of the attendance meeting, the South Bronx had the highest attendance to date - 95%. A discussion ensued on how to make attendance a priority in the sense of it not being punitive when a child is not in school but how valuable it is for them to be in school. Many talks on approaches to parents because the students want to be in school. A fair number of parents developed bad habits during COVID and remote learning and are not bringing students to school or on time. There needs to be a recalibrating of how to do that and how to make it a shared value for the school parent community.

#### **Gretchen Pusch**

- There was a discussion on the formation of an attendance committee support team and the mechanics of daily attendance taking that is shared with the principal daily and entered into a data system.
- Numbers pre-covid stood at 95% average and in the 80 days from August 29th - January 9th attendance stood mostly in the 80 % range in grades K-5, The highest

stated reading goals.

- The hope is that all students reach their reading level; the expected and realistic goal is 70% success. The goal always remains ambitious to be 100%.
    - Ms. Curry applauds the team for the work that are doing thus far to support the students
  - Ms. Chesney noted that additional conversations were had between herself and Ms. Fisher to strategize the content and minutes in scheduling need to address these targets for this quarter.
- The board discussed whether receiving students in Kindergarten who can read at their expected grade level was a common trend, given that the kind of tracking currently utilized is not the same as it used to be, therefore comparison is hard. However, given the current quality of teachers and staff, this is not entirely a surprise to the leadership.. Ms. Chesney stated that Ms. T ( K teacher) is amazing and works very hard and really uses strategies during guided reading.
  - The Exact Path data shows that from December 8th-January 8th, 137 math skills, 131 reading skills, and 119 language skills were mastered. This system allows the staff to support student learning and helps mitigate learning loss. It also supports and shows what the MAP scores may look like. The school has been very intentional in supporting Exact Path use during their Wednesday learning block
  - Ms. Chesney stated that this was a solid start, but certain aspects such as lack of Wi-Fi for certain students, lack of proper devices at home, and attendance challenges affect the student performance to be able to use the program at home.. However, students seem to love the challenge provided by Exact Path and they celebrate each other's successes. The theme across both campuses to get students pumped up for the upcoming NWEA MAP test is "Game On". Students are excited about mastering different skills and being included on the wall of gamers.
    - A survey indicated that about 45 families did not have appropriate devices/technology to fully support at-home educational support. The Academy may have enough computers to loan to students, but a big technological component is reliable Wi-Fi. During the COVID relief timeframes, the computers included connectivity, but they no longer do.
    - The Wi-Fi cost for those 45 families would be further researched, but it could range between \$60-120 per month, per device/family.
  - Ms. Curry suggested whether the available computers could be loaded with standalone software and work that did not rely on data connectivity, to allow students to continue their education from home.
  - Ms. Chesney stated that the scholars wrote thank you notes to the Dorian quintant and shared a video from the 4th grade scholars saying thank you.

#### **South Bronx: ( Mrs. Carol Singletary)**

- Attendance- Mrs. Singletary is thrilled because attendance has remained at 93% overall for the last three weeks, whereas January is generally a tough month for

- All staff members will have a detailed and adequate job description, and everyone will know what is expected of them and what to expect of the leaders
  - Ms. Curry noted that Marie Lucas is doing a wonderful job at revising the employee handbook and job descriptions and that the employee handbook will be available on Mar 1, 2023 and everyone will be able to read it and what is expected
- Performance appraisals will be self appraised and also include 360-degree assessments, which is the industry standard for various companies.
- Augmenting the size of the Board, and finding people willing and able to assist the board, engage and understand their roles
  - Direct engagement between the Board and the schools, not only via Zoom or monthly meetings, but by visiting the campuses and meeting the staff, is important. This will help everyone figure out how to best utilize the time and talent of the Board and actively engage in problem solving.
- The school operations are being assessed, cataloged contracts, and reorganized in order to improve performance. This will ensure that only systems that work best are kept in order to best serve the needs of students and families.
- Facilities- The Board seeks to pursue a feasibility study of a new space for the Harlem Campus. 314 East 110th St. The process is in early conversations but this would allow Harlem to be able to give more.
- The South Bronx Library facility is a fantastic space with spectacular resources and will be focusing on how to make it an even better learning space for children.
  - Convert 603 full of children as a great space for children
  - Issues such as a teachers lounge have taken longer than expected but the budget needs to be honored and the lounge will be put together soon.
  - Better parking solutions for teachers are still being worked on. The organization needs to figure out a better parking solution for teachers

SCHOLA is spectacular to work with and partner with. There is more interest in our school campuses. The schools are being very attentive in reaching out to families. The schools meet with Schola weekly, and we see a steady influx of interest and enrollment.

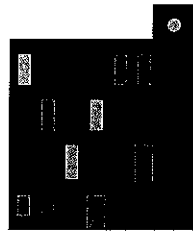
Communication is key and we need to be able to communicate the organic value of what we can do and are capable of doing in order to support the community we serve.

#### **5. Public Comment**

- Mr. Bayles moved to public comments before moving into executive session
  - There were no public comments.

#### **6. Adjournment**

The meeting adjourned at 7:05 p.m.



# STOREFRONT ACADEMY

CHARTER SCHOOLS

**Expand the Possible. Own the Future.**

## BOARD MINUTES:

Thursday, February 16, 2023 @6:00 p.m.  
Board Meeting via Zoom

Meeting ID: 872 7133 4804

## AGENDA

1. Call to Order
2. Adoption of Minutes
3. South Bronx Campus Principal's Report
4. Harlem Campus Principal's Report
5. Board Committee Reports
6. Public Comments
7. SACS Fiscal Policies and Procedures Approval
8. SACS 5-Year Budget; Annual Budget
9. Budget Approval for Test Preparation
10. Employee Manual
11. Interim ED Evaluation
12. Revised Org Chart
13. Adjournment

### 1. Call to Order

- Mr. Bayles called the meeting to order at 6:13 p.m.
- Ms. Pusch made a motion to add the following resolution to the record:

We heaved a collective sigh of relief with the news this week that our evaluators have recommended reauthorization to the SUNY Board.

We are deeply grateful to Alison Curry for leading the organizational charge, for navigating the arduous application process, and for never giving up hope; and to Carol Singletary and the staff at the South Bronx school for their vision and hard work.

We also thank the Harlem school staff for its support; the Executive Committee, especially Chair Richard Bayles, and Vice-Chair Peter Low, who volunteered countless hours meeting with lawyers, consultants, and SUNY and school staff, and we surely would not be here today without their considerable efforts.

We are thrilled that the SUNY, understanding the formidable challenges of the last several years, saw what we have accomplished, saw our potential for the future, and saw fit to recommend the Storefront Academy for reauthorization.

- The motion was seconded. Without further discussion or any objections or abstentions, the motion was accepted and the resolution was made part of the record.
- Mr. Bayles called for a motion to adopt the minutes from the previous board meeting. A motion to adopt the minutes was made. With no further discussion, or any objections or abstentions, the minutes were accepted.

### 3. Committee Reports

#### Governance Committee Report

Advisory boards are being considered for each school campus to enhance local involvement, transparency, and participation. Principals should consider participants for their respective boards.

#### Academic Committee Report

The Committee's current main goal is to encourage love of reading and how to best utilize the library. Friends of Storefront and parents are encouraged to come to the school on Wednesdays to read to children, while the staff conducts personal

adding them to a random draw for gift cards and other prizes.

6. Public Comments

There were no public comments.

7. SACS Fiscal Policies and Procedures Approval

Given previous financial issues, the Academy hired a company to assess the fiscal policies and review all relevant documents and procedures.

8. SACS 5-Year Budget; Annual Budget

The budget had been shared and discussed with SUNY.

The loan with the Children's Storefront was paid off in January.

9. Budget Approval for Test Preparation

A request for a \$12,000 investment in extended school day program for the testing grades, 3/4/5, for test preparation was submitted to the board for discussion. The program was proposed to run after school on Tuesdays and Thursdays, at both campuses to prepare the students for mastery season. In the South Bronx, select students would be invited; in Harlem, all students.

There was a motion to approve the test preparation plans, at a cost of \$12,000 as described and its necessary budget. The motion was seconded. With no further discussion and no objections or abstentions, the motion was accepted.

10. Employee Manual

The employee manual is in the final steps is complete and with Storefront's attorney for review. Once approved, the manual will be distributed to the staff.

11. Interim ED Evaluation

The 360-review process is being finalized. The Interim ED would be the first person to be evaluated with a 360 evaluation, the Board's evaluation, and a self-evaluation would be included. The board discussed that staff be safeguarded to report concerns without penalty.

12. Revised Org Chart

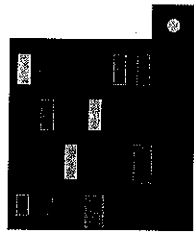
The organizational chart was revised with our filed SUNY documents.

There were Board deficiencies identified by SUNY that still need to be addressed.

13. Adjournment

The meeting adjourned at 7:20 p.m.





# **STOREFRONT ACADEMY**

**CHARTER SCHOOLS**

**Expand the Possible. Own the Future.**

**Thursday, March 16, 2023 @6:00 p.m.  
Board Meeting via Zoom**

**Meeting ID: 843 0003 1250**

## **AGENDA**

1. Call to Order
2. Law Enforcement Presentation
3. Adoption of Minutes
4. Four Sector Proposal Approval
5. Fiscal Policies and Procedures Manual Approval
6. Five-Year Budget Approval
7. Annual Budget Approval
8. Bronx Campus Principal's Report
9. Harlem Campus Principal's Report
10. Organizational Chart Approval
11. CEO's Report
12. Public Comments
1. Adjournment

Tiffany Henry  
Desiree Soulet  
Lorena Rodriguez  
Amina Begum  
Katherine Mateo

PARENTS / LARGER COMMUNITY

Cristhal Robinson  
Mayvelin De La Rosa Martinez  
Rubilia Gonzalez

## **5. Adoption of Minutes**

Mr. Bayles called for a motion to adopt the February minutes. A motion to adopt the minutes was made. With no further discussion, or any objections or abstentions, the minutes were accepted.

## **6. Four Sector Proposal**

Mr. Bayles called for a motion to adopt the Four Sector Proposal as previously circulated. A motion to adopt the proposal was made in theory, pending price, which had not yet been shared.

## **7. Fiscal Policies and Procedures Manual**

The CEO requested, and was granted, additional time to further review questions posed about the FPP and answer them by the March board meeting.

## **8. School Report: South Bronx Campus**

The SUNY 5-year renewal was granted with no condition, which shows the commitment, passion, and excellence of the staff. SUNY highlighted instructional coaching and teaching. During the previous renewal application process, those had been identified areas of growth.

Parents played a strong role in the renewal process. About 83% of parents participated in the process as needed, and the satisfaction level was 98%; effective school leadership was assessed at 98%; strong family and community were rated at 96%. These prove that the Academy is not just about the academics, but the institution and staff live their mission statement.

The Academy outperformed the District, even though some students could not even be present for testing due to COVID.



## **Board Meeting**

**Thursday, Apr 20, 2023 , 6pm - 7pm EST**

### **Meeting Minutes**

#### **Attendees**

**Trustees:** Richard Bayles, Reby Gulcan, Gretchen Pusch, Jonathan Stearns.

**Staff & Guests:** Latasha Brown, Tim Brown, Taleema Chesney, Alison Curry, Berniesha Coleman, Nidia Evangelista, Yoselyn Fernandez, Patricia Franco, Amia Fisher, Gloria Hernandez, Yesenia Graham, Tiffany Henry, Marie Lucas, Katherine Mateo, Nereida Morales, Shilekka Mckewn, DeniLee Peroza, Sharae Pierret, Maryleidy Pimentel, Lorena Rodriguez, Luis Rodriguez, Isis Roman, Carol Singletary, Maria Smith, Mariame Smith, Matthew Tiwary, Katherine Vasquez, Stuart Wolf, Diondra Young.

#### **1. Call to order**

- Richard Bayles called the meeting to order at 6:10 pm EST.

#### **2. March minutes**

- To be shared post meeting, and accepted at the next meeting.

#### **3. Board Committee Reports**

- Academic committee** (Alison Curry) - restructuring the committee to expand the academic offerings particularly with excellence and enrichment beyond the current capacity of the school, do so by bringing board members on campus to engage with the school community and share their skills and passion; best time to do so would be on Wednesdays between 1pm and 3pm as this is the time for professional development for our teachers, open to other times based on availability, board members can sign up with Nidia Evangelista. Richard Bayles requested a note be sent to the board and parents regarding the level of reading material to bring for the activities to be better prepared, Ms. Curry shared that materials and activities will be created by the principals and the teachers and that a message will be sent.
- Real Estate** (Richard Bayles) - The Executive Committee and Jonathan Stearns will continue discussions about the Harlem campus next week.
- Finance** (Stuart Wolf) - enrollment has gone up but not ideal; saving more monthly but can do better, good cash position currently, can do better all around but we should be fine at the end of the year and further. Mr. Bayles discussed the importance of enrollment numbers.

- Adopt the FPP** - Mr. Wolf proposed a delay for a month to adopt the FPP, it was agreed to move this item to the next meeting.



- b. **South Bronx - Carol Singletary principal's report** - parallel to the Harlem campus, good experience with the test, better prepared this time around, teachers and students felt that; ELA state testing ended today; upcoming Math Test is May 2 and 3; expressed gratitude to all involved with the success; presentation slides reflected the program Out "Littles" cheer on our "Bigs" where kindergarten visits 3rd grade; discussed student coaching around individualized goals setting high level strategy to focus on goal setting and achievement; State test chart showed improvement data comparing this year to last year; F&Ps meet or exceed this year; SUNY chose to spotlight them about their connection with parents; Breakfast of champions huge success for all, was a joyful event for the students and the parents who came to help; more field learning is also to come to support the curriculum.

Lavinia group update - used for all literacy, going well as adopted methodology;

Julliard update - upcoming meeting on 4/25 with Ms. Singletary and Ms. Chesney to further discuss strategy and curriculum with the music program.

#### **5. Alison Curry, Interim ED Report**

- Ms. Curry is focusing on enrollment attracting the right students for the right reasons;
- Finished listening tour enjoyed learning more about the organization from everyone on the ground;
- Working on Master values, conversion of 603 space (no occupancy certificate but still moving forward with planning), shout out to Patricia Franco and her art work's impact;
- Working on the Harlem space;
- Working on the summer learning and enrichment program to get students on grade level, secured Bloomberg philanthropies grant for this.

#### **6. Public Comments**

- Mr. Bayles reminded the group that the Executive committee meeting to discuss the topic of real estate is next week; Ms. Curry to schedule.

#### **7. Adjournment**

- The meeting adjourned at 7:01 EST.

The next Meeting is Thursday, May 18, 2023 , 6 p.m. - 7 p.m. EST

Minutes submitted by Maria Smith.



## Storefront Academy Charter School

### May Board Meeting

Thursday, May 18, 2023, 6:00 PM

#### Meeting Minutes

##### Attendees

**Trustees:** Richard Bayles, Reby Gulcan, Peter Low, Amanda Low, Gretchen Pusch.

**Staff:** Taleema Chesney, Alison Curry, Brian Class, Paola Escobosa, Nidia Evangelista, Julisa Fernandez, Yoselyn Fernandez, Amia Fisher, Gloria Hernandez, Nicole Garcia, Debbie Khelewan, Marie Lucas, Stephanie Reeder, Yubdeley Ricardo, Katherine Mateo, Lorena Rodriguez, Luis Rodriguez, Isis Roman, Carol Singletary, Maria Smith, Mariame Smith, Desiree Soulet, Stalyn Tejada, Matthew Tiwary, Katherine Vasquez, Stuart Wolf.

**Public:** Azul Blue, Andrew Hallums, Haidy Melendez, DeniLee Peroza,

##### 1. Call to order

- Richard Bayles called the meeting to order at 6:04 p.m. EST.

##### 2. Adoption of March minutes

- Motion to approve the minutes - so moved and seconded, Mr. Bayles has some questions which he'll address later at executive session. March meeting minutes were accepted and adopted.

##### 3. Adoption of April minutes

- Motion to approve the minutes - so moved and seconded, no questions from group. April meeting minutes were accepted and adopted.

##### 4. Board Committee Reports - to be integrated later in the Interim ED report per Mr. Bayles.

##### 5. Principal Reports

- a. Harlem - Taleema Chesney principal's report - 2nd annual butterfly release, all students and staff in the garden to celebrate spring and the stages of life of butterflies. F&P data shared, 3rd cycle report, not where she wants it to be, next cycle starts at the beginning of June. Fall off due to staff and scholars low attendance rates. Exact Path Skills Mastered report also a little lower than expected, less use of Exact Path, learning is not happening at the rate she wants, ordered materials to support better scholar learning. Focusing on attendance for all to enjoy and be present. Ms. Chesney highlighted a 4th grade student who has had perfect attendance and punctuality for all five years at Storefront. Ms. Chesney highlighted the first in math regional champions. Ms. Reeder spoke to this challenge and the success of her students with the right materials and

b. South Bronx - Carol Singletary principal's report - focusing on celebrations this time around, not as data heavy as in the past. State tests are over, the 3rd breakfast of champions was held to celebrate the hard work of all students, teachers and parents. "We welcome new families" event was held at the school, there were kids activities and good conversation with parents. Peter Low asked the reason for parents to be attracted to the school and Ms. Singletary shared that word of mouth is the main source and also the multi-language community at the school, and the all inclusive approach, student and family as a whole. She showcased the Mother's Day breakfast, thanked Ms. Sanchez and Ms. Hernandez and Ms. Desiree for their involvement to make this a successful event. Spoke about Parent Partnership, seed event. Discussed end of year assessments Spring map starts next week, cycle 4 of Fountas and Pinnell reading, ELA and Math challenges are coming up 6.3-6.5 ESL achievement test 4.17-5.26; teaching and learning students goal setting, small group and targeted practice and progress monitoring. Exact Path skills mastered (4/1-4/30), 14 days of learning due to spring break): math 418, reading 160, language arts 160. Also lower due to less use of Skills Path and adjusting the teaching/learning styles to more individualized focus, just as it is being done at Harlem. Highlighted school culture celebrating the Team - teacher/staff appreciation week, shower for one of the teachers, daily affirmations, 3 graduates from her teachers were celebrated as well. Preparing for the Student Artwork Exhibition with Ms. Franco, to be held 5/25 3:30 p.m. - 4:30 p.m. Ms. Curry shared a message from Ms. Franco with the group about how impactful art is and how excited the students are to share it.

#### Enrollment (Ms. Curry) South Bronx

229 families SY22/23, 55 kindergartners accepted for SY 23/24, with 83 from all the other grades for a total 312. These families must complete paperwork to enroll, after the verbal / written acceptance.

28 new families have completed paperwork, bringing our projected enrollment for SY 23/24 to 257.

239 additional students are in the pipeline to be enrolled. Ms. Curry is confident enrollment will be met per the current budget for both locations.

#### 6. Finance (Stewart Wolf)



**Harlem Summary:**

We have a grand total of 62 students registered in the summer program

Total Registered	Mandated Total	Mandated % compared to summer school enrollment
62	34	55%

Grade	Registered	Mandated	Non Mandated	Mandated % compared to summer school enrollment
1	8	5	3	62%
2	9	7	2	78%
3	16	11	5	69%
4	15	0	15	0%
5	14	11	3	78%
Total	62	34	28	55%

among staff, and ensure the curriculum, lesson plans, teaching styles, and efficiency improve on a daily basis. She will manage Ms Fernandez, Ms Graham, and liaise with Ms. Lucas on operations.

- Operations now fall under Marie Lucas, she now has 15 direct reports. Desiree Soulet is now the Operations Manager in charge of on the ground roles such as safety, security, maintenance schedules and tasks, etc.
- Ms. Fernandez will continue as Assistant Principal, managing K, 1, 2 and specials, and the integration of SEL throughout the curriculum and school culture.
- Ms. Graham is now managing counselors, intervention, coaches, RTI, skills assessments/data gaps, and ELL.
- Ms. Tejada will manage the ELL learning and population, Ms. Guerero, and additional ELL interventionist for SY 23/24.
- Andre Kelley will maintain his presence in Harlem and will help the South Bronx with safety and maintenance.
- Security - soon NYPD paid patrol will begin and there will be one officer at Harlem and one at South Bronx.
- SUNY charter renewal has begun, Lisa Veto leading the process.
- Enrollment associates will be joining our officers of first impressions at each location to aid them in the enrollment process.
- Next Board meeting will be in person on June 15 at Harlem, this is the last Zoom meeting.

9. Public Comments - Gretchen Pusch announced a possible partnership with a church in the Bronx for nutrition, education and food growing and preparation...stay tuned for updates.

Public Board meeting adjourned at 7:13 PM.

Closed Executive Session for ED and Board began at 7:13 PM.

10. Adjournment - The executive session meeting adjourned at 7:40 PM.

The next Meeting is Thursday, June 15, 2023 , 6:00 - 7:00 PM EST

Minutes submitted by Maria Smith.



## Storefront Academy Charter School

### June Board Meeting

Thursday, June 15, 2023, 6:00 p.m.

### Meeting Minutes

#### Attendees

**Trustees:** Richard Bayles, Reby Gulcan, Peter Low, Amanda Low, Gretchen Pusch, Johnathan Stearns.

**Staff:** Alison Curry, Carol Singletary, Tallema Chesney, Marie Lucas, Amia Fisher, Stuart Wolf, Debbie Khelewan, Robert Keogh, Stephanie Reeder, Nidia Evangelista, Katherine Vasquez, Madeley Sanchez, Desire Soulet, Julissa Fernandez, Yoselyn Fernandez, Yesenia Graham, Mariame Smith, Gloria Hernandez, Lashawn Lewis, Stalyn Tejada, Isis Roman, Maurissa Hankey

#### 1. Call to order

- Richard Bayles called the meeting to order at 6:07 p.m. EST.

#### 2. Adoption of May minutes

- Motion to approve the minutes - May meeting minutes were accepted and approved.

#### 3. South Bronx Campus Principal's Report, Carol Singletary

- Ms. Singletary showcased the Kindergarten step up event and the Fifth Grade graduation on June 14th;
- She covered the results Fall 2022 to Spring 2023 for Achievement for students performing at or above 50th percentile - Math increased from 43% in Fall 2022 to 60% in Spring 2023 and Reading increased from 50% in Fall 2022 to 61% in Spring 2023. This represents kindergarten to 5th grade, national comparisons. Ms. Singletary mentioned that the goal is to increase to 75%. Third grade reading was questioned due to a decrease in improvement. Ms. Singletary explained this can be the result of more non english speaking students present, changing strategies and attendance. Questions around the results were also raised by Mr. and Mrs. Low and Gretchen Pusch. Mr. Singletary discussed MAP data in more detail for each grade. New strategies are in the works to improve

5. Employee Manual: Presentation and Discussion > Marie Lucas, Director of HR, Compliance & Operations; vote for approval, SY 23-24 Calendar for approval, Discussion of safety plan approval to be posted for public comment on website

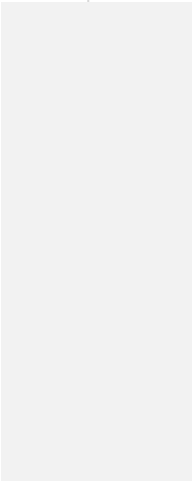
- Prior to July 2022 there was no current Employee Handbook or Policies in place; Marie Lucas joined at the time and began work to create those; major change is reflected in the Nepotism policy; HR policies in place, etc.; draft has been approved.
- Mr. Bayles put forth a motion to approve the Handbook and the Handbook was approved; the Board accepted the handbook unanimously.
- SY 23-24 Calendar: collaborative work with the team to lay out all school activity dates; First day of school is September 6 and the last day of school is June 26; Fridays at 1 p.m. - students early dismissal and teacher development; two additional days are built into the SY for unplanned closures in order to meet the 180 day requirement for school calendar; Ms. Lucas asked for approval of the calendar;
- Mr. Bayles put forward a motion to vote on the SY 23-24 calendar which was seconded; questions and discussion around what happens to students whose parents are not able to get them early, DOA partnership and alternative school activities were discussed as options; Mr. Bayles called for a vote of approval and the calendar was approved.
- Ms. Lucas asked for the Board's permission to post Storefront's safety plans on our website for public comment from now until the August Board meeting, as part of Storefront's compliance with the State. If there are no public comments, we can get it approved in the August meeting.
- Mr. Bayles asked for a motion to approve her request - it has been approved.
- Mr. Bayles asked Ms. Curry to talk a little about the recent incident with a guard leaving earlier that created a situation. With a motion, the board honors Desiree Soulet for her bravery, presence of mind and courage in the protection of children and staff on June 13, 2023, in the face of danger. The board is grateful to Desiree, Lashawn Lewis and the Storefront staff for the many acts of courage, kindness and compassion they faced to quell their own fears and safeguard children and families on what should have been simply, a sunny Wednesday dismissal.

6. Finance Report > Stuart Wolf, Director of Finance

- Finances are on track, nothing has changed since the last report; ERC paperwork has been sent and currently waiting to hear back.

7. Enrollment updates

1. Harlem > Lorena Rodriguez - Ms. Chesney already provided in her Principal's report update
2. South Bronx > ACurry for Madeley Sanchez - Ms. Curry confirmed the



AUGUST '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**22-25 Scheduled Testing Window**

8/29 - 9/2 students in 1/2 day

Day Schedule:

Arrival @ 7:30 / Dismissal @ 12:30

**Fall NWEA MAP test: 8/30-9/13**

NYSITELL: First 10 days

**Black History Month**

**10 Report Card** Quarter 2

**15 Promotion in Doubt Parent Meetings**

**20 Presidents' Day**

**20 - 24 No School** Mid-Winter Break

**28 Black History Month Celebration**

**Winter MAP: 1/24-2/7**

FEBRUARY '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

SEPTEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**01 & 02 Half Day for Students**

**05 No School** Labor Day

06 students resume full days

Arrival @ 7:30/Dismissal @ 3:10-3:40

**13 Back to School Night**

**15 No Students** Data Dive/Planning

**16 No Students** Data Planning Day

**26 No school** Rosh Hashanah

**Hispanic Heritage Month 9/15-10/15**

**Women's History Month**

**14 & 15 ELA State Test Dress Rehearsal**

**16 K-2 ELA Challenge**

**22 Half Day for Students**

Parent Teacher Conf. Q3

**23 K-2 Math Challenge**

**28 & 29 Math State Test Dress Rehearsal**

MARCH '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

OCTOBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**10 No School** Indigenous Peoples' Day

**11 School-wide** ELA Challenge

**13 School-wide** Math Challenge

**18 Hispanic Heritage Celebration**

**19 Half Day for Students**

Parent-Teacher Conf. Q1

**31 Half Day for Students** Halloween

**10-14 No School** Spring Break

**07 No School** Good Friday

**09 Easter Sunday**

**NYS ELA Exam: 4/19-4/20**

Make-ups 4/24-4/28

**21 No School** - Eid

NYSESLAT Speaking: 4/17-5/26

**28 Report Card** Quarter 3

APRIL '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NOVEMBER '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**11 No School** Veterans Day

**17 Paragon Night- Learning Showcase**

**18 Report Card** Quarter 1

**23-25 No School** Thanksgiving Break

**NYS Math Exam: 5/3-5/4**

Make-ups 5/5-5/11

**07 Mothers' Day**

**9 K-2 ELA Challenge**

**10 Half Day for Students**

Parent Teacher Conf. Q4

**11 K-2 Math Challenge**

NYSESLAT L,R,W 5/15-5/26

**29 Memorial Day**

**Spring NWEA MAP 5/24-6/7**

MAY '23						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DECEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**21 Half Day for Students**

Parent-Teacher Conf. Q2

**12/23-01/02 No School** Winter Break\*

**15 Paragon Night - Learning Showcase**

**18 Father's Day**

**14 Kindergarten Step Up**

5th Grade Graduation

**16 -Last Day** Final Report Card

JUNE '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JANUARY '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

03 Students return

**10 School-wide** ELA Challenge

**12 School-wide** Math Challenge

**13 M.L.King Day Celebrations**

**16 No School** M.L.King Day

**Winter MAP: 1/24-2/7**

**NOTE:**

Wednesday afternoon is dedicated to ExactPath intervention and clubs/specials.

Instruction starts promptly at 8:00 a.m. It is extremely important that scholars arrive by 8:00 every day. If they would like breakfast, they may arrive as early as 7:30 a.m.

Parent meetings that may be scheduled with two week's notice may include:

- Winter and Spring NWEA MAP Workshops
- State Test Mastery Season Blueprint Workshops
- Middle School Articulation and Senior Year Activities
- Kindergarten Step Up



# Certificate of Occupancy

CO Number: 220482911F

This certifies that the premises described herein 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. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<b>A. Borough:</b> Bronx	<b>Block Number:</b> 02623	<b>Certificate Type:</b> Final
<b>Address:</b> 609 JACKSON AVENUE	<b>Lot Number(s):</b> 211	<b>Effective Date:</b> 11/09/2018
<b>Building Identification Number (BIN):</b> 2004435	<b>Building Type:</b> Altered	

This building is subject to this Building Code: 2008 Code

*For zoning lot metes & bounds, please see BISWeb.*


<b>B. Construction classification:</b> 1	(Prior to 1968 Code designation)	
<b>Building Occupancy Group classification:</b> E	(2014/2008 Code)	
<b>Multiple Dwelling Law Classification:</b> None		
<b>No. of stories:</b> 7	<b>Height in feet:</b> 75	<b>No. of dwelling units:</b> 0

**C. Fire Protection Equipment:**  
Standpipe system, Fire alarm system, Sprinkler system

**D. Type and number of open spaces:**  
None associated with this filing.

**E. This Certificate is issued with the following legal limitations:**  
None

**Borough Comments:** None

  
Borough Commissioner  
Commissioner

# Certificate of Occupancy

CO Number:

220482911F

## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	5	OG	E		3	MECHANICAL ROOM, NEW GAS METER ROOM, SPRINKLER ROOM, WATER METER ROOM, ELECTRICAL ROOM AND STORAGE AREA.
001 001 59	120	I-4		3		DAYCARE: 48 CHILDREN UNDER 3 YEARS OLD AND 6 TEACHERS, ACCESSORY OFFICES AND RECEPTION AREA, 5 PERSONS, UTILITY ROOM.
002 002 90	120	E		3		PRESCHOOL: 83 CHILDREN UNDER 5 YEARS OLD AND 7 TEACHERS, UTILITY ROOM AND PANTRY.
003 003 185	120	E		3		FIRST GRADE-(6)AND OVER TO UNDER (7) YEARS-# OF CHILDREN: 44 # OF TEACHERS:4 OFFICES., MEETING ROOM- 135, LOCKER ROOM AND UTILITY ROOM.
004 004 108	120	E		3		KINDGARTEN-(5) AND OVER TO UNDER (6) YEARS- # OF CHILDREN: 42 # OF TEACHERS3. SECOND GRADE-(7) AND OVER TO UNDER (8) YEARS- # OF CHILDREN: 46 # OF TEACHERS: 2 OFFICES - # OF STAFF 3; READING ROOM 11 STUDENTS, 1 TEACHER, UTILITY ROOM.
005 005 125	120	E		3		THIRD GRADE-(8) AND OVER TO UNDER (9)YEARS-#OF CHILDREN: 58 # OF TEACHERS: 2. FOURTH GRADE-(9) AND OVER TO UNDER (10) YEARS- #OF CHILDREN: 42; # TEACHERS: 2.MUSIC ROOM- # CHILDREN: 15, # TEACHERS: UTILITY ROOM, OFFICES - # STAFF-5 AND SERVER ROOM
006 006 115	120	E		3		FIFTH GRADE - (10) AND OVER TO UNDER (11) YRS- # OF CHILDREN: 58 # OF TEACHERS: 2, SIXTYH GRADE-(121) AND OVER TO UNDER (12) YRS. - # OF CHILDREN:46 # TEACHERS: 2, OFFICES # - 5, CONFERENCE RM - # STAFF 2, UTILITY ROOM AND SERVER ROOM.
007 007 133	120	E		3		SEVENTH GRADE-(12) AND OVER TO UNDER (13) YRS- # OF CHILDREN: 58 # OF TEACHERS: 2, EIGHTH GRADE-(13) AND OVER TO UNDER (14) YRS. - # OF CHILDREN:44 # TEACHERS: 2,ART RMS # CHILDREN 13, # OF TEACHER 1, LIBRARY- # CHILDREN11, #TEACHERS 1, OFFICE- # STAFF 1, LOCKER RM, SERVER RM AND UTILITY RM.
END OF SECTION						

Borough Commissioner

Commissioner



**NON OFFICIAL COPY**

609 JACKSON HOLDINGS LLC	LOA PRINT DATE:	02/22/2018
	BLDGS DEPT APPL. NO:	220488452
2447 3 AVE	ACCOUNT NUMBER:	37339496
BRONX, NY 10451	DATE OF APPROVAL:	12/19/2017
	DATE OF INSPECTION:	02/15/2018
	INSPECTOR NAME:	M. URETSKY
	FLOOR(S) INSPECTED:	FLS: C,1-7,RF

**PREMISES:**

609 JACKSON AVE

**BOROUGH:**

BRONX, NY

**LETTER OF APPROVAL**

THIS LETTER OF APPROVAL COVERS THE SYSTEMS INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

SELF CERTIFICATION

☐

INSPECTION

☒

PROFESSIONAL CERTIFICATION  
29 NYC Admin. Code. FC 104.2

☐


**NON OFFICIAL COPY**

CERTIFICATE ISSUED BY FDNY

CERT.# 91287979

N

ISSUED 05/25/2021 EXPIRES 05/25/2024

NAME NIDIA EVANGELISTA

HOME 785 SAINT NICHOLAS AVE APT 2A

ADDR. NEW YORK, NY 10031-2914

NOT

FDNY

EMPLOYEE

FEE \$ 25

CAT. F07 TYPE Fitness

DESC. FIRE AND EMERGENCY DRILL CONDUCTOR

EMPLOYER STOREFRONT ACADEMY

WORK

LOCATION ,



*Nidia Evangelista*



# Certificate of Occupancy

CO Number: 220482911F

This certifies that the premises described herein 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. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<b>A.</b> Borough: Bronx	Block Number: 02623	Certificate Type: Final
Address: 609 JACKSON AVENUE	Lot Number(s): 211	Effective Date: 11/09/2018
Building Identification Number (BIN): 2004435		
	Building Type: Altered	

This building is subject to this Building Code: 2008 Code

*For zoning lot metes & bounds, please see BISWeb.*


<b>B.</b> Construction classification:	1	(Prior to 1968 Code designation)
Building Occupancy Group classification:	E	(2014/2008 Code)
Multiple Dwelling Law Classification:	None	
No. of stories:	7	Height in feet: 75
		No. of dwelling units: 0

**C.** Fire Protection Equipment:  
Standpipe system, Fire alarm system, Sprinkler system

**D.** Type and number of open spaces:  
None associated with this filing.

**E.** This Certificate is issued with the following legal limitations:  
None

Borough Comments: None

  
Borough Commissioner  
Commissioner

# Certificate of Occupancy

CO Number:

220482911F

## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	5	OG	E		3	MECHANICAL ROOM, NEW GAS METER ROOM, SPRINKLER ROOM, WATER METER ROOM, ELECTRICAL ROOM AND STORAGE AREA.
001 001 59	120	I-4		3		DAYCARE: 48 CHILDREN UNDER 3 YEARS OLD AND 6 TEACHERS, ACCESSORY OFFICES AND RECEPTION AREA, 5 PERSONS, UTILITY ROOM.
002 002 90	120	E		3		PRESCHOOL: 83 CHILDREN UNDER 5 YEARS OLD AND 7 TEACHERS, UTILITY ROOM AND PANTRY.
003 003 185	120	E		3		FIRST GRADE-(6)AND OVER TO UNDER (7) YEARS-# OF CHILDREN: 44 # OF TEACHERS:4 OFFICES., MEETING ROOM- 135, LOCKER ROOM AND UTILITY ROOM.
004 004 108	120	E		3		KINDGARTEN-(5) AND OVER TO UNDER (6) YEARS- # OF CHILDREN: 42 # OF TEACHERS3. SECOND GRADE-(7) AND OVER TO UNDER (8) YEARS- # OF CHILDREN: 46 # OF TEACHERS: 2 OFFICES - # OF STAFF 3; READING ROOM 11 STUDENTS, 1 TEACHER, UTILITY ROOM.
005 005 125	120	E		3		THIRD GRADE-(8) AND OVER TO UNDER (9)YEARS-#OF CHILDREN: 58 # OF TEACHERS: 2. FOURTH GRADE-(9) AND OVER TO UNDER (10) YEARS- #OF CHILDREN: 42; # TEACHERS: 2.MUSIC ROOM- # CHILDREN: 15, # TEACHERS: UTILITY ROOM, OFFICES - # STAFF-5 AND SERVER ROOM
006 006 115	120	E		3		FIFTH GRADE - (10) AND OVER TO UNDER (11) YRS- # OF CHILDREN: 58 # OF TEACHERS: 2, SIXTYH GRADE-(121) AND OVER TO UNDER (12) YRS. - # OF CHILDREN:46 # TEACHERS: 2, OFFICES # - 5, CONFERENCE RM - # STAFF 2, UTILITY ROOM AND SERVER ROOM.
007 007 133	120	E		3		SEVENTH GRADE-(12) AND OVER TO UNDER (13) YRS- # OF CHILDREN: 58 # OF TEACHERS: 2, EIGHTH GRADE-(13) AND OVER TO UNDER (14) YRS. - # OF CHILDREN:44 # TEACHERS: 2,ART RMS # CHILDREN 13, # OF TEACHER 1, LIBRARY- # CHILDREN11, #TEACHERS 1, OFFICE- # STAFF 1, LOCKER RM, SERVER RM AND UTILITY RM.

END OF SECTION

Borough Commissioner

Commissioner

**NON OFFICIAL COPY**

609 JACKSON HOLDINGS LLC	LOA PRINT DATE:	02/22/2018
	BLDGS DEPT APPL. NO:	220488452
2447 3 AVE	ACCOUNT NUMBER:	37339496
BRONX, NY 10451	DATE OF APPROVAL:	12/19/2017
	DATE OF INSPECTION:	02/15/2018
	INSPECTOR NAME:	M. URETSKY
	FLOOR(S) INSPECTED:	FLS: C,1-7,RF

**PREMISES:**

609 JACKSON AVE

**BOROUGH:**

BRONX, NY

**LETTER OF APPROVAL**

THIS LETTER OF APPROVAL COVERS THE SYSTEMS INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

SELF CERTIFICATION

☐

INSPECTION

☒

PROFESSIONAL CERTIFICATION  
29 NYC Admin. Code. FC 104.2

☐


**NON OFFICIAL COPY**

CERTIFICATE ISSUED BY FDNY

CERT.# 91287979

N

ISSUED 05/25/2021 EXPIRES 05/25/2024

NAME NIDIA EVANGELISTA

HOME 785 SAINT NICHOLAS AVE APT 2A

ADDR. NEW YORK, NY 10031-2914

NOT

FDNY

EMPLOYEE

FEE \$ 25

CAT. F07 TYPE Fitness

DESC. FIRE AND EMERGENCY DRILL CONDUCTOR

EMPLOYER STOREFRONT ACADEMY

WORK

LOCATION ,



*Nidia Evangelista*