



## **2023-24 School Year Board Meeting #6 Minutes**

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2023-24 School Year Board Meeting #6 at 6:30 PM on December 20, 2023.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the board members via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Rockaway via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Frederica Jeffries, Chair of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Ben Waxman, Andrew Barnes, Linda Plummer, Gertrudis Hernandez

Members absent: Dr. Michelle Daniel-Robertson

Also present: Dr. Mullings, Donna Webster

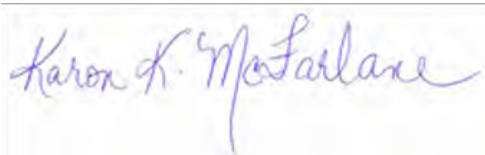
The Chair offered an opportunity for any questions from the public.

- A parent signed on named Linda Scavella. She made a complaint concerning an issue with her scholar.
- The Board asked the parent for a form of contact and shared the procedures moving forward from her. A meeting was scheduled for Friday at 10 am at 15-26 Central Ave Far Rockaway, NY.
- The board chair reiterated that we have a zero tolerance policy towards bullying.

1. The Chair called for a review of the minutes of the 2022-23 School Year Board Meeting #5. The minutes were approved by common consent.
2. The agenda was approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared the following information:
  - Dr. Mullings shared that we’ve had some flooding issues in the previous weeks. Scholars and staff were asynchronous for those days. The buildings are going through repairs.
  - CCHS is preparing for the first cohort of graduates.
  - We are in the process solidifying of the partnership with JFK Redevelopment.
  - TWA is on board to join us as a partner for our culinary pathway.

- Dr. Mullings shared an update about the open meeting laws: If a board member is calling in, their information and the site that they're calling from, be it where, whether it's a house or coffee shop or restaurant, or whatever should be made public.
  - Our data in iReady and with Lavinia Group is showing significant growth from our scholars. Based on the scores, we have funding already locked in.
  - Dr. Mullings reminded the board that the meeting with the charter authorizer will be virtual.
4. The chair called for a motion to sanction the application for the charter renewal. The motion was approved by Karon McFarlane Andrew Barnes. The motion was seconded by Andrew Barnes.
  5. The Chair mentioned the next meeting on January 17th, 2024. The report was received, and the meeting adjourned by common consent.

Respectfully Submitted,



Karon McFarlane

Secretary



Attachment #1  
See Prior  
Month  
Minutes for  
Minute  
Attachments



## **2023-24 School Year Board Meeting #5 Minutes**

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2023-24 School Year Board Meeting #5 at 6:30 PM on November 15, 2023.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each board member via email. Each member noted the proper notification was received.

According to the NY State Public Meetings Law, the public notice of the meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Rockaway via email
- Public Posting at CPCS Offices
- CPCS Website and Social Media

Frederica Jeffries, Chair of the Board of Trustees called the roll of the board.

Members present via Zoom: Frederica Jeffries, Ben Waxman, Andrew Barnes, Linda Plummer, Gertrudis Hernandez

Members absent: Dr. Michelle Daniel-Robertson, Karon McFarlane

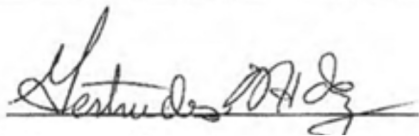
Also present: Dr. Mullings, Donna Webster

The Chair offered an opportunity for any questions from the public. No comments or questions were offered.

1. The Chair called for a review of the minutes of the 2022-23 School Year Board Meeting #4. The minutes were approved by common consent.
2. The agenda was approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO:
  - Dr. Mullings referred to all of the Director’s reports and shared that SDTL/Principal Gordon is out on leave at this time.
  - He introduced Valencia Kirnon, the new AP of the CTE & Early College Program. She’s from Far Rockaway, and she is an adjunct professor at York College. She will be the main point of contact for our industry and higher education partners.
  - He noted the JFK Job Fair & Expo is tomorrow, November 16. This is a continuation of our partnership with JFK Redevelopment. We hosted a meeting for the project on November 1.
  - We hosted a CTE & Early College Expo for our scholars and families on November 3. In conjunction with NYIT, we now have 2 flight simulators for our scholars.

- We are confident in our program as the Board of Regents is considering phasing out Regents with a focus instead on CTE, early college, and workforce preparation programs for high school students.
4. The Chair called for the Financial Report:
    - Donna Webster referenced the final audit and the submission of our annual report for fiscal year 2023.
    - She referenced expenditures on building repairs from the flood in September and other building repairs that have occurred.
    - As we track expenditures for the remainder of the year, she reported we expect to end the year with 2-3 months of cash on hand.
  5. The Chair called for the Personnel Report:
    - This information was covered by Dr. Mullings in his report.
  6. The Chair mentioned the next meeting on December 20, 2023. The report was received, and the meeting adjourned by common consent.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", with a horizontal line underneath.

Gertrudis Hernandez  
Board Member



# Attachment #2



## Senior Director of Teaching and Learning K-5

### December 2023 Board Report

Covering 12/01/23 to 12/15/23

Kentia Coreus

#### Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, relationships, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations at both elementary sites
- Supervise the K-5 principal and administrative team by conducting regular check-ins, bi-weekly supervision meetings, and providing feedback on instructional leadership
- Receive, investigate, and respond to staff and family grievances
- Support human resource activities such as reviewing the credentials of all instructional candidates, recommending teacher salaries, conducting final interviews
- Respond to compliance and legal issues as it relates to staffing and the academic program
- Serve as liaison between the school and the DOE charter office
- Support the school in preparing for charter renewal

#### Preparing for Charter Renewal

##### Drafting the January 10, 2024 Renewal Visit Schedule

On November 22, 2023, our authorizer communicated the requirements for the renewal onsite visit. The requirements are summarized below:

- I. Introductions and discussion with the school leadership team
- II. Classroom visits

Approximately 10 minutes in each classroom with a 2-3 minute pre-observation huddle and a 2-3 minute debrief with the instructional leadership team. The requested to see the following classrooms:

- One first grade classroom
- ELA: 5 th grade, 6 th grade
- Math: 3 rd grade, 8 th grade
- High School Algebra I class
- High School Earth Science class

Classes selected must also represent the following guidelines:

- A grade/subject that represents an area of celebration for your school
- A grade/subject that represents a growth area in your school
- A classroom with instruction of students with disabilities
- A classroom with instruction of English language learners

- III. Teacher interviews, 15-20 minutes each when their schedule allows  
The DOE team requested to interview one ES teacher, two MS teachers, and one HS teacher.
- IV. Full day: Observation of special education students. One from each campus
- V. Debrief with the school leadership team

The K-5 SDTL collaborated with the 6-12 SDTL and their leadership teams to draft a visit schedule adhering to most of the requirements listed above. The draft was submitted to the DOE on December 8, 2023. It is pending final approval. A copy of the submitted draft schedule can be found [HERE](#).

### **MLL Compliance- Feedback from Dec. 4, 2023 Visit from The Collaborative**

The Collaborative facilitated an onsite compliance review of our MLL practices in anticipation of our renewal visit. Below is the feedback received on December 7, 2023. The SDTL will communicate the feedback to the varying departments for follow-up action.

#### *Area of Focus #1: MLL Identification & Enrollment*

##### Bright Spots

- Current enrollment team and practices are strong

##### Areas for Growth

- Be transparent w/ families on the purpose of the HLIS
- Complete the HLIS in partnership w/ families in-person or over-the-phone (translator if needed)
- The above will support the obstacle of families entering ALL English when potentially the student is a potential MLL/ELL
- CODIFY MLL/ELL Enrollment & ID steps into a written guide that outlines who is responsible for each step of the process.

#### *Area of Focus #2: Recruitment*

##### Bright Spots

- Based on past renewal feedback the following has been implemented
- MLL/ELL Lottery Preference has been implemented

##### Areas for Growth

- Current MLL/ELL enrollment is still below the current CSD MLL/ELL enrollment rate
- Recruitment of educators w/ MLL/ELL expertise

#### *Area of Focus #3: Language Access*

##### Bright Spots

- Added translation button to school website
- Currently utilizing Parent Square to translate whole school communications digitally for families in their preferred language

##### Areas for Growth

- Have DOE over-the-phone language line guide printed for each teacher(see link for the guide to the left)
- Create a school-wide language access policy guide for ALL staff



*Area of Focus #4: MLL Programming & Instruction*Bright Spots

- Immersion model is being implemented
- Based on short observations of K-1 classrooms, teachers are making efforts to create an academic environment that academically and culturally inclusive

Areas for Growth

- Teachers could benefit from PD on scaffolding and differentiation techniques specifically for language learners to stray from leaning so much on translation
  - There was little evidence of scaffolding and differentiation techniques being used on formative assessments and class worksheets to support the linguistic demand of these tasks
- Currently in need of dedicated MLL/ELL providers to support pull-out supports & targeted intervention for MLLs/ELLs
  - Right now Challenge has a temporary MLL/ELL teacher substitute & SETSS providers are pinch hitting for dedicated MLL/ELL providers
  - Challenge is considering hiring internally and coaching up internal hire w/ the Support of The Collaborative (Utilizing Membership Hours)

**Staff Recruitment**

We have the current instructional vacancies: Grade 2 SPED ICT, Grade 5 SPED ICT, Science Specials Teacher (K-5). Given our historical vacancies in special education, we are advertising the two special education vacancies as ELA and Math specialist roles which would allow us to hire certified general education teachers.

The K-5 special projects coordinator is taking the following action steps to support recruitment:

- Posting vacancies on Lever which gets distributed to Indeed and LinkedIn
- Sharing vacancies with the principal for internal recruitment
- Listing staff vacancies with Alternative Tutoring and substitute teachers with Kokua Education
- Posting vacancies on personal LinkedIn Page
- We have identified 22 colleges/universities in NYC and Long Island with teacher education programs. We are in conversations with two CUNY schools and one private college in regard to student observers and student teachers (which could commence in 2024)
- We are scheduling a meeting with CUNY School of Labor Studies in January 2024 to discuss maximizing our partnership for the teacher recruitment pipeline
- Regularly reviewing all candidates in Lever who have applied to other instructional roles at the school

**Teacher Certification Compliance**

CCS is currently out-of-compliance with teacher certification. The last review from the NYC Charter Center on December 9, 2023 indicates that 42/92 teachers are uncertified K-12 (15/42 are in the elementary division). The national teacher shortage exacerbated by the pandemic is definitely having an impact on CPCS. In response, CCS plans to develop a formal program for teacher and leader education and certification at CCS in pursuit of the following goals:

- Increase teacher education especially in special education and English as a second language to support scholars
- Increase teacher certification especially in special education and English as a second language as these have been hard-to-fill vacancies across all campuses in the past few years
- Increase overall teacher certification as we currently are out of compliance
- Increase leader education and certification to support leadership development and in turn, teacher development

Over the past four years, CCS has financially supported ten instructional staff members with completing required coursework and with certification testing with the following outcomes:

- 7/10 are currently classroom teachers
- 3/10 are in leadership roles
- 1/10 is no longer with the school

The SDTL will present this information to the CEO and Director of Finance to initiate formally planning of a development and certification program for our teachers and leaders.

### **Lavinia Math Story Problems Implementation**

This fall, CPCS adopted math story problems. Our consultant, Regina Westlake conducted a formal walkthrough with the principal and AP Thomas. A high level summary of the findings and next steps are described below and were discussed in a meeting with the SDTL on December 12, 2023. The SDTL's observations confirm the findings below:

#### Strengths:

- There's a noticeable focus on increasing the variation of strategies students are using to solve problems as a way to further student mathematical understanding
- During work time, teachers are encouraging students to utilize strategies previously discussed
- During discourses we saw a variety of strategies being shared with the class.

#### Areas of Focus:

- Implement the Launch with fidelity:
  - Engage
  - Unpack
  - Check for Meaning
- Continue to ensure that all students have access to manipulatives (Unifix cubes) during work time, and that they use them in 10 sticks

### **Looking Ahead to 2024**

Post our renewal visit, the SDTL will be supporting the elementary instructional leadership team with the following initiatives/projects:

- Ensuring scholars and staff are prepared for CBT (computer-based testing). 5th graders are mandated to take their ELA, Math, and Science state tests digitally this school year
- Facilitating Mid-Year Teacher Reflection meetings to discuss performance and set goals
- Continue to the next phases of Lavinia Math Story Problems implementation
- Begin planning for the 2024-25 school year



# Attachment #3



Ms. Nicole Griffin  
Principal Report  
**Month: December 2023**

K-5 Scholar's Attendance

Attendance

1. Current Enrollment - 649

Daily Attendance Goal

93% Present Daily

2. Current attendance rate

- Attendance average (11/7-12/7): 91%

4. Trends of scholars absences & latenesses

- Monday and Fridays are chronic absent days

Instructional FOCUS:

During the month of November/ December our focus was around teachers perfecting the Gradual Release model and Math instruction.

Learning Experiences (3A)

1. Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.
2. Learning activities represent cognitive challenges

Coaching

New teachers are more acclimated to the school culture. We are currently working on differentiating for ELL scholars, prioritizing instructional time by shortening transition time as well and making sure assessments are aligned with the learning objectives. There has been improvement in the number of classes purposefully implementing the Gradual Release of Responsibility Model. Some seasoned teachers still need to implement the model in their practice.

All teachers and teacher assistants have been trained in Guided Reading. Guided Reading was launched on November 6, 2023. Both Hartman and Redfern locations have a functioning Guided Reading Library for teachers to use. More books will be added upon receiving the purchase orders. We are currently researching grammar books to be used as a component of the Literacy curriculum. Ms. Ward Brew suggests that we use the Wonders Books found in PDF as a resource until a decision has been made on a program. She also suggested that we start the new program for the new school year based on budgeting.

#### **Next Steps:**

- Teachers and TAs will be observed on the implementation of Guided Reading.
- Continuous coaching will be done on expert-guided reading tactics such as
  - Questioning
  - Prompting Techniques
  - What do when scholars are stuck
  - After reading activities
- We will provide coaching for understanding the Science of Reading for teachers.
- IC will use the resource book provided by Ms. Griffin to fine-tune the Guided Reading Lesson Plan.

#### **Suggestions for Improvement:**

- It will be helpful for Teacher Assistants to be provided with a time (monthly) when they can meet to share best practices etc. We could call it the "Interventionist Coalition".
- Teacher Assistants will benefit from outside professional development as well.

## F&P Round 2 Assessments

Our data will be included in the next report as we are in the midst of ROUND 2 assessments. We project huge gains from our scholars in grades K-2 due to our adjustments made to exposing scholars to sight words.

## Units of Study

Grades K-5 continue to update the Units of Study. We continue to focus on assessments both post, mid and end of the unit.

Next Steps and other considerations:

1. Grades 3-5 should focus primarily on vocab and grammar - teach grammar during writing based on Writing City and the writing genre.
2. Look at the Foundations assessments and how the grades transfer to Powerschool and guided reading
3. How does Foundations writing transfer to writing in their notebook (i.e. lines and spacing)
4. Create a pacing calendar this is aligned to each unit

## Special Education Department

- We are up-to-date with all IEP meetings
- There is huge Improvement in the teach reports sent to the CSE
- SDI - a goal was set to gather all students goal in IEP's
- Meet with the SPED department to help shift mindset to ensure SDI is being implemented; it's a legal job. We have to help shift the way they have been thinking about their jobs

## Preparing for the CBT Testing

A meeting was held with Regina from Lavinia to help us plan for the upcoming Grade 5 online NYS exams. Based on the information, the school is in need of purchasing EDULASTIC. This is a platform scholars and teachers will use to practice for the exams.

## Professional Development

TA's received professional development on administering the F&P assessments and analyzing the data.

Teachers received PD focused on launching math story problems, aligning the learning experiences and objectives, writing- rubrics and elements of a narrative, effective use of PLC's.

## Lavinia Math Group

A walkthrough was conducted with Regina Westlake of Lavinia Math Group. Below is a recap.

### Strengths:

- Across classrooms, there was a noticeable focus on increasing the variation of strategies students are using to solve problems as a way to further student mathematical understanding. Way to go! During work time, teachers were encouraging students to utilize strategies previously discussed, and during discourses we saw a variety of strategies being shared with the class. Nice job!

### Areas of Focus:

- Structure of the Launch: Remember, the launch of Story Problems should include 3 essential elements: Engage, Unpack, and Check for Meaning.
  - **During the 'engage'**, the teacher should tell the story in an engaging way, once without the text in a personalized way and then using the exact language of the problem while the text is visible. Make this fun and put your own spin on it! The more engaging the problem is, the more invested students will be in solving. Feel free to change the names in the problem to best suit your class as well!
  - **Unpack:** The teacher unpacks the problem with the students in a way that supports students to understand this problem while also building their skills to understand any problem. Be sure to put the story away during this time so that you are assessing student understanding of the problem, rather than their ability to read the problem off the chart. You can have students turn and talk with partners to retell the story and listen in to assess understanding. You can also have a few students retell the story to the class as well.
  - **Check for Meaning:** The teacher checks for understanding by posing a comprehension question that all students respond to using a turn and talk and/or silent signal. The teacher calls on a few students to explain what they think and why. The conversation focuses on the action or meaning of the story, not the strategies that students will use. This is an important opportunity for students to begin reasoning about the problem.

This check for meaning question for every problem is found in the Lesson Guides.

### School Culture

The DOSC conducted our second culture assembly. We celebrated our CHEETAH CHAMPIONS by recognizing positive behavior and scholar achievement. This type of assembly will be held once a month.

### **November**

Number of in school suspensions - 1

Number of out of school suspensions - 5

### Vacancies

4th grade Teacher

5th grade SPED Teacher

Science Teacher





# Attachment #4



# CHALLENGE CHARTER SCHOOL

## 2023-2024 Principal's Monthly Board Report

*Mavgar Mondesir-Gordon, SDTL (Grades 6-12)*

*Principal Gasner Vil (Grades 6-8)*

*Principal Mavgar Mondesir - Gordon (Grades 9-12)*

### School Year 2023-2024 Report December 20, 2023

#### Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of...									
		Sept 18, 2023	Oct. 16, 2023	Nov. 14, 2023	Dec. 19, 2023	Jan. , 2024	Feb. , 2024	Mar. , 2024	Apr. , 2024	May , 2024	Jun. , 2024
#3	G. 12	40	38	36	36						
#4	G. 11	67	63	62	62						
#5	G. 10	89	86	81	83						
#6	Gr. 9	102	101	94	101						
<b>TOTAL</b>		<b>298</b>	<b>288</b>	<b>273</b>	<b>282</b>						

#### Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of...									
		Sept 18, 2023	Oct. 16, 2023	Nov. 14, 2023	Dec. 19, 2023	Jan. , 2024	Feb. , 2024	Mar. , 2024	Apr. , 2024	May , 2024	Jun. , 2024
#7	Gr. 8	103	97	98	98						
#8	Gr. 7	92	90	93	96						
#9	Gr. 6	121	113	112	113						
<b>TOTAL</b>		<b>316</b>	<b>300</b>	<b>303</b>	<b>307</b>						

#### CCMS/CCHS Attendance Statistics:

C G o r h o u r p t	G L r e a v e d e l	Attendance Rates									
		Sep 7, '23 - Sep 18, '23	Sep 19, '23 - Oct 16, '23	Oct 16, '23 - Nov 14, '23	Nov 14, '23 - Dec 19, '23	Dec, '23 - Jan, '24	Jan, '24 - Feb, '24	Feb, '24 - Mar, '24	Mar, '24 - Apr 2, '24	Apr, '24 - May, '24	May, '24 - Jun, '24
#3	Gr. 12	99.2%	95.4%	100%	99.8%						
#4	Gr. 11	94.2%	98.2%	99.9%	99.9%						
#5	Gr. 10	91.0%	97.6%	99.4%	97.2%						



#6	Gr. 9	75.1%	98.6%	99.1%	92.7%						
#7	Gr. 8	85.4%	100.0%	98.0%	96.5%						
#8	Gr. 7	83.7%	99.6%	98.9%	94.8%						
#9	Gr. 6	73.6%	100.0%	100.0%	98.2%						
CCMS Average		80.4%	99.9%	99.0%	96.6%						
CCHS Average		87.4%	97.8%	99.5%	96.5%						
6-12 Average		86.0%	98.5%	99.3%	97.0%						

**ATTENDANCE:**

Administration has been working with Enrollment to ensure accurate attendance rates while we work to determine students who have been discharged or withdrawn from the school. The school counselors have been conducting parent phone calls regularly to ensure that scholars report to school daily. Scholars who are sick or suspended have been receiving live links to their classes via Google Meet and meeting with teachers 1:1 to ensure minimal disruption of education.

**STAFFING:**

Senior Director of Teaching and Learning and CCHS Principal, Magvar Mondesir-Gordon, officially began medical leave on November 7, 2023. AP Canzoneri and AP Kirnon will lead CCHS in her absence with support from the leadership team. Principal Vil will have full responsibility of CCMS. Dr. Lyle will continue to lead Special Education and provide support when necessary. SDTL/Principal Gordon has laid out all of this work in her Standard Operating Procedure. Dr. Mullings continues to support both schools and will be signing all High School Suspension letters in her absence.

Challenge Charter High School and Challenge Charter Middle School have started the 23-24 SY strong with limited staffing vacancies. Although we are almost fully staffed, the vacancies we do have are critical for our academic programs. Nonetheless, we have used our creativity to ensure that scholars are always before instruction and that we do our best to meet the expectations of our scholars and their parents.

To date, we have candidates awaiting clearance for the following positions:

- CCHS Earth Science TA
- CCMS Humanities Teacher



We will be conducting more interviews to fill the following positions below:

- CCMS:
  - TA for 7th grade Math
- CCHS:
  - Allied Health/CNA Teacher
  - Culinary Arts TA

### **CURRICULUM, INSTRUCTION, AND ASSESSMENT**

- CCHS staff has begun the preparation for January Regents. Teachers began holding review sessions on December 4, 2023 and will continue through January 22, 2024. These sessions take place during the daily Enrichment period.
- On December 5, 2023, scholars from CCMS and CCHS enrolled in the STEP program attended a field trip to the NYIT campus in New York City. They learned about different programs offered at the college as well as participated in various activities.
- Ms. Janette Cesar from Women Excelling in Leadership has been providing instructional coaching twice a month to several CCHS staff members- primarily focusing on Math and ELA.
- Ms. Giotta's 12th grade Participation in Government classes took a trip to the NYC Courthouse on December 19, 2023 to observe the courts and due process procedures.
- CCMS and CCHS will uphold a strong instructional focus to close the gap in Math and ELA. On October 23, CCMS began High Impact Tutoring focusing on small group instruction in Math and Reading.
- The STEP Programs between NYIT and CCMS and CCHS began on October 25, 2023, to offer students more opportunities to engage in Science and Technology enrichment throughout the year. The program will run weekly throughout most of the school year.
- The CUNY SLU courses are still going strong at CCHS. Ms. Spadoni has been supporting the Composition Course and Ms. Giotta has been supporting the Health Disparities course. Ms. Kirnon is working with CUNY SLU for the staffing for the next semester. During the gap between college semesters, scholars will be doing project based learning and research.
- The peer tutoring program is currently up and running allowing high school scholars to peer tutor scholars from the middle school and in the APEX and Math Lab classes at CCHS.

### **SOCIAL-EMOTIONAL LEARNING (SEL)**

- CCMS and CCHS are still awaiting the revamped lessons from the HEAL Curriculum. The curriculum is in its final stages before being implemented. Ms. Tameeka Richards and the Social Science Team have been working with Mr. Hal Eisenberg to make sure the lessons are appropriate for our scholars.
- The Student Support Team has been compiling data to review the graduation progress for our Seniors and Juniors. They have been making appropriate schedule changes to influence a successful pathway to graduation.



- Our Student Support Team has been busy planning initiatives and themed spirit weeks to encourage more community involvement.
- Our eleventh grade scholars recently took a field trip to RISE NY Museum and Experience to immerse them into the history and foundations of New York culture.
- Several more trips have been planned for the near future for further enrichment for our scholars.
- The Deans at CCMS and CCHS have planned holiday celebrations and a spirit week for the scholars during the week of 12/18-12/22.

### **SPECIAL EDUCATION and ENL SERVICES**

- Our growing ENL Population is currently receiving ENL support services with the guidance of Ms. Ana Gomez. Although Ms. Gomez works between both buildings, Mr. Matthew Rivera and Mr. Nestor Medina has been assisting in providing services to all of our ELL students.
- Dr. Lyle will continue to lead the SPED work for both the Middle School and High School. She has gained much knowledge over the last year to verify that CCS is in compliance with IEP and SPED Mandates. She has collaborated with teachers and the CSE to provide professional development and informational meetings on SDI and teacher reports.
- Ms. Zak will be supporting Dr. Lyle with the administrative portion of the IEPs and SESIS due to the increase in the special education caseload.
- At CCMS and CCHS, Ms. Gomez has been administering the NYSITELL exams to newly enrolled. All scholars are tested within 10 days of enrollment.
- IEP meetings are continually being scheduled to ensure that scholars have aligned and up-to-date IEPs. Dr. Lyle is working with the CSE to ensure that all services and transmittals are being pushed through to support our scholars.
- CCMS/CCHS will begin to work on the Language Acquisition Plan for our ELL population, as this plan does not currently exist in our school.

### **DIGITAL PLATFORMS**

- Grades 6-8 scholars will be utilizing school-monitored Chromebooks while they are in the building. The decision was made at the end of last year to keep all Chromebooks in the building and not allow them to travel with the scholars.
- At CCHS, students have received a NYC DOE issued Chromebook. The scholars will be able to take their computers home, however, the new devices will be tracked closely.
- CCMS and CCHS will be utilizing GoGuardian to track scholar work on their Chromebooks. Due to the new DOE Chromebooks, Tech is working on effectively blocking some of our previously blacklisted websites, i.e. YouTube.
- CCHS is utilizing APEX Credit Recovery platform to assist scholars in recuperating credits to stay on track for graduation.

### **PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY**



- Dean Laing at CCHS held a mandatory Senior's Parent Meeting on December 5, 2023, to provide information and costs for senior activities.
- NY Smile was at CCHS on December 7, 2023 offering dental services to our scholars.
- The Parent Coordinator has been working with Ms. Sanford and the other members of the Student Support Team to help increase parent involvement and engagement.
- CCMS and CCHS will continue to use ParentSquare as the main method of communication between the school and the school community.
- The deans, student support teams, and administration at CCMS and CCHS have hosted individual parent meetings to address concerns with our scholars.
- Eyes on Education Program has been rescheduled to January 31, 2024. They will be onsite to offer free eye exams for scholars in grades 6-12.

#### **PROFESSIONAL DEVELOPMENT**

- CCMS has been receiving regular professional developments through Lavinia. They have been meeting with our teachers since pre-service week.
- We will be continuing our work with the Collaborative at the Charter School Center.
- Key instructional staff and administrators will also be attending Professional Developments through the CTE Technical Assistance Center of NY
- CCMS and CCHS have launched our Mentoring Circles as a means of building supportive professional relationships amongst the staff.
- Principal Gordon has hosted a series of Professional Developments on Progress Monitoring for our Special Education, ENL, and Interventionist staff.
- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
  - Professional development takes place weekly.
- **VERTICAL DEPARTMENT PLANNING**
  - Department Teams have been meeting to discuss instructional planning across curriculums.

#### **INSTRUCTIONAL OBSERVATIONS**

- The CCMS-CCHS Admin Team members have begun supporting instructional periods throughout the day to ensure that instruction is taking place and that outreach is performed as needed. Informal observations and coaching have begun in the form of check-ins and 1:1 Instructional Supervision. TeachBoost will continue to be used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.



# Attachment #5



## **Director of Pupil Personnel Services**

### **Board Report - December**

As the Director of Pupil Personnel Services, I am pleased to provide an update on the various initiatives and activities that have taken place this month.

#### **Curriculum and Instruction:**

- The H.E.A.L. Curriculum continued in grades K-5, with students currently in Unit 3: Dream a Little Dream. They are learning about the importance of being a lifelong learner and developing foundational/executive functioning skills such as self-management, personal responsibility, and decision-making.

#### **Social-Emotional Learning:**

- Middle and high school scholars completed SEL surveys to assess their social-emotional well-being and identify areas of support.

- High school scholars had the opportunity to attend virtual college visits to explore their post-secondary options.

#### **Career Exploration:**

- Students in grades K-5 participated in a career day, where they learned about various professions and career paths.

- Middle school scholars focused on the needs in their community and beyond.

- 9th and 10th graders began creating career portfolios and exploring their career interests and resumes.

#### **Transition Activities:**

- 5th grade scholars visited our middle school and had the opportunity to ask questions to current middle school scholars, helping them prepare for their transition next year.

- Middle and high school counselors began planning for the transition activity for our current 8<sup>th</sup> graders.

#### **Scholar Achievements:**

- Assemblies were held for our K and 1 scholars to celebrate their achievements.

- Upper elementary scholars will be celebrated next month.



- Middle school scholars will also have a celebration of their achievements based on their quarter 1 report cards.

### **Family Engagement:**

- Our family engagement team collaborated with academic leadership team members to provide a week-long focus on how to support children academically at home, including workshops on readers' workshop and special education.

- We hosted our first parent cafe, where families learned various skills to support their scholars socially and emotionally. The event had a Grinch theme, emphasizing the importance of communication. Families enjoyed a hearty dinner and had meaningful discussions.

### **Fundraising and Community Support:**

- The Parent Association holiday boutique opened, allowing scholars to purchase holiday items for their friends and family.

- The school spirit store officially opened as a fundraiser for our Parent Association, offering t-shirts featuring our school mascot, Champ.

### **Partnerships:**

- Catholic Charities is now present at our middle and high school site, as well as our elementary school site. A therapist is available one day a week at the middle and high school and three times a week at the elementary school.

### **Attendance and Scholar Support:**

- The attendance teams continue to meet regularly to ensure accurate tracking of scholar attendance and to celebrate scholars who are actively engaged in their learning.

### **Team Evaluations:**

- Team evaluations have begun, and the Danielson Rubric is being used to assess our services and programs. Next steps will be provided to all team members to ensure continuous improvement.

Thank you for your continued support and partnership as we strive to provide the best services and programs for our scholars.



# Attachment #6



## Challenge Charter School Communications Report - December 2023

Kim Messer, Director of Communications

### Family Communications

- Our Winter Challenge Charter School Chronicles was released last week! [Read it now HERE](#). This “Cheetah Spirit” issue has a lot of great content for our families and celebrates scholars and staff. Our school-wide Spirit Day is February 14, 2024.
- We were happy to host families for our K-5 Winter Wonderland performances. This annual event is a favorite with our scholars, families, and staff. Other events that communications is supporting through design, social shares, and edits in December: Gingerbread STEM project, Parent Academy Holiday Cafe, Middle School basketball scrimmage and more.
- Through our renewal process, we have recognized the need for more family training and information related to ParentSquare. Focused posts in Spanish asking for families to be sure they activate their accounts have begun. We also need to do more to share the language preference option available on ParentSquare which will require partnership with Admin at each site to assist with that effort.



### Website/Social Media

- SEO analysis is helping us identify what key words and phrases we can use to help boost our search results. Google reports show that we are in the top 5 when people are looking for “challenge charter” in our area, but we are aiming to do more to boost results for more general searches. One example of that: “far Rockaway middle school.”
- I am planning for a Middle/High School Sports takeover for February or March pending confirmation of which week they would like to provide content.

- Due to increasing work-load, I have had to pull back to posting once a day on social media. Our engagement has suffered off and on since the beginning of the school year, but we continue to get closer to 2000 fans across FB and IG (1898 as of this report).

### Marketing/Application Season

- Application season for 2024-25 is underway.
- The English brochure is complete. Spanish version is in editing process in case printing is desired.
- Open houses dates and times have been finalized and will be entered this week on our website as well as new ads for January and beyond.
- Bus shelter ad is being finalized for a January placement. It will have English and Spanish copy placed at 3 locations in our surrounding neighborhood.
- Our video commercial is being finalized and should be completed by early January.
- Work continues to create a formal narrative about our CTE and Early College program for use in advertising, internal communications, renewal documents, and a press release. To the right is part of a new brochure for our Culinary Arts program that will serve as a model for each pathway. Thanks to Ms. Canzoneri for starting the work on the brochure.

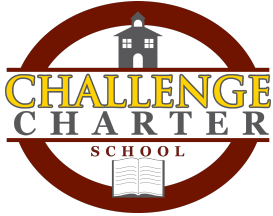


### Safety Plans & Crisis Communication

- Designated reporters have now begun using Smart Alerts in ParentSquare for 911 calls. We are still struggling with timely follow up reports that provide more details related to crisis events.
  - HR is working on getting employee phone number records in PowerSchool, as there are still many employees missing alerts.
- Building Level Plans are still TB done.



# Attachment #7



Optimizing educational learning environments using effective school operational systems and processes.



## Board Report #5 Director of Operations and Student Enrollment

December 19, 2023,

### Scholar Enrollment

CCS scholar enrollment is currently at **95%**. The school welcomed **39 new scholars in the past 4 weeks**. Seats will continue to be offered to fill the grade-level vacancies.

*[Reminder]*

The lottery application for 2024-2025 is available. We have received **175 applications** since the launch on October 2nd. Prospective families can apply online by visiting our school website <https://challengecharterschools.org/apply>. Paper applications will also be available in the main and enrollment offices. The deadline for lottery applications is April 1st.

### Scholar Recruitment

Last week Ms. Vaughn and Ms. Rosario was out in the community visiting preschools and early child centers to promote the school. The recruitment tour will continue this week as we visit more feeder schools on the peninsula. The [open house dates](#) have been confirmed by each site. Open house invitations will be sent this week to all applicants.

### School Operations

#### School Safety

As of November 1, 2023, the school is no longer using direct emails to send 911 alerts to the Building Response Teams(BRTs). Monday, October 30th, and Tuesday, October 31st, the BRTs sent test notifications via Parent Square. The BRTs were informed that If they received alerts to their Google Voice phone number and would like it to be sent to

their cellular number, update their account profile in ParentSquare. All team members were trained by the Director of Communications on how to send the alerts via Parent Square.

### Scholar Health Physical Form and Immunization Records

CCS immunization status via ATS is up at 83.3%. The operations team will conduct parent outreach for scholar health physical forms and immunization records. We will follow the guidelines outlined in the [NYSED 2023 Immunization Guidelines for Schools](#). In addition, Department of Health and Mental Hygiene warning letters will be sent home to scholars who are missing updated immunizations. The site leadership team will be informed if a scholar is at risk for not attending school due to not meeting immunization requirements.

### Family Income Inquiry Form (FIIF)

This school year ATS is reporting **80.4% of our families are free and reduced meals.**

School meals are free for scholars, however, parents/guardians are encouraged to complete the Family Income Inquiry Form to help maximize Title I Funding. Please see our school data below:

- ❖ **75%** of our scholar population are enrolled in a government assistance program and are automatically eligible for Title I funds.
- ❖ **5%** of our families completed the Family Income Inquiry Form(FIIF).

### Facilities

The operations team will partner with the school community to maintain the cleanliness of all facilities. All building repairs are submitted through the work order portal provided by Pillar Management. With the peak of cold, flu, and COVID-19 season, the school was reminded of cleanliness protocols. The custodians have been informed to do a deep comprehensive cleaning during the closing shifts. In addition, they will be sanitizing the frequently touched areas throughout the day. The air vents will be dusted and cleaned at every location.

## Operational Systems

[Linked here](#) is the CCS Events Request Form.

Challenge Preparatory Charter School has grown to servicing grades K-12 across 4 locations. Every week each site has school events and we needed a system of tracking. If someone plans to host a meeting, school, or community event and requires operations support they complete the form. Requests must be submitted at least 10 business days prior to the event. Once the request is received an operations team member will contact you within 24 hours to confirm the event details. The school community has been utilizing the form which has helped us streamline the process and communicate to all stakeholders.

Janisa Vaughn

Director of Operations and Student Enrollment

TNTP Leader Cohort 2022

School Business Leader, M.Ed, MBA





# Attachment #8



## Director of Technology Report

Dec. 2023 - Dale Richardson

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### I: Current Work

1. CBT (Computer Based Testing)
    - a. The New York State Education Department is rolling out computer-based testing to Charter schools, including Challenge.
    - b. The doe hopes are to “meet the needs of 21st-century learners and improve test delivery, test integrity, scoring validity, and turn-around time on testing results.”
    - c. Our techs are rolling out the requirements and principles and can begin assigning leadership roles and scheduling practice dates.
    - d. Data and other admins are needed for each site that is required to test.
    - e. Additionally, for IED scholars, admins will have to set reasonable accommodations.
    - f. Please have a look at the exam platform and become familiar with what the scholars will be facing: <https://ny.nextera.questarai.com/tds/#practice>
    - g. You may find more info via: <https://cbtsupport.nysed.gov/hc/en-us/categories/201173603-Grades-3-8-ELA-Math-and-Grades-5-and-8-Science-Computer-Based-Testing>
  
  2. Brainstorming Cyber Security for our CTE (update)
    - a. I was able to connect with The Computing Technology Industry Association (CompTIA). “The leading provider of vendor-neutral IT certifications in the world.” We will have a meeting in the new year to see if a partnership is right for us.
    - b. Potentially incorporating a Cyber Security leg of our CTE program.
    - c. With Cyber Security attacks on the rise worldwide, it may be a good idea to see how we could incorporate cybersecurity into our CTE programs.
-



- d. Parties include
    - i. Principal Gordon - Initialized the idea for the Aviation program.
    - ii. AP Kirnon - Would like to see a certification track.
    - iii. Lloyd Jaeger and Frank SanFelice - Would like to see Cyber Security integrated into all tracks, in one form or another.
3. Repairs and maintenance
- a. Refinement of phone systems at 710 Hartman.
  - b. Refinement of PA System at 15-20 Central.
  - c. Patch fixes for cyber security components.

—

**II: Pending budget approval - These items should be prioritized.**

1. We should purchase Active Panels (smart boards) for the 2023 - 2024 school year. **(This should be our top priority. I do not recommend awaiting the release of the ResoA grant, as those funds have taken as long as 18 months to process).**
  - a. We need twelve boards to have 1520 Central Ave. fully outfitted and ready for scholars.
  - b. I also suggest ordering four extra “rolling boards” (one for each site) in case of an emergency where a classroom board malfunctions or if principals call an assembly.
  - c. At the moment, quotes on board are (ca) \$5,900.00. However, this rate will need to be updated (may become more expensive) at the time of our order.



2. 1526 Central Ave - Security Camera (Pending approval)
  - a. Quotes received (may require a new quote as quite some time has passed)
    - i. With classrooms: \$24,711.00
      1. I suggest we go with this package, even if we only run the wiring for the offices, because the current offices may become classrooms in the future).
    - ii. No Classroom cama: \$19,788.00
  
3. Independent Cyber Security Audit for the entire organization (Pending approval)
  - a. We should purchase an independent cyber security assessment to satisfy various insurance and state requirements.
    - i. Ex: [https://www.dfs.ny.gov/industry\\_guidance/cybersecurity](https://www.dfs.ny.gov/industry_guidance/cybersecurity)
    - ii. The quote received was \$42,327.00
      1. This quote is now aged and will require a new one (possibly a more expensive quote) when we are ready to move forward.
  - b. Dr. Mullings has forwarded me the following NYSED recommendation:
    - i. Via:
 

<https://www.cisa.gov/protecting-our-future-partnering-safeguard-k-12-organizations-cybersecurity-threats>
    - ii. The NYSED's version is more of a blanket suggestion.
    - iii. I strongly suggest tailoring "cyber security" to the specific needs of Challenge.



### III: Risk Factors

1. 1279 Redfern NVR [network video recorder] for Security Cameras.
  - a. Inherited from the daycare upon our acquisition of the building, the security camera system at 1279 Redfern Ave. is failing, and cameras are falling offline.
  - b. In the best-case scenario, only the NVR is failing, and we can replace it but keep the current cameras.
  - c. Worst case scenario, the entire system has expired, and we must replace NVR, cameras, and wiring.
2. Two PA Systems are needed for 1520 Central Ave.
  - a. Due to High and Middle school residing in the same building, we should order an extra PA system, as they need to keep simultaneous meetings.
  - b. Additionally, the music room often borrows the current PA system, and schedules are sometimes conflicting.
3. High Fidelity Audio and Video system
  - a. As the number of attendees and demands for streaming increases, Challenge should seek to invest in a High Fidelity system for major events and streaming.
  - b. Ex: The portable system at 1520 Central reached its limit during the attendance of the 200 audience event for the JFK Redevelopment.
  - c. The electricity @ 1520 Central Ave. should be revamped to accommodate bigger events that demand more power consumption.
  - d. Perhaps one of the JFK stakeholders can assist Challenge with a grant to invest in a HiFi sound system and Video Capture to accommodate large audiences.



- e. Estimated value
- i. \$25,000 - Small scale.
  - ii. \$100,000 - Medium scale.
  - iii. \$500,000 - Major scale.



# Attachment #9



Helping you to focus on what's important:  
STUDENT ACHIEVEMENT



*experience. expertise. execution.*

# Challenge Prep Charter School

Monthly Financial Report  
November 2023





# Challenge Prep Charter School

## Financial Summary

November 2023

<b>LIQUIDITY</b>	Cash on Hand	<i>Operating accounts (Savings account not included)</i>	\$ 4,541,326
	Cash on Hand	<i>Total Accounts</i>	\$ 5,615,569
	Months of Cash on Hand - (Excellent > 3 months/ Poor < 1 month)		1.8
	FY Ending Cash Available to Carryover to FY 24	<i>(Operating Account(s) Only)</i>	\$ 1,673,569
	<i>*Cash balance available once all FY23 obligations &amp; receivables have been settled</i>		
Escrow Reserve - current balance			\$ 70,000

<b>ENROLLMENT</b>		<u>Actual</u>	<u>Budget</u>	<u>Variance</u>		<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
	General Ed		1,201.397	1,296.00	(94.603)	\$	22,033,621	23,768,640
SPED								
0 - 20%		65.264	51.000	14.264		-	-	\$ -
20 - 59%		43.236	43.000	0.236		449,222	446,770	\$ 2,452
60% - Over		85.474	83.000	2.474		1,628,194	1,581,067	\$ 47,127
<b>Total SPED</b>		<b>193.974</b>	<b>177.000</b>	<b>16.974</b>		<b>2,077,416</b>	<b>2,027,837</b>	<b>\$ 49,579</b>

<b>BALANCE SHEET</b>	Total Current Assets:	Assets	\$ 6,662,999	
	Total Current Liabilities:	Liabilities	\$ 5,206,316	
	Working Capital (Current) Ratio - (Rating Excellent >=3.0/Poor <1.0)			1.28
	Quick (Acid Test) Ratio - (Rating Excellent >=2.5/Poor <1.0)			1.22
	Total Assets:		\$ 106,273,063	
	Total Liabilities:		\$ 104,488,533	
	Debt Ratio - (Rating Excellent <0.50/Poor >1.0)			0.98
Total Net Assets:		Net Assets	\$ 1,784,531	

<b>Summary</b>		<u>YTD Actual</u>	<u>Annual Projected</u>	<u>Annual Budget</u>	<u>Variance</u>
	Revenue		\$ 12,203,710	\$ 29,788,205	\$ 30,940,013
Expenses (before depreciation)		10,617,103	30,364,867	30,341,761	23,106
<b>Net Operating Surplus(Deficit) before Depreciation:</b>		<b>\$ 1,586,607</b>	<b>\$ (576,661)</b>	<b>\$ 598,253</b>	<b>\$ (1,174,914)</b>
Depreciation:		-	500,000	500,000	-
<b>Net Operating Surplus(Deficit) after Depreciation:</b>		<b>\$ 1,586,607</b>	<b>\$ (1,076,661)</b>	<b>\$ 98,253</b>	<b>\$ (1,174,914)</b>
<b>Capital Expenditure Requirements</b>		<b>\$ 140,579</b>	<b>\$ 183,327</b>	<b>\$ 142,000</b>	<b>\$ 41,327</b>
<b>Total Cash Expenditures</b>		<b>\$ 10,757,682</b>	<b>\$ 30,548,194</b>	<b>\$ 30,483,761</b>	<b>\$ 64,433</b>
			<u>Annual Projected</u>	<u>Annual Budget</u>	<u>Variance</u>
Revenue per Pupil			\$ 24,795	\$ 23,873	\$ 921
Expenditure per Pupil			\$ 25,691	\$ 23,798	\$ 1,893

# Challenge Prep Charter School

## Budget vs. Actuals Fiscal Year Ending 6/30/2024

	YTD Actuals	Full Year Projection	Annual Budget	Variance	Notes
<b>Income</b>					
4100 State Grants					
Total 4100 State Grants	11,441,214	27,232,077	28,917,517	(1,685,440)	
4200 Federal Grants					
Total 4200 Federal Grants	126,163	1,234,598	1,330,496	(95,898)	
4300 Contributions					
Total 4300 Contributions	626,422	1,298,422	672,000	626,422	
Total 4400 Miscellaneous Income	9,910	23,108	20,000	3,108	
<b>Total Income</b>	<b>12,203,710</b>	<b>29,788,205</b>	<b>30,940,013</b>	<b>(1,151,808)</b>	
<b>Expenses</b>					
5000 Compensation					
5100 Instructional Staff					
Total 5100 Instructional Staff	3,351,353	11,194,054	11,181,027	13,027	
5200 Non-Instructional Staff					
Total 5200 Non-Instructional Staff	1,179,474	2,830,738	2,269,326	561,412	
5300 Pupil Support					
Total 5300 Pupil Support	569,883	1,367,719	2,061,301	(693,583)	
5400 Benefits					
Total 5400 Benefits	967,303	3,433,363	3,840,921	(407,558)	
6100 Administrative Expenses					
Total 6120 Insurance	264,839	660,943	612,782	48,161	
6200 Professional Services					
Total 6200 Professional Services	759,267	2,329,100	2,035,500	293,600	
6300 Professional Development					
Total 6300 Professional Development	34,020	366,468	345,000	21,468	
6400 Marketing and Staff/Student Rec					
Total 6400 Marketing and Staff/Student Rec	49,706	143,449	96,000	47,449	
7100 Curriculum & Classroom Expenses					
Total 7100 Curriculum & Classroom Expenses	366,022	745,399	743,196	2,203	
8100 Facility					
Total 8100 Facility	2,877,185	6,782,791	6,683,138	99,652	
8200 Technology Expenses					
Total 8200 Technology Expenses	159,654	469,648	472,969	(3,321)	
8800 Miscellaneous Expenses					
Total 8800 Miscellaneous Expenses	38,396	41,196	600	40,596	
8900 Depreciation Expense	-	500,000	500,000	-	
<b>Total Expenses</b>	<b>10,617,103</b>	<b>30,864,867</b>	<b>30,841,761</b>	<b>63,702</b>	
<b>Net Surplus(Deficit)</b>	<b>1,586,607</b>	<b>(1,076,661)</b>	<b>98,253</b>	<b>(1,215,510)</b>	
<b>Capital Expenses (Input CY Additions)</b>					
1500 Furniture, Fixtures & Equipment					
1510 Office & Admin Computers & Equipment	27,322	27,322	27,000	322	
1511 Classroom Computers & Equipment	7,251	50,000	50,000	-	
1512 Classroom Furniture	58,288	58,288	45,000	13,288	
1513 Office Furniture	22,507	22,507	-	22,507	
Total 1500 Furniture, Fixtures & Equipment	115,369	158,117	122,000	36,117	
1519 Facility and Construction					
1540 Leasehold Improvements	25,210	25,210	20,000	5,210	
Total 1519 Facility and Construction	25,210	25,210	20,000	5,210	
1610 Website	-	-	-	-	
<b>Total Capital Expenditures</b>	<b>140,579</b>	<b>183,327</b>	<b>142,000</b>	<b>41,327</b>	

## Challenge Prep Charter School

### Cash Flow Projections

	December	January	February	March	April	May	June	July +
<b>Beginning Cash Balance (Unrestricted)</b>	5,615,569	7,877,226	5,418,085	7,254,622	4,495,481	6,507,018	3,747,878	1,149,013
Projected Cash Receipts	5,050,608	329,812	4,625,488	29,812	4,800,488	29,812	190,087	524,557
Projected Cash Disbursements	(2,788,952)	(2,788,952)	(2,788,952)	(2,788,952)	(2,788,952)	(2,788,952)	(2,788,952)	-
<b>Net Cash from Operations</b>	<b>2,261,657</b>	<b>(2,459,140)</b>	<b>1,836,537</b>	<b>(2,759,140)</b>	<b>2,011,537</b>	<b>(2,759,140)</b>	<b>(2,598,865)</b>	<b>524,557</b>
Accounts & Other Receivables								
AP, Credit Card & Accrued Expenses								
Employee Funds (FSA/Transit)								
<b>Ending Cash Balance (Unrestricted)</b>	<b>7,877,226</b>	<b>5,418,085</b>	<b>7,254,622</b>	<b>4,495,481</b>	<b>6,507,018</b>	<b>3,747,878</b>	<b>1,149,013</b>	<b>1,673,569</b>

# Challenge Prep Charter School

## Balance Sheet

November 2023

<b>ASSETS</b>	
<b>Current Assets</b>	
Bank Accounts	
Total 1000 Cash	<u>5,615,569</u>
Total Bank Accounts	5,615,569
Accounts Receivable	
Total 1100 Accounts Receivable	<u>97,564</u>
Total Accounts Receivable	97,564
Other Current Assets	
Total Other Current Assets	<u>949,866</u>
Total Current Assets	6,662,999
<b>Fixed Assets</b>	
1500 Furniture, Fixtures & Equipment	
Total 1500 Furniture, Fixtures & Equipment	<u>2,610,822</u>
Total 1700 Accumulated Depreciation & Amortization	<u>-2,419,228</u>
Total Fixed Assets	1,501,422
Other Assets	
Total Other Assets	<u>98,108,643</u>
<b>TOTAL ASSETS</b>	<b>106,273,063</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Accounts Payable	
Total Accounts Payable	<u>331,232</u>
Other Current Liabilities	
Total Other Current Liabilities	<u>4,875,084</u>
Total Current Liabilities	5,206,316
Long-Term Liabilities	
Total Long-Term Liabilities	<u>99,282,217</u>
Total Liabilities	104,488,533
<b>Equity</b>	
Net Income	1,586,607
Total Equity	<u>1,784,531</u>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>106,273,063</b>



# Attachment #10

## 2023 Challenge Charter School Renewal Narrative

### Executive Summary

#### II.1. Mission Statement

The mission of Challenge Preparatory Charter School (“Challenge Prep”) is to prepare scholars from the greater Far Rockaway community to excel academically, to demonstrate mastery of the New York State Next Generation Learning Standards, and to achieve their career aspirations. Challenge will cultivate and support the intellectual, aesthetic, social, emotional, and ethical development of its scholars and prepare them to be responsible 21<sup>st</sup> century citizens. To accomplish its mission, Challenge will offer a rigorous instructional program in a safe, supportive, technology infused and data-enriched school environment.

#### II.2 Goals

In keeping with its mission and urban learning center-informed vision, Challenge Prep has identified seven critical outcomes from which both *academic* and *non-academic* expectations and goals emanate: (1) Supporting the urban learner; (2) Powerful use of ongoing assessments; (3) Response to Intervention; (4) Rigorous standards-based curriculum supported by additional time for instruction and enrichment; (5) College and career readiness; (6) Professional learning and collaborative planning; and (7) Parents as partners. Challenge Prep’s goals reflect the expectations that the New York City Department of Education has set forth for all charter schools and include school-specific goals that support the mission of its urban learning campus school community. Challenge Prep will hold itself accountable to academic and non-academic standards and expectations by defining and working toward its quantitative and qualitative goals.

#### II.3 Education Program

Challenge Prep is a college and career preparation school whose core commitment is providing an excellent public educational program for children and youth in the Greater Far Rockaway area, from grades kindergarten through 14. This innovative, urban learning center was established by Far Rockaway community and faith leaders, parents, and community residents in response to the critical need for public school alternatives for Far Rockaway’s struggling district schools, which are among the lowest performing in New York City, as discussed in further detail in this renewal narrative. Socioeconomically speaking, Challenge Prep’s 1246 grades K-12 scholars reflect the population of Far Rockaway, with 82% deemed economically disadvantaged. Through hard work and commitment to its mission and vision, Challenge Prep has demonstrated academic success through multiple metrics living its mission of preparing scholars to “excel academically” in “a safe and supportive environment” in addition to cultivating scholars’ “intellectual, social, emotional and ethical development.”

Challenge Prep’s focus on data-driven differentiated instruction, strong family-community connections, and blended learning enables scholars to succeed academically. It is important to note that as a result of its model, which addresses the *whole child*, i.e., scholar academic and social-emotional needs, Challenge has made particular gains in moving its special needs scholars toward proficiency levels. (See Table 1a in the Renewal Narrative).

What is vital to the educational program is Challenge Prep’s philosophy, which requires that teachers, in coordination with administrators, special education teachers, ELL instructors, counseling staff, and most importantly, parents, assess each scholar’s instructional needs continually throughout each year and administer appropriate instructional interventions at specific times.

Challenge Prep’s elementary grades program emphasizes data-driven instruction, with extensive use of internal assessments, including i-Ready and Fountas and Pinnell (F&P) Reading Level Assessments, to identify and address individual scholar needs. Challenge Prep utilizes the *workshop model* to deliver

instruction aligned with Next Generation Learning Standards-aligned curricula in all subjects and all grades. In the middle and high school grades, Challenge utilizes the *gradual release learning model* as one of several methods of instruction in core content areas. Blended learning, a style of education in which scholars learn via digital and online platforms is implemented along with traditional face-to-face teaching in all grades.

At the high school level, the piloting of the CTE programs was launched during the 2022-2023 school year with two pathways, Allied Health and Culinary Arts. Both programs are now in full swing as Challenge continues to make its way toward becoming a state-certified CTE school. This school year, 2023-2024, the high school will launch its Aviation program in partnership with JFK Airport to offer two career pathways, Pilot and Unmanned Aircrafts. Within the next five years, the plan is for Challenge to become a full-fledged CTE high school that offers high school diploma endorsements. The high school has also introduced the Early College Program in collaboration with the CUNY School of Labor and Urban Studies. Moreover, twenty-three of its twenty-four juniors and seniors successfully completed the 3-credit Statistics for Social Change course. Additional college course offerings will include courses in writing, i.e., Writing 1, Writing 2, and the course Health Disparities. Within the next five years, Challenge plans to expand its Early College Program and partnerships with other universities to extend course offerings to its scholars.

### **Essential Question 1: Is the school an academic success?**

Challenge Preparatory Charter School (Challenge Prep) has been an academic success throughout the charter term based on the 2021-2022 NYS data. Challenge Prep is a full-service community charter school that has been vital in Far Rockaway's recovery from Hurricane Sandy and is now a critical component in the multi-million dollar public-private revitalization of Far Rockaway. Challenge Prep is a K-12 charter school LEA founded in 2010 and awarded a full five-year renewal with no conditions by its authorizer, the New York City Department of Education (NYCDOE), in 2015. In 2019, Challenge Prep received a third full-term renewal and approval to expand and add high school grades. Challenge Prep is an independently operated charter school (i.e., not managed by a CMO) governed by an autonomous Board of Trustees. Challenge Prep has demonstrated academic success through multiple metrics and has lived its mission of preparing scholars to "excel academically" in "a safe and supportive environment" and cultivating scholars' "intellectual, social, emotional and ethical development." Challenge Prep enrolled 792 scholars, grades K-8, at the end of its second term and now enrolls 1246 K-12 scholars with programming through grade 14. It does this through the following key design elements (1) supporting the urban learner, (2) powerful use of ongoing assessments, (3) response to intervention, (4) rigorous standards-based curriculum supported by additional time for instruction and enrichment, (5) college and career readiness, (6) professional learning and collaborative planning, and (7) parents as partners.

Challenge Prep's core commitment is to provide an excellent public educational program for children and youth in Greater Far Rockaway (i.e., the communities in zip codes 11691, 11692, 11693, and 11694) that prepares them for college, career, or both. Challenge Prep was established by Far Rockaway community and faith leaders, parents, and community residents in response to the critical need for public school alternatives to Far Rockaway's struggling district schools. As detailed later in this narrative, the traditional public schools in greater Far Rockaway are among the lowest-performing in New York City (NYC).

Challenge Prep's focus on data-driven differentiated instruction, strong family-community connections, and blended learning has resulted in positive academic outcomes, especially compared to other public schools in Greater Far Rockaway. Challenge Prep enrolls a scholar population that is reflective of the population of Far Rockaway with 82% economically disadvantaged scholars.

*Challenge Prep's NYS assessment results did not exceed those of the district (CSD 27), the city, and the state in ELA and Math during the current charter term.*

In the last year of its third charter term, Challenge Prep outperformed CSD 27 in ELA and Math (ELA- 46%, MATH- 43%). The math proficiency rate was a +7% increase from the previous year as additional resources were implemented to support math instruction. Due to the COVID-19 pandemic, 2021-22 ELA and Math exam scores are the only ones available at the time of this application and are based on Common Core Learning Standards (CCLS). The 2022-23 ELA and Math exam scores will be based on Next Generation Learning Standards, thus not allowing for an exact comparison.

**Table 1 shows how Challenge Prep scholars performed on NYS exams compared to its Community School District (CSD 27), NYC, and NYS.** Challenge Prep performed less well than the district, the city, and the state in both ELA and Math in 2021-2022. Although Challenge Prep performed less well than the district, the school was 2 percentage points away from meeting the district proficiency levels in ELA. The school was 6 percentage points from the city. NYSED did not release Spring 2022 math scores for CSD 27. Challenge Prep did not perform as well on the math assessments, and this application will speak to interventions in place for math achievement. The 2022-2023 scores for CSD 27, NYC, and NYS were not publicly available when this renewal narrative was prepared.

**Table 1: 2021-22 NYS Exam Absolute and Comparative Performance Data**

	<b>ELA</b>	<b>Difference</b>	<b>Math</b>	<b>Difference</b>
<b>Challenge Prep</b>	44%		23%	
<b>CSD 27</b>	46%	<b>-2 pts</b>	<i>N/A*</i>	<i>N/A</i>
<b>NYC</b>	50%	<b>-6 pts</b>	42%	<b>- 19 pts</b>
<b>NYS</b>	47%	<b>-3 pts</b>	41%	<b>-18 pts</b>

\*CSD 27 Math for 2021-22 was not calculated by NYS [Source](#).

**Special scholar populations:** Challenge Prep's SWDs have outperformed the district in ELA during the year 2021-22.

**Table 1a shows how Challenge Prep students with disabilities (SWDs) performed on the 2022 NYS ELA and Mathematics exams compared to SWDs in CSD 27.** In ELA, Challenge Prep exceeded the CSD. This is attributable to various factors including, but not limited to, an increase in integrated co-teaching classrooms, pull-out services, benefits of inclusion for SWDs, SETSS, and small group instruction. In Math, Challenge Prep was seven or less percentage points away from the CSD except in Grade 3, where it exceeded the CSD. Challenge Prep will respond to this math achievement data in its upcoming charter term. A statistically insignificant number of ELL scholars were tested to provide an analysis for that subgroup.



**Table 1a: 2021-22 NYS Exam Challenge Prep vs. CSD 27- Students with Disabilities**

Grade Level	2021-22 CPCS SWD ELA	2021-2022 CSD 27 SWD ELA	Difference	2021-22 CPCS SWD MATH	2021-2022 CSD 27 SWD MATH	Difference
Gr 3	29%	18%	+11	43	27	+16
Gr 4	14%	12%	+2	13	16	-3
Gr 5	8%	8%	-	9	11	-2
Gr 6	36%	21%	+15	8	9	-1
Gr 7	-	15%	-15	-	7	-7
Gr 8	27%	19%	+8	-	3	-3

Tables 2-4 show how Challenge Prep scholars performed on NYS exams compared to specific grade levels of schools in the Greater Far Rockaway areas that would be viable alternatives for families. In most cases, Challenge Prep is outperforming these schools. As mentioned earlier, the math data will be an area of focus for Challenge Prep in its upcoming term.

**Table 2: Challenge Prep 3-5 Compared to District Elementary Schools in Greater Far Rockaway**

*Note: We compared ourselves to schools in the Greater Far Rockaway community that tested at least 90% of their scholars.*

2022 NYS ELA Exam by Grade Level			2022 NYS Math Exam by Grade Level		
<b>Challenge Prep</b>					
Grade 3	45%		Grade 3	41%	
Grade 4	28%		Grade 4	18%	
Grade 5	41%		Grade 5	17%	
<b>PS 104 BaysWater</b>					
Grade	Proficiency Level	Difference	Grade	Proficiency Level	Difference
Gr 3	32%	13 pts	Gr 3	22%	19 pts
Gr 4	15%	13 pts	Gr 4	31%	-13 pts
Gr 5	23%	18 pts	Gr 5	23%	-6 pts
<b>PS 106</b>					
Gr 3	10%	35 pts	Gr 3	-	41 pts
Gr 4	25%	3 pts	Gr 4	6%	12 pts
Gr 5	19%	22 pts	Gr 5	10%	7 pts
<b>PS 197 Ocean School</b>					
Gr 3	24%	21 pts	Gr 3	24%	17 pts
Gr 4	20%	8 pts	Gr 4	33%	-15 pts
Gr 5	24%	17 pts	Gr 5	19%	-2 pts
<b>PS 253</b>					
Gr 3	29%	16 pts	Gr 3	26%	15 pts
Gr 4	17%	11 pts	Gr 4	15%	3 pts
Gr 5	16%	25 pts	Gr 5	3%	14 pts

**Table 3: Challenge Prep 6-8 Compared to District Middle Schools in Greater Far Rockaway**

School	2021-2022 ELA	Difference	2021-2022 MATH	Difference
<b>Challenge Prep (Grades 6-8)</b>	51		20	
<b>Knowledge And Power Preparatory Academy VI</b>	61	<b>-10</b>	39	<b>-19</b>
<b>Middle School 53 Brian Piccolo</b>	26	<b>+25</b>	5	<b>+15</b>
<b>Academy Of Medical Technology (Grades 6-8)</b>	37	<b>+14</b>	8	<b>+12</b>
<b>Village Academy</b>	33	<b>+18</b>	19	<b>+1</b>

**Table 4: Challenge Prep K-8 Compared to District K-8 Schools in Greater Far Rockaway**

School	2021-2022 ELA	Difference	2021-2022 MATH	Difference
<b>Challenge Prep</b>	51		20	
<b>P.S. 183 Dr Richard R Green</b>	25	<b>+26</b>	10	<b>+10</b>
<b>PS./MS 42</b>	24	<b>+27</b>	5	<b>+15</b>
<b>P.S. 43</b>	27	<b>+24</b>	9	<b>+11</b>

**Growth in Proficiency**

Due to the COVID-19 pandemic, no NYS exam data is available to demonstrate proficiency growth as exams were not administered in 2020 and 2021. Furthermore, 2023 ELA and Math exam scores will be based on Next-Generation Learning Standards, thus not allowing for an exact comparison.

**High School Regents Data**

In the last Regents data available prior to the COVID pandemic, Challenge Prep demonstrated its ability to ensure scholars are prepared to demonstrate high levels of achievement on Regents exams. On the 2019 Algebra I Regents, 75% of 24 scholars tested earned a passing score (+4 from NYS) and 100% of 24 scholars tested earned a passing score (+27 from NYS) on the Living Environment Regents exam. Challenge has utilized the first post pandemic regents exams scores as a planning tool to implement the following supports and interventions as overall scores did not meet or exceed NYS.

Double periods twice per week will be implemented for all math and Science Regents courses in the 2023-2024 school year. These extra periods in Science and Math will enable the completion of math and science labs in addition to Regents review, intervention time (RTI), and SETSS tutoring. These fixed time during the school day throughout every week of school will provide consistency and the opportunity for the earliest intervention where needed. Most importantly, the small group station rotation model that these classes will follow will provide the best arrangement for scholars' targeted learning and progress monitoring. Pre-pandemic performance trends, informs us that Challenge is capable of supporting scholars with high achievement in Regents courses.

**Table 5: 2018-2019 Regents Performance**

	All scholars				SWD				ED			
	Charter Total Count	CCS	NYS	Difference to NYS	Charter Total Count	CCS	NYS	Difference to NYS	Charter Total Count	CCS	NYS	Difference to NYS
Global History	43	72%	80%	-8	7	57%	52%	+5	7	100%	71%	+29
Algebra I	81	53%	66%	-13	13	15%	34%	-19	68	49%	54%	-5
Algebra II	48	40%	65%	-25	7	43%	29%	+14	37	32%	49%	-17
Living Environment	77	49%	74%	-25	11	36%	44%	-8	64	48%	63%	-15

**Discussion Regarding Academic Achievement and Growth in ELA and Math**

Challenge Prep established a successful K-5 academic program in its initial charter term and improved upon it in the current charter term. Also, it expanded its academic program in its second charter term to include a middle school program (beginning with 6<sup>th</sup> grade in the first year of the charter term and adding one grade per year through 2018). Its school-wide objective is to develop scholars who are 21<sup>st</sup> Century Global Citizens who can compete on the world stage. Challenge Prep’s elementary grade program emphasizes data-driven instruction, with extensive use of internal assessments, including I-Ready and Fountas and Pinnell (F&P) Reading Level Assessments, to identify and address individual scholar needs.

Throughout the current charter term, Challenge Prep has further refined the *Quality Learning Approach* it developed in its initial charter terms, including extensive analysis and application of a variety of scholar data, comprehensive professional development for all teachers and staff, a school-wide culture of collaboration exemplified by collaborative planning by Professional Learning Communities (PLCs) and intensive academic supports for scholars including additional Integrated Co-Teaching classes (ICT) at all grades, and a Response to Intervention (RTI) program for struggling scholars. The Senior Directors of Teaching and Learning lead the strategic visioning and planning process to develop a comprehensive School Improvement Plan (SIP) with site specific instructional leadership teams.

Key features that contributed to Challenge Prep’s academic progress in the current charter term include:

***Extensive Use of scholar Data***—Challenge Prep is committed to using various scholar data to inform and differentiate instruction and to identify and address individual scholar needs. During the current charter term, Challenge Prep built upon data utilizing a program known as i-Ready, a personalized instructional, research-based program designated for kindergarten through eighth grade scholars. This program designs an individualized plan for instruction based on each scholar’s performance on the i-Ready Diagnostic assessment taken at the beginning, middle, and end of the year. Once scholars complete their Diagnostic assessment, i-Ready builds a unique lesson plan with a starting point for each learner. Scholars are then assigned to complete lessons in i-Ready for both content areas of Mathematics and English Language Arts. Teachers have the flexibility to add lessons or adjust the lesson sequence based on their knowledge of the scholars.

In the past 4 school years, Challenge scholars have made significant gains in both ELA and math when comparing the beginning of the school year and end of school year diagnostics.

**Table 6: iReady Reading and Math Diagnostic Data Across Charter Term**

SCHOOL YEAR	iReady Diagnostics-Reading			iReady Diagnostics- Math		
	Fall	Spring	Difference	Fall	Spring	Difference
2019-20	38%	61%	+23%	24%	58%	+34%
2020-21	43%	52%	+9%	28%	38%	+10%
2021-22	26%	46%	+20%	10%	32%	+22%
2022-23	23%	44%	+21%	10%	33%	+23%

The primary vehicle Challenge Prep now uses to collect, analyze, and use scholar data is the PLC. At Challenge Prep, PLCs engage in planning and reflection both vertically (i.e., grade-to-grade) and horizontally (i.e., within each grade). Challenge Prep has scheduled a daily common planning block and one 60-minute scheduled PLC block. In addition, Challenge Prep has at least one block per week dedicated to working with the Child Study Team (CST). In addition, Challenge Prep has at least 6 “Data Days” each year in which teachers and instructional leaders work together to analyze scholar data, establish data-informed academic goals and incorporate data-informed strategies and interventions into classroom instruction. PLCs, working in coordination with the principals and instructional leadership, review a diverse set of scholar data, including NYS Assessment Item Skills Analysis data, i-Ready progress reports aligned with specific NYS ELA and Math strands, Reading Inventory Assessment data, data from Fountas & Pinnell exams, scholar portfolio data, Read 180 and RTI progress reports and data from teacher-developed assessments. PLC analysis of scholar data results in decision-making regarding scholar groupings in classrooms. It also results in targeted academic interventions for scholars, including RTI, Guided Reading. i-Ready assessments are administered at all grades, and the data is used, along with NYS ELA and Math assessment data, to make grouping decisions to support differentiated instruction and to identify appropriate academic strategies and interventions for each scholar. Also, quarterly reading level benchmarks are also determined through administering the Reading Inventory Assessments, and a review of this benchmark data is used to identify needs and appropriate interventions.

**Comprehensive Professional Development:** Challenge Prep expanded its professional development initiatives during the current charter term. It made significant progress towards aligning professional development to data-informed school-wide and teacher-specific achievement objectives. Professional development is embedded in the design and culture of Challenge Prep, as evidenced by its inclusion in its charter goals. A key charter goal is that the school “will have an ongoing professional development process in place to support the implementation of data-driven decision-making for instructional improvement.” Challenge Prep’s approach to professional development is to provide teachers with training, coaching, and instructional support tailored to their needs. Challenge Prep’s professional development program includes:

- **Curriculum Design:** One of the significant academic challenges faced during the charter term is reading comprehension. According to recent i-Ready data, scholars are struggling with proficiency in reading comprehension, informational (44% on or above grade level), and

literature texts (51% on or above grade level). To increase scholar proficiency in reading comprehension, CPCS decided to veer away from commercial curriculum and create its own units of study. CPCS Units of Study for Grades K-5 were created as a guideline for teachers implementing the Reader's and Writer's Workshop within their classrooms. Throughout the course of the year, all scholars will be exposed to five units: All About Me as a Global Citizen, Author Study, Pioneers and Trailblazers, Poetry, and Rising to the Challenge. The themes are the same across all grades. Units are driven by the New York State Next-Generation Learning Standards and reflect the resulting instructional shifts.

- **Innovative Approaches:** In grades 6-12 strategies to address challenges related to increasing reading comprehension and vocabulary acquisition are twofold. The basis for creating units of study as the foundation of the ELA curriculum is promoting culturally responsive teaching. Culturally responsive teaching is a research-based approach that connects scholars' cultures, languages, and life experiences with what they learn in school. These connections help scholars access the rigorous curriculum and develop higher-level academic skills. Making connections to a curriculum and engaging in meaningful learning experiences increases scholar motivation and autonomy, leading to improved scholar agency and invariably scholar success. Instruction should incorporate vocabulary found in rich contexts across all disciplines to deepen scholars' vocabulary knowledge. The use of culturally relevant texts will increase scholar interest and motivation. Strategies, like context clues, to figure out unknown words, and using vocabulary in authentic writing and speaking are essential to improve vocabulary acquisition.
- **Next-Generation Standards:** Unpacking The New York State Next Generation Standards allows teachers to identify what a scholar should know and be able to do. This involves teachers taking a "deep dive" into the content that will be taught. The language of the standards is unpacked to create a framework that will guide instruction. Through professional development and guidance, CPCS unpacked the Next Generation ELA and Math standards. The process of unpacking the standards is very detailed and consists of numerous steps. The process involves identifying the standards, reflecting, and analyzing the content and skill. The result is to create learning targets to articulate and demonstrate the content (what scholars should know) and the skill (what scholars can do). The resulting learning targets are used to create meaningful and relevant learning activities in addition to formative and summative assessments.
- **Bridging the Standards Gap:** A crosswalk was created to bridge the gap between New York State Common Core Standards and New York State Next Generation Standards. The benefit of this in-depth analysis was to ensure a complete understanding of where we are and where we are intended to be. It is vital for teachers to fully understand the changes in the standards and how to address them through further development of content knowledge and how to deliver the instruction.
- **Induction and New Teacher Orientation:** Professional development is provided during new teacher orientation and induction, including training prior to the start of each year and mentoring during the year. The Challenge Prep mentoring program, initiated in the current charter term, enables veteran teachers to coach and support novice teachers. Challenge Prep is tailoring its new teacher mentoring initiatives to integrate specialized online and social media resources to promote collaboration between new and veteran teachers and support new teacher development. Also, recognizing that more than one-third of Challenge Prep teachers have less than 3 years of teaching experience, the CEO and school leaders are fully committed to new teacher induction and professional development. School leaders are currently exploring additional strategies to support new teachers, for example, group mentoring in K-5 and mentoring circles in 6-12.
- **Responsive Teacher Evaluations:** Challenge Prep also improved its alignment of teacher evaluation and professional development to establish differentiated professional development that addresses individual teacher needs and professional growth objectives. In the current charter term, Challenge Prep continued to use the Danielson Framework for Teaching as its primary approach to teacher evaluation. Teachers work

with the principals and other instructional leaders each year to review evaluation results and establish teacher growth targets. Professional development is then tailored to help teachers achieve the growth targets. By linking professional development objectives and activities to areas of growth and performance and professional practice targets identified through evaluation, Challenge Prep can gauge the effectiveness of professional development activities and the professional development program generally by measuring teacher growth in the specific professional practice domains that the professional development is intended to address. Challenge Prep offers training, coaching, and other support from staff, educational support organizations (e.g., the NYC Charter Center), and outside consultants to support differentiated professional development.

***Culture of Collaboration:*** Collaboration is at the core of the Challenge Prep academic program. Collaborative teaching occurs throughout the school, with at least two adults in each classroom. Each general education classroom has a certified lead teacher and one teaching assistant in grades K-6. Each K-5 grade level has two ICT classrooms. ICT classes contain one certified general education teacher and one certified special education teacher. In grades 6-12, lead general education teachers collaborate with special education teachers and SETSS providers.

Classroom teachers are provided with at least two hours per week of common planning time to support their instructional practice. In addition, PLC meetings are built into the schedule for each grade level team. The PLC time is invaluable because it provides structured, protocol-driven opportunities for coaches, instructional leaders, and teaching teams to collaborate to improve teaching practice and support scholar learning, growth, and development. Challenge Prep teachers work collaboratively in Data Teams to analyze scholar data and develop and discuss instructional strategies to help academically struggling scholars. Teacher collaboration is further facilitated during and beyond school hours by teacher use of email and social media.

***Intensive Academic Supports:*** Challenge Prep provides strong academic support to all scholars with particular emphasis on helping struggling or under-performing scholars. Among these supports are:

***Response to Intervention (RTI)-*** Challenge Prep refined and strengthened its RTI program during the current charter term to better identify scholars for intervention using data and to deliver effective instruction. The Child Study Team (CST), composed of a team of the scholar's teachers, special education teachers, intervention teachers, and social workers/guidance counselors, continues to be the primary vehicle by which Challenge Prep implements RTI. Data from various assessments, including i-Ready, Reading Inventory, Fountas and Pinnell, Lexile Text Measures, and NYS ELA and Math assessments, are used to identify under-performing scholars. These scholars are then provided a multi-tiered system of interventions to provide support at the earliest signs of academic struggle. This program offers a multi-tiered system of interventions to support scholars at the first sign of struggle and helps avoid the misclassification of scholars with disabilities. Before the initial CST meeting regarding a particular scholar, the assistant principal responsible for special education or the Social Worker (if primarily a behavioral referral) observes the child in the classroom to bring these observations to the meeting. At the initial CST meeting, the scholar's classroom teacher or content area teacher(s) share work samples, recent informal and formal assessments, behavior logs, strategies tried, the scholar's interests, strengths, and weaknesses and discuss present concerns. Together with the family, the team develops strategies to address needs and stimulate academic or emotional growth through differentiation (Tier I) or behavior or academic intervention (Tier II). Tier I supports range from classroom modifications to curricular adjustments. If the scholar does not progress within the Tier I modification, the CST will determine the scholar's eligibility for a Tier II intervention.

If a Tier II intervention is necessary, the team will design an intervention by: establishing a target behavior and a measurable goal, determining method and frequency of delivery (push-in or pull-out, and number of times per week), designating the point person for delivery of the intervention (classroom teacher, content area teacher, Reading Specialist, ESL teacher, etc.), outlining the instructional plan, establishing the intensity of the intervention by defining the group size, designing or specifying assessments (baseline, on-going, and final), defining data collection procedures, and establishing the duration of the intervention (generally 6 weeks). A follow-up CST meeting is scheduled to evaluate intervention effectiveness and scholar response. At this meeting, the team analyzes collected data, observations, and work samples to determine whether to terminate the intervention, continue the existing intervention, modify the intervention (reduce group size, content, method of delivery, etc.), or move the scholar into a more intensive/specialized instruction reserved for scholars with disabilities or deemed-to-know scholars—a step that is simultaneous with a referral for a special education evaluation (Tier III).

After scholars are identified as at risk for not meeting benchmarks, an assistant principal of the scholar's respective school division (elementary school, middle school, or high school), intervention teachers, social worker, and the classroom or content area teacher(s) will develop small group or one-to-one intervention to take place in or out of the classroom. These small groups will focus on the scholars' specific learning needs, including reading, writing, and math instruction.

***Small Group Instruction*** - At Challenge , small group instruction is heavily part of the RTI model in all grade levels. Small groups make it easy for teachers to give scholars the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. In grades K-5 focusing on a small set of reading or reading-related skills is essential to tier 2 as having too many instructional objectives for struggling readers makes it more challenging to learn the skills well enough for proficient reading.

For a scholar receiving tier 2 instruction, several weekly sessions might focus on phonemic awareness and decoding in depth. The other sessions might focus on comprehension and vocabulary in depth. To date, there are no clear-cut empirical guidelines to determine how to balance competing demands for instructional time. The key feature of RTI for reading has been teachers using research-based curricula such as guided reading and Leveled Literacy Intervention (LLI) to boost scholar literacy. At the Grades K through 5 levels, scholars earning a proficiency rating between 2.5 and 3.1, receive i-Ready Extra Lessons, Leveled Literacy Intervention, and lessons in their RTI sessions.

In Grades 6 through 12, the station rotation model is used for small group instruction as part of the RTI process. Scholars are grouped into tiers of 4-5 based on data, and switch to different timed activities throughout the duration of the session. In the 2023-2024 school year, the Lavinia Learning Acceleration Cohort will be added for tutoring in ELA and Math 3 times per week as this division restructures RTI to improve math interventions.

***Differentiated Instruction*** - At Challenge Prep, instruction is differentiated in every classroom. Giving scholars choices about how they learn enables them to meet learning objectives in the best way for them. Teaching is customized to suit multiple forms of intelligence. In grades K-12, differentiated instruction is based on modifying four elements: content, process, product, and affect/learning environment. The modification of these respective elements is guided by the teacher's understanding of scholar needs—the scholar's readiness, interests, and learning profile, all evidenced by data. In grades 6-12 Tiering and Compacting is an approach utilized to craft individual scholar learning. Tiering instruction is a quintessential approach to differentiation in which the curriculum is tailored to diverse scholars' abilities and interests. Compacting, on the other hand, determines the condensing of the content to a scholar who has either mastered it already, or will be able to master it quickly. Specially Designed Instruction (SDI) is



differentiated instruction provided by SETSS providers to IEP scholars to help them master IEP goals/objectives and ensure access to and progress in the general curriculum.

**Technology** - Technology is heavily used to support scholar learning through programs like Zearn, i-Ready assigned lessons, Reading A-Z, Raz-Plus/ELL, Writing A-Z, and Lavinia Humanities Insights, Lavinia Close Reading, Lavinia Story Problems, Sound Reading, Read180, Delta Math, and digital textbooks. Heavy repetition and technology being integrated organically into the school day have helped reinforce growth.

**Classroom Discussion** - There has been a heavy emphasis on cognitive load through high-level DOK questions focused on strategic thinking and scholar-driven classroom discussion in grades 6-12. Teachers have been instructed to ensure that every scholar has the opportunity to speak. Scholars are encouraged to look and talk to each other rather than just look and talk to the teacher. Too often, “discussions” take the format of a dialogue between a teacher and a series of scholars. Posing discussion questions and using question stems to promote comprehension have been a focus. Scholars critiquing the reasoning of others has been an encouraged practice. Classroom discussion has also been an area of focus in grades K-5 starting with quality questioning and accountable talk.

**Summer Academies and Afterschool Academies**- Scholars who perform below grade level on i-Ready and other assessments and are considered likely to score below proficiency on NYS ELA and/or Math assessments are advised to participate in Challenge Prep’s Summer Academy. At the Academies, Challenge Prep teachers deliver instruction using curricula aligned with the Challenge Prep school-day and school-year academic programs and assessments. Specifically, the Academies use Sylvan Learning material and a Teacher Toolkit that links directly to i-Ready. Math teachers in the grade 6-12 Academies use Go Math. The Sylvan Method is a proven methodology based on academic research, 40+ years of proven teaching experience, and leading-edge technology. It blends the best in teaching with the best in technology so that a scholar is fully engaged and growing. Challenge Prep has contracted with Sylvan to provide materials and instructors who worked with the lowest scholars to help bolster academic success. The program is delivered through materials matching the scholars’ reading levels. The teaching is targeted at writing that is connected to reading passages. A vocabulary and grammar component is also taught daily (dependent on scheduling).

Challenge Prep continues to recognize significant room for improvement in its mathematics program and thus has been proactive in creating strategies and data-informed initiatives to address this issue. During the last charter term, Challenge Preparatory has focused on addressing the need to strengthen its Mathematics programming and to identify and address scholars’ needs for Mathematics interventions in the early grades so that they are “on track” to succeed on NYS Mathematics assessments. During the current charter term, we secured math-specific professional learning for instructional staff, implemented weekly math challenges, and updated the primary mathematics curriculum resources to align with the New York Next-Generation Mathematics Standards. Challenge Prep has continued to take several actions to improve its Mathematics program during the remainder of this term and throughout the next. These actions include the following:

- **New York City Mathematics Project (NYCMP)**-Challenge Prep’s work with the NYCMP focused on grades 2 and 3 in the elementary division in 2018-2019 and grades 3-5 during the school year 2019-2020. The Challenge partnership with NYCMP was cut short due to the pandemic. Grades 6-8 participated in this program with training and workshop attendance by teachers from 2018 through 2020. This partnership was selected due to NYCMP’s track record of building scholars’ math skills in schools demographically similar to Challenge Prep’s.
- **Lavinia Story Problems**-For the subsequent charter term, grades K-5 will implement Lavinia Story Problems, which is built upon the philosophy to approach teaching mathematics by putting



meaning front and center through rigorous daily problem-solving and rich discourse to prepare scholars to solve math problems independently. Grades 6-8 have used this program with professional training and online coaching in the 2021-2022 and 2022-23 school years. The teaching staff will receive professional development and coaching in-person and virtually, alternating weekly, throughout the school year 2023-2024.

- **Math Tuesday Challenge** –To boost stamina and mastery, scholars complete a math challenge every Tuesday. The challenge assessment is provided by the administration team and is based on standards addressed in previous chapters. All teachers use a uniform grade-level rubric to assess scholars' level of mastery towards the standard addressed and provide written feedback to each scholar. After scoring, the data is entered into a data tracker, and teachers will either reteach whole-class or provide small group or one-on-one instruction if applicable.
- **Use of manipulatives during math instruction** –The use of manipulatives are an essential part of Challenge Prep's pedagogy in grades K-5. Teachers incorporate the use of manipulatives during daily math instruction to meet the needs of the scholars. The teachers understand that manipulatives provide a concrete foundation for learning abstract ideas. Both teachers and scholars have access to physical manipulatives and an array of virtual manipulatives and tools through the online platform of the curriculum program. Manipulatives are used to support the lesson's learning objective(s) by actively engaging scholars in the lesson, facilitating scholars verbalizing mathematical thinking, discussing mathematical ideas and concepts and thinking divergently to find a variety of ways to solve problems, and facilitating scholars taking ownership of their learning.
- **Emphasis on mathematical fluency and mental math facts**–Teachers are expected to provide instruction and incorporate opportunities for the practice of procedural fluency skills and mental math during whole group, small group, workstations, and during transition times, etc., with the expectation that scholars will master skills by the end of the year of the respective grades according to the New York Next-Generation State Mathematics Standards.
- **Adaptive Math Class and Math Intensive Class**–During the 2022-2023 school year, grades 6-8 introduced Math Intensive and Adaptive Math classes to look at the foundations of Math that may have been lost during the pandemic.

**Challenges and Best Practices**—A key **academic concern** that Challenge Prep has faced during the current charter term has been improving ELA and math proficiency for scholars. School leaders and consultants worked in conjunction to analyze the data of these students, including NYS Assessment Item-Analysis, i-Ready, Fountas and Pinnell, Reading Inventory data, and teacher-created assessments. They developed a process for assigning interventions appropriate to scholars' specific needs. As noted above, Challenge Prep has improved its capacity to “move” scholars from “below proficiency” to “proficient” or better. A key **best practice** is the above-discussed data culture, which empowers teachers to use a variety of scholar data to inform their teaching and support differentiated instruction. Challenge Prep improved its use of PLCs during the charter term to support data analysis and planning. Challenge Prep's approach to the use of data is collaborative and “hands-on,” with teachers working in PLCs and Data Teams to analyze data and make data-informed decisions.

### **Grades 6-12 Mathematics**

Before the pandemic, grade 6-8 New York State scores showed the school's demonstrated academic growth. The data showed that the school performed above the district in many levels of mathematics. Since returning from the pandemic, strategies to increase school math performance have worked for scholars. These strategies include implementing daily math stories, Response To Intervention sessions, Learning Acceleration Cohort through High Impact tutoring via the Lavinia Group, after-school math tutoring, peer tutorials, and Saturday Academy (at the beginning of the current charter term). Overall, we

are a successful school when it comes to mathematics. The 2022- 2023 math state exam results show us where and how intervention plans worked for scholars and where continued support is needed.

On the last state exam, the 6th graders outperformed the district by +0.8 in understanding ratios and proportions. Grade 7 performed above the city level in some categories, registering + .17 in all multiple choice and all constructed responses + 18. 7th graders also outperformed the district in the topic “using samples to infer about the population” question areas by +0.35. 8th graders outperformed the district on the topic “square roots and cubed roots” by +0.95. Additionally, 8th graders demonstrated progress in solving geometry and probability questions. With the new implementations, we look forward to increasing scores on both state exams and Regents. Last year, 87.5% of the 8th graders passed the Algebra I Regents.

In the upcoming year, we are working with interventionists and teachers to provide adequate support to 8th grade scholars to increase their state and Regents exams scores by 10%. i-Ready helps us measure scholars' growth periodically. Last year we had 30% growth in math, according to i-Ready data in both middle and high school. This year, we are working with interventionists and math practitioners to increase scholars' performance even more. Due to the intervention program, we predict that 30% of scholars will score 84% or higher on state exams and math regents for the upcoming terms.

A key indicator of academic success is the growth demonstrated by Challenge Prep’s grade 6-12 scholars with disabilities (SWD). Challenge Prep has served SWDs in middle and high school through various intervention programs while consistently monitoring individual and subgroup academic growth. Several scholars in this subcategory constantly require diverse management needs and testing accommodations. These include additional time on assessments, anchor charts, scaffolding, model samples, study supports, preferential seating, timed breaks, flexible grouping, sensory tools, separate testing location, and small specialized grouping. Due to the full implementation of these various intervention programs, overall academic success has been positively demonstrated in the NYS exam data. At Challenge Prep Middle and High School, we strongly believe in each scholar’s potential. Challenge Prep’s Special Education program is designed as a SETSS Model. Each scholar with an individualized education plan receives appropriate special education support and services to address the effect of the scholar’s disability on participation and progress in the general education curriculum. Challenge Prep is committed to offering interventions to support scholars in their areas of difficulty. The intervention sessions’ duration is determined by the mandated time in each scholar’s Individual Education Plan and by identifying strengths that permit scholars to increase their skills in their core competencies of all aspects of their education: social-emotional, post-secondary, vocational readiness, employment, and extracurricular activities. Special Education Teacher Support Services Providers will push into math and English Language Arts classes, and pull out scholars for support services. Furthermore, SETSS Providers will push into designated core regents classes to further support scholar learning.

Challenge Prep used grade 6-12 Articulation Data from June 2023 as an indicator for selectively placing scholars in instructionally supportive environments. In grade 6, none of the SWDs had a poor attendance rating or fell under the high alert category. In grade 7, none of the SWDs had a poor attendance rating or fell under the high alert category. In grade 8, none of the SWDs had a poor attendance rating, and only 11% of this grade fell under the high alert category for behavior. In grade 9 there are 57% of the SWDs who had a poor attendance rating and were categorized for high risk behaviors such as lack of student agency, requires frequent redirection, and needs constant motivation.. In grade 10, 25% of SWDs showed a high alert for attendance, and 100% had notes related to general occurrences with behavior. In grade 11, 6% of SWDs had a poor attendance rating in the high alert category. In grade 12, none of the SWDs had a poor attendance rating or fell under the high alert category. The ability to strategically track SWDs in the high alert category gives the new grade-level staff and school as a whole an understanding of

preexisting factors identified for remediation to promote continued success. For example, Challenge Prep has identified scholars who tend not to ask for help.

Through research on the Universal Design for Learning, Challenge Prep will consistently provide multiple means of Actions and Expressions, i.e., 5.1, giving the scholars options in how they will communicate their understanding. For example, other notations in the high alert category were frequently talkative and distracting others. Furthermore, through research of the Universal Design for Learning and the strategies set forth for the removal of Actions and Expression Barriers, staff will, i.e., 6.1, demonstrate a strategy for support by showing scholars how to use rubrics, consider expectations, and set their own goals. By learning these strategies, scholars are set up for success by orchestrating clear goals that contribute to a successful outcome which are crafted and communicated during teacher-scholar conferences. These goals have proved successful for a few scholars, especially one scholar in high school who was declassified during the annual IEP meeting during the academic school year of 2022-2023.

The Universal Design for Learning Model reflects the interventions Scholars with Disabilities receive. Scholars with disabilities receive Specially Designed Instruction based on their Management Needs and Supplementary Aids and Services/Program Modifications/Accommodations as prescribed in their Individual Education Plans (IEPs). Alongside using Specially Designed Instruction, SETSS providers document scholar growth through progress monitoring. The SETSS providers carefully track scholar progress as prescribed in the Individual Education Plan's Annual Measurable Goals, which are evidenced by scholar work samples that capture progress in the scholar portfolios. SETSS providers have conferences with each scholar on their caseload to ensure that they understand their Annual Measurable Goals they are striving to reach within an attainable timeline. The conference discussion details the steps of progress that are delineated to meet each outlined Annual Measurable Goal. In addition, the SETSS provider has a role in the IEP meeting and discusses the progress the scholar has been making toward their annual measurable goals and offers strategies to help that scholar achieve those goals. Furthermore, the SETSS provider participates in parent meetings for scholars with SWD to discuss the behavior of concern and if the disability is the reason for the behavior.

Research to practice is grounded in the work of all SETSS Providers' use of Evidenced-Based Practices. Challenge Prep instructional practices are selected from Evidence-Based Practices such as those listed below, which have historically provided a positive impact on SWDs' overall executive functioning.

Spatial Organizers are consistently used in various subject areas. Spatial Organizers are Specially Designed Instructional tools that are used to help scholars organize their thinking about concepts, understand connections, and remember information. These graphic organizers teach scholars to sort concepts, facts, and ideas using charts, diagrams, graphs, or other graphic organizers.

Classroom Learning Strategies are study skills instruction that is consistently utilized to construct the processing of content in a manageable format. These learning strategies include note-taking skills, self-questioning strategies, summarization, Computer Assisted Instruction (CAI) i-Ready in <sup>1</sup>ELA/ Math, and <sup>2</sup>Sound Reading.

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<sup>1</sup> The iReady assessment measures scholars' performance and progress in certain foundational skills for reading and mathematics, known as "domains."

<sup>2</sup> The Sound Reading program connects a scholar's inner voice and what they read on a page. The program deals with auditory processing. The Sound Reading program teaches scholars to manipulate the sounds of words to create new ones. Secondly, the program facilitates the process of learning phonemic awareness. Research has shown that these two skills are critical for scholars to be successful, life-long readers.

**Special student populations:** Challenge Prep SWD scholars met all of the ‘Closing the Achievement Gap’ standards in 2022-2023. That is, the ACR stated that NYS ELA exam and math exam proficiency for SWDs met or exceeded CSD and Citywide rates.

Challenge Prep’s SWDs have consistently outperformed SWDs in CSD 27 and across the city on the NYS ELA and Math exams. (Source--NYSED School Data):

**Table 9: Performance of SWDs on NYS Exam**

<b>% of SWDs proficient in ELA</b>	<b>2022</b>	<b>Difference</b>
<b>Challenge Prep</b>	19	
<b>CSD 27</b>	15	<b>+4</b>
<b>NYC</b>	19	<b>0</b>
<b>% of SWDs proficient in Math</b>	<b>2022</b>	<b>Difference</b>
<b>Challenge Prep</b>	12	
<b>CSD 27</b>	12	<b>0</b>
<b>NYC</b>	16	<b>-4</b>

Challenge outperformed ELLs in CSD 27 and matched the performance of NYC in ELA in 2018 and 2019 in the performance on the math exam. Although Challenge Prep demonstrated a decline in performance and math expectations in 2018, Challenge Prep showed a performance increase of 22% in 2019 due to targeted teacher professional development, the implementation of the Lavinia Math Program, and the implementation of the Challenge Prep Attendance Buy Back Program, an initiative where we will ensure that all scholars will receive a full education this school year. The new initiative will allow scholars to make up the amount of minutes of instructional time lost as a result of arriving late. Each scholar that arrives late to school will have to make up the time missed from the same class/subject at the end of the school day.

**Table 10: Grade level SWD data compared to SWD CSD Data**

<b>Grade</b>	<b>SWD NYS ELA Exam 2022</b>			<b>SWD NYS Math Exam 2022</b>		
	<b>CPCS</b>	<b>CSD</b>	<b>Difference</b>	<b>CPCS</b>	<b>CSD</b>	<b>Difference</b>
<b>3</b>	29	18	<b>+11</b>	43	27	<b>+16</b>
<b>4</b>	14	12	<b>+2</b>	13	16	<b>-3</b>
<b>5</b>	8	8	<b>0</b>	9	11	<b>-2</b>

<b>6</b>	36	21	<b>+15</b>	8	9	<b>-1</b>
<b>7</b>	-	15	<b>NA</b>	-	7	<b>NA</b>
<b>8</b>	27	19	<b>+8</b>	-	3	<b>NA</b>

\*An insufficient number of ENL scholars took the exam, thus data is not available on NYSED (n<9)

ENL Services are a priority at Challenge Prep. Services are being provided through push-ins during ELA, Science, Social Studies, and any other core subjects deemed necessary in grades 6-12. During push-ins, the ENL provider translates verbally and in writing depending on the specific needs of scholars, the English language proficiency level of each scholar, and the requirements established by the DOE. In addition, Challenge Charter School provides pull-out services to scholars at 6-12 grade levels. Reading comprehension, listening, speaking, and writing skills are also taught and reinforced at this time. Lead teachers and ENL providers collaborate to create teaching strategies and differentiated instruction to enable scholars to learn the L2. Various approaches are used to provide all learners with the tools and resources they need to learn the L2.

Some of the strategies used during co-teaching (push-ins) and pull-outs are:

- Visual aids - connect ideas and process new concepts
- Sentence starters - develop writing skills and word recognition (parts of speech)
- Word bank - learn new vocabulary (simple-complex)
- Summarizing using graphic organizers - work in pairs or small groups
- Adapting language (verbally and in writing) - To help ELLs understand the content and what is expected of them.
- Scaffolding - build on their prior knowledge and use their native language

The ENL services provided to scholars have proven to be effective and necessary. Some scholars have reached the expanding level and can connect complex sentences when speaking and writing. They can clearly communicate their ideas when speaking, read and comprehend a text, and accurately identify the central idea and supporting details. The scholars show great independence and advanced academic language skills.

The school also has scholars who have moved from the emerging level to the transitioning level. Services are provided for 45 minutes through push-ins during the ELA class and pull-outs during an extra period. These scholars are partially independent and can use words and connect short phrases to respond when communicating verbally. They can express complete thoughts and ideas when speaking. They can understand what they hear and give short responses accurately. They can communicate and transmit a simple message in the L2. The scholars are also able to express their ideas in writing. This was made possible with the ENL services provided to English Language Learners.

The data of 2022-23 Regents evidenced the effectiveness of the ENL Services in Challenge Charter Preparatory School. A scholar at the 11th-grade level who has been in the school for only two years, was able to transition from the entering proficiency level to the emerging level and pass the Global History Regents. The results of the Algebra I Regents proved that another scholar at the 10th-grade level, who has been at Challenge for two years, could pass the examination. This information can be validated in the articulation data of June 2023. ELLs at Challenge Charter Preparatory School are consistently moving forward in their path to success.

Humanities classes have been a major focus point at Challenge. The work done in the schools prior to the pandemic was very positive, as evidenced by the New York State test scores. The Humanities courses



follow the Next-Generation learning standards. Some of the literature that is selected for scholars is from the New York State suggested book list, such as “The Alchemist” and the school also incorporates books focused on culture, such as “A Long Walk to Water.” The school continues to improve and maintain our curriculum engaging and relevant to our scholars culturally, as well as still exposing the scholars to the literary classics. Following the pandemic, when we returned to the physical classrooms, we noticed our scholars had a small learning regression in their writing and reading skills based on the iReady data. When we took a deeper look at the possible cause for low scores, we noticed our scholars were remotely learning for a year and a half, where it was difficult for the scholars to read at home because of distractions. In the years following, we have increased our performance through the use of Lavinia Consulting Group. Lavinia Insights has been a great learning asset for our scholars. Lavinia Close Reading and Humanities support this work because the current and next-generation standards are met using Lavinia. The skills developed during the close reading speak directly to the standards such as NY-8.R.2 Key Ideas & Details: Determine and summarize central idea and NY-8.R.6 Craft & Structure: Character or author point of view. The scholars are taught to annotate and jot main ideas and point of view notes as they read. Scholars complete title walks to discover information about the structure of the reading, along with several ways to identify figurative language in a text. Humanities supports this work through the different types of novels and short stories that scholars experience throughout the year. In the next five years, our goal is to make progress toward 75% of our scholars who are one grade level behind to rise to their correct grade level. Our goal is to make progress towards 80% of our scholars who are one or more grade levels below to where they should be. In order to achieve this goal, we will be using data from the iReady Diagnostics and Castle Learning to create small RTI groups for Humanities class. We have also put into place a Humanities/RTI specialist who will assist below-level scholars with extra time for reading and writing. Our SETSS providers will collaborate with our classroom teachers to help identify areas of need for the scholars with disabilities and English Language Learners so they can receive designed instruction needed to be successful in Humanities class. Through these strategies, we are striving to close the gaps in our scholars' education that developed during the pandemic.

The piloting of the CTE programs was launched during the 2022-2023 with the Allied Health program and the Culinary Arts program. Both programs are now in full swing as we continue to make our way toward becoming a state-certified CTE school. Our self-study committee is committed to achieving this feat within the 2023-2024 school year. We began the launching of the CTE program with those pathways because they are career fields that are in high demand with no sign of ever slowing down. In fact, there are predictions that there will be shortages in those fields in the future. The Allied Health pathway is leading scholars to a career as a certified nursing assistant. Our scholars have learned various skills, such as taking blood pressure, packing wounds, and the proper way to move a patient. The scholars are invested in the medical field, and the program keeps them engaged with hands-on activities. The scholars enrolled in our Culinary Arts courses have been turning up the heat in the kitchen. The scholars began with the basics in the classroom using the Prostart Curriculum and began to get to work in the kitchen during the second half of the school year, learning how to make various cuisines and trying new recipes. This school year, we will be launching our Aviation program in partnership with JFK Airport to offer two different career pathways, Pilot and Unmanned Aircrafts. The goal of becoming a state-certified CTE High School is to prepare our young scholars for careers so that they can be successful in whichever path they choose. If they complete the CTE program, they will have a career for life, or if they decide to go to college, they will have the ability to work while studying and prevent a cycle of poverty that effects so many of our families. Within the next five years, our plan is to be a full-fledged CTE high school that offers endorsements on high school diplomas. We have also introduced the Early College Program in collaboration with the CUNY School of Labor and Urban Studies. Twenty-three out of our twenty-four juniors and seniors have successfully completed the 3-credit course, Statistics for Social Change. In the 2022-2023 school year, we plan for scholars to attain another 9 credits for Writing 1, Writing 2, and Health Disparities for the 2023-2024 school year. Within the next five years, we hope to expand our Early College Program and partnerships with other universities to extend our course offerings to our scholars.

After the success of our peer tutors at the Summer Boost program, we have begun to explore the possibility of partnering with NYIT in order to provide scholarship opportunities to future educators. Whichever pathway the scholars choose to pursue, they must complete and pass a Career and Financial Management course during their freshman year of High School. This course gives scholars the skills to be financially savvy and prepares them for the future. The curriculum includes how to write a resume, budgeting, and job interview etiquette. Challenge Charter Schools has always and will continue to grow educational and career opportunities for our scholars.

The ELA courses in grades 9-12 follow the state and Next-Generation learning standards. Some of the literature that is selected for scholars is from the New York state suggested book list, like *The Great Gatsby* and *Lord of the Flies*. However, we have incorporated books that are culturally appropriate for our school population like *Sula*, *Caramelo*, and *The Other Wes Moore*. We have strived to keep our curriculum engaging and relevant to our scholars as best as possible while still exposing them to the classics. Our first cohort at CCHS took the ELA Regents Examination in June 2023 for the first time. The results were less than what we hoped for. Only about 30% of the scholars scored above a 65 on the examination. When taking a deeper look at the possible cause for such low scores, we targeted the fact that this cohort received their freshman year completely remote because of COVID. In the years following, when the scholars were in the building, there were some inconsistencies in regards to staffing, which could have contributed to the lack of preparation. Nevertheless, Challenge Charter High School will be making strides to ensure that our scholars are more prepared to demonstrate proficiency not only on state assessments but in the classroom. The 2022-2023 school year was the first year any of our scholars took the ELA Regents Examination which makes it difficult for us to compare them with other cohorts of our scholars. Going forward, we will be administering the ELA Regents to the juniors in January rather than in June to ensure that they will have multiple attempts with the exam if necessary. Additionally, the instructors will be able to target instruction in the first half of the year so scholars have the necessary skills to be successful on the exam. In the next five years, our goal is to have at least an 80% passing rate with 30% of those scholars achieving mastery on the ELA Regents Exam. In order to achieve this goal, we will be using data from the iReady Diagnostics to create small RTI groups for ELA. We will also institute ELA Regents Review courses that can be offered after school or during lunch. Additionally, our SETSS providers would collaborate with classroom teachers to help identify areas of growth for scholars with disabilities so they can receive the proper specially designed instruction they need to be successful. Ultimately, in the next five years, we would like to offer an entire dedicated course that focuses on specific skills the scholars would need to be successful. We hope that we would be able to expand the early college program for college English to most if not all of our seniors.

At Challenge Prep, school culture is the core of the school. In the previous years, we have seen a significant improvement within our scholars and the school community. As the culture improves, we ask ourselves, "What direction are we headed as a school?" As Challenge Prep continues to grow, we ask ourselves are we a restorative school or a punitive school? As a school, we have acknowledged that there is a need for a strong school culture that not only involves members of the Challenge community but the involvement of parents and active community members. As the years progressed, we have seen a significant decrease in suspensions and less behavioral infractions on a day to day basis. We have also seen a great improvement in attendance due to the strong culture and effective communication.

We have implemented the following to help maintain a strong and positive school culture:

- **Attendance Calls-** At Challenge Prep, we pride ourselves in ensuring that parents are informed when their children are late or absent from school. As the school year progressed, we have seen significant improvement in attendance. When scholars began school in August 2023, the overall attendance average for grades 6-11 was 81%. The average attendance increased by 10% within a two month period. Parents and guardians helped play a major role in the work on ensuring our

attendance data improved. Consistent phone calls and reminders were given daily to scholars and families. At Challenge Prep, we recognize the value of instruction. When scholars are consistently absent and/ or late to school, we often see a decrease in their academic performance. To help cultivate a schoolwide culture for attendance, Challenge prep will begin to make outreach calls as early as the first week of school, send out parent notification emails, reward scholars monthly for perfect attendance and provide positive incentives such as trips and school wide activities for attendance. In the previous years, it has always been a practice to make attendance calls and to do a wellness check on our scholars. As we approached the pandemic, our phone calls increased. We connected with families virtually to ensure our scholars were well mentally, physically and emotionally. We divided the calls as a team to ensure our scholars did not miss out on their learning opportunities during this crucial time. This is a known practice at Challenge Prep that will continue to build the gap between home and school.

- **Buyback Program:** Buyback is a program that was recently implemented into the culture of Challenge Prep. Buyback is a program that gives scholars the opportunity to make up any missing work due to tardiness that morning. Scholars who arrive late are able to give back time during lunch so they do not fall behind academically. scholars are notified in the morning that they have buyback and should obtain lunch before reporting. scholars are allowed to retrieve work from their classes or work on missing assignments. Expectations are clear about the intended goal when they participate in the buyback program. This program is often supervised by the Dean of Cultures. This program is available to scholars from Mondays to Thursdays.
- **Enrichment Clusters:** Challenge Prep prides itself on being unique and finding alternative ways to motivate our scholars to come to school on time. Enrichment Clusters is a very unique extra curricular program that is offered to scholars everyday during our zero period. During this special time, scholars are involved in those activities that they love. Enrichment activities include basketball, soccer, volleyball, track and field, cosmetology and art, just to name a few. Scholars who wish to participate in enrichment activities are expected to be in school at 8:00 AM to participate. Enrichment clusters have not only helped our scholar athletes come to school on time but have allowed many of them to receive a hot meal in the morning. Holding our scholars accountable to being on time gives them motivation to be on time so they may do what they love. In the past, Challenge Prep provided scholars with enrichment opportunities in the afternoon. However, we found that this did not work because of early dismissal and a rush to end the school day, so we shifted to the morning.
- **Parent Meetings:** At Challenge Prep, we take the involvement of parents and guardians seriously. Parents meetings are conducted at Challenge Prep for various reasons. Meetings are held on a case by case basis. Meetings are centered around academics, behavior and/or wellness. We are always open to meeting with families to get a deeper understanding of the dynamics of their children and possible interventions for us to better understand them. Challenge Prep finds that parent involvement helps us collaborate effectively with the guardians to learn what is happening inside and outside of the classroom. When parent meetings are held, scholars always know the why. They are informed on the purpose of the meeting and the various action steps that will be taken. This is not a new practice for us at Challenge Prep. We work very closely with the Family Engagement Coordinator, social workers and guidance counselors to hold meetings to address any concerns.
- **Restorative Practices:** At Challenge Prep we have five core values and one of those values is honesty. In becoming a restorative school, we are building a strong sense of community within the classroom where scholars are able to accept responsibility and repair any harm they may have caused. We encourage scholars to reflect on their behavior and look at conflict on both sides. When conflict arises at Challenge Prep, we often hold restorative circles to discuss what damage occurred and possible solutions to repair those damages. Implementing restorative practices at Challenge Prep has not only allowed us to minimize the number of suspensions for scholars, and refer more scholars for at-risk counseling as another step to give scholars the support they need.



Scholars with multiple redirections in a day are typically removed from the classroom environment and placed in a reflection room to complete their work. Scholars are not given the opportunity to destroy or harm a classroom community without consequences. In addition, scholars can serve lunch reflection as a means to reflect on their behavior in the classroom and to be held accountable for their behavior by missing lunch with their peers. This is a means for scholars to learn how to reflect on themselves and to recognize what behaviors are appropriate to have in school and to maintain. Furthermore, to hold scholars accountable for their behavior in the classroom, they are given a Check-In and Check-Out sheet to track their behaviors that they must have signed at the beginning and the end of the class by the teacher who also must add comments on how they performed and behaved in class. The sheets are checked daily by the deans in order to hold the scholars accountable for their classroom behaviors and to also support teachers in the classroom.

- **House Systems:** Our school has a well-established house system that promotes our school's culture and instills strong character in our scholars. The houses are named in honor of remarkable historical and cultural figures that have had outstanding achievements to help lead our scholars by example. There are four houses in the middle school: Angelou, Mullings, Truth, and Mandela. For the high school, we have: Washington, Tubman, Chisholm, Dubois, and as of recently, we added a new house that is only for the seniors, the Estep house in honor of one of the extraordinary founders of Challenge Prep. Through teamwork and positive recognition, scholars can earn rewards both individually and as part of their house team. The system also plays a vital role in maintaining discipline and encouraging accountability amongst scholars. Throughout the academic year, scholars participate in various sports and academic competitions, with the house system being used by teachers to align classwork and behavior with the house points. Ultimately, the house with the highest points at the end of the year earns exciting incentives such as trips, dress down days, or additional points towards the final competition.
- **Using Athletics to motivate our scholars** - Challenge has always had the desire to incorporate a variety of sports over the years to improve the enrichment portion of the school. In addition to the benefits of recreational sports in school, it is important to highlight how sports can impact cognitive functions which results in higher academic performance for our scholars. Increasing sports activities for scholars encourages positive development, both physically and mentally. Sports promote collaboration skills, team work, perseverance, and academic achievement. This has been observed with the basketball and cheerleading teams here at Challenge Prep. Scholars have shown improvement in academics, engagement, and overall interests in school. The scholars on the basketball team were highly motivated to travel and visit other schools to challenge other teams as a means of showcasing their basketball skills. This led to greater motivation in their classes. They spent more time meeting with teachers to review assignments, checked in more with teachers to discuss strategies about how to improve in the classroom, and were more aware of their behaviors which helped them mature. For this school year, the goal is to incorporate volleyball, soccer and track & field for a wider variety of sporting activities so that we are able to cater to the needs and interests of all scholars with those interests.
- **Suspensions** - Challenge Prep does its best to limit the number of suspensions that are given to scholars. We want to debunk the notation that suspensions are free time for our scholars. We want our scholars to understand that being suspended is not something that we want to give them. We want to make sure that they have different interventions in place before they are placed on an out of school suspension. The code of conduct and behavioral infraction determines the consequence for any particular scholar. Scholars who have Level 1,2 and Level 3 infractions typically will serve an in-school suspension where they will sit in the Dean's office with their work brought to them each period to complete. After the suspension is served, the scholar will have a parent meeting to welcome them back into the school community. They have the opportunity to reflect on their behavior and come up with a solution so we don't have a repeat of the same behavior.

Behavioral infractions that are more severe will result in an out of school suspension. Scholars then receive their work virtually and are offered one to one sessions with the teacher.

- **Town Halls** - Challenge Prep is determined to be consistent with rules and school culture amongst all the grades and as the scholar population increased, grade-sized meetings known as “town halls” have been introduced to the school culture. A town hall is led by an administrative member; on most occasions, the principal holds a town hall to address the entire grade, or all grades at once depending on the severity of the topic. At the town halls, topics are discussed such as: negative behaviors, grade-level expectations, career readiness conversations, and or morality boost. At the end of the year, the principal holds a town hall for all grades separately to rally the scholars to prepare them for the regents and to also acknowledge the teachers for their work. The town halls increase the feeling of “school community” by addressing issues that can affect multiple grades and also unite the scholars to uphold the values of the school as a whole.
- **Culture Day** - Challenge Prep is a school that is an array of cultures that blend together and are valued in the school. To honor all the different cultures, of the scholars and the staff, a Culture Day is held at the completion of the academic year to celebrate all the different cultures through many activities such as: presentations, cultural dress, cultural food, cultural music and dance, and cultural language. The scholars organize their Culture Day presentations by meeting in their Houses to discuss what they wish to do to represent the cultures that they personally choose as a whole House. The Deans of Culture supervise and manage the entire Culture Day and the staff assists with other activities such as attending scholar House meetings and distributing food. A majority of the countries that are presented on Culture Day have been: Nigeria, Jamaica, Haiti, Guyana, Italy, the D.R. and Puerto Rico.

### **Essential Question 2: Is the school effective and well-run?**

Over the course of the charter term, Challenge Prep has been demonstrably effective and well-run.

CPCS differentiates instruction for SWD scholars by providing an environment adaptable to working within small groups. Supports for SWD differentiated instruction are provided via SDI (Specially Designed Instruction), modified work, and resources that assist scholars in acquiring the skills needed per task (e.g., highlighters, step-by-step instructions, adaptation of instructional materials). Through their expertise, SETSS and ICT Interventionists provide the guidance to specifically meet the needs of scholar IEP plans, goals, and interventions.

CPCS differentiates instruction for ELL scholars by providing visual aids and modified work that matches the rigor within the curriculum guidelines and standards. ELL providers engage in one-on-one sessions that prescriptively teach to targeted English language acquisition challenges, fostering and enhancing self-esteem and confidence in speaking the English language.

CPCS has documented grievance policies and procedures that are made available to parents and staff via the family handbook, the employee handbook and the school’s website. For families, the complaint procedure begins with contacting their child’s assistant principal, principal, or dean. If the issue is not resolved, families are invited to contact the Board of Trustees. If the issue is still not resolved, families are invited to contact the school’s authorizer. Contact information for the authorizer is included in the family handbook. Complaint policies for staff are included in the employee handbook.

Over the course of the charter term, CPCS parent, scholar, and teacher responses to the NYC DOE School Survey mostly met or exceeded citywide averages.\* Below are a few highlights from the 2021 and 2022 surveys:

- In 2021, 93% of parents said that CPCS creates opportunities for parents to be involved in school activities and their children’s learning. Comparatively, the citywide average was 88%.

- In 2022, 94% of teachers said that leaders at CPCS have a clear and deliberate instructional vision, which they use as a road map to allocate the resources and focus of the school community. Comparatively, the citywide average was 85%.
- In 2022, 93% of teachers said that teacher-principal relationships are grounded in social respect and are marked by a genuine sense that all actors are working toward outcomes that are best for scholars. Comparatively, the citywide average was 85%.

\*The school's DOE Survey results can be found here: <https://secure.panoramaed.com/nycdoe/understand/14472905/summary#topic-scores-employee>

Challenge Prep has consistently met its goal of being within 15% of full enrollment during the current charter term. Additional information can be found in the response to Essential Question 3 and the *enewal Data Collection Form*. For the 2019-2020 and 2020-2021 school years, Challenge Prep's daily attendance rate exceeded that of Community School District 27 and the citywide attendance rate. However, the school's attendance rate did not exceed the district's or the city's rates in the 2021-2022 school year. It's worth noting that, through intentional efforts to continuously improve attendance, Challenge Prep saw a 5% increase in the daily attendance rate for the 2022-2023 school year. The attendance rates for the district and city for that year are not currently available.

**Table 11: Comparative Scholar Daily Attendance Rate**

	2019-2020	2020-2021 (Remote)	2021-2022	2022-2023
<b>Scholar Daily Attendance Rate</b>				
<b>Challenge Prep Charter School</b>	93%	93%	84.9%	89.3%
<b>CSD 27</b>	91.6%	89.6%	87.4%	*
<b>New York City</b>	91.8%	89.5%	88.1%	*

\*Data not yet available

\*\*Attendance data for the district and the city can be found here:

<https://infohub.nyced.org/reports/school-quality/information-and-data-overview/end-of-year-attendance-and-chronic-absenteeism-data>

Challenge Prep's expectations for behavior are shared with scholars and families in various ways. The discipline policy is included in the family handbook, and expectations for how scholars' actions support creating and maintaining a safe and supportive academic and learning environment are discussed frequently. CPCS is also working towards implementing a restorative justice approach to discipline that supports scholars in thinking critically, communicating effectively, articulating the harm, and working to restore it. The restorative justice approach has been implemented in response to the expanding and variable needs of scholars, families, and teachers. It is also a strategy to reduce suspensions so scholars can remain in the classroom. While the number of suspensions has increased from the start of the charter term, it is worth noting that the enrollment of CPCS has risen by 30%, leaving the rate of suspensions in a general decline.

**Table 12: Scholar Suspension Rate Over Charter Term**

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Scholar Suspension Rates</b>				
<b>In School scholar Suspensions</b>	8	0	30	32
<b>Short-Term Out of School Suspensions</b>	36	0	68	93
<b>Long-Term Out of School Suspensions</b>	0	0	8	4
<b>Expulsions</b>	0	0	3	0

Challenge Prep has been operationally stable throughout the charter term. The school has an operations manual outlining policies and procedures that is reviewed at the start of every school year and updated as necessary. The school also has a formal process for evaluating progress against charter school goals and completing and submitting the Annual Report. The NYSED Annual Reports are publicly available and posted on the school's website.

Challenge Prep continues to have an effective teacher evaluation process. Teachers receive both informal and formal in-class observations conducted by their school leaders. In addition to the formal observations, all teachers and teaching assistants receive informal observations and coaching from their instructional coaches. This observation and coaching occurs consistently throughout the year. Principals and coaches use the Danielson Framework for Teaching as a tool to assess how CPCS teachers plan and prepare for their lessons, create and maintain their classroom environment, adhere to professional responsibilities, and deliver instruction. Formal evaluations occur at least twice a year and results are used to inform decisions about teacher retention, promotion, and termination. Additionally, the results are used to inform the scope and sequence of CPCS's professional development program.

The Board of Trustees is the governing body of Challenge Prep Charter School. In order to effectively manage the affairs of the school, the BOT has established three committees: executive, finance, and academic accountability. Below is a table detailing the current board members and their committee membership.

**Table 13: Challenge Prep Board of Trustees**

<b>Board Member</b>	<b>Committee Membership</b>	<b>Dates of Service</b>
<b>Frederica Jeffries</b>	Finance (2014 - Present) Executive (2017 - Present)	09/2014 - Present
<b>Andrew Barnes III</b>	Finance (2013 - Present) Executive (2013 - Present)	07/2013 - Present
<b>Linda Plummer</b>	Executive (05/2020 - Present) Finance (05/2020 - Present)	05/2020 - Present
<b>Ben Waxman</b>	Academic (2010 - 03/2020) Executive (2010 - 03/2020)	06/2010 - 03/2020 09/2022 - Present

<b>Karon McFarlane</b>	Executive (2013-2017) Executive (04/2020 - Present) Academic (2013 - Present)	07/2013 - Present
<b>Gertrudis Hernandez</b>	Academic (2017 - present)	07/2017 - Present
<b>Dr. Michelle Daniel-Robertson</b>	Academic (2020 - Present)	05/2020 - Present

The Board of Trustees directly supervises the Chief Executive Officer, Rev. Dr. Leslie Mullings, and has delegated to him the responsibility of executing the mission and vision of Challenge Prep. As illustrated by the organizational chart provided as a charter exhibit, Rev. Dr. Mullings has nine direct reports who themselves have direct reports creating lines of accountability for the school's leaders, teachers, and staff. Since its founding, the Board has established practices and protocols that govern the school without assuming management responsibilities. These include monthly reports from the CEO and leadership team, discussions with the CEO, and the attendance of other staff members at board meetings when appropriate. The BOT continues to receive legal guidance from Steve Polivy, Ackerman LLP, 1251 6th Avenue, 37th Floor, New York, NY 10020. Finally, the Board of Trustees is committed to attracting and retaining the very best talent available to serve our scholars. To this end, the board maintains a succession plan that has been updated and submitted as part of the renewal process. .

Under the New York Charter Schools Act of 1998 (as amended, the "Act"), charter schools must have a procedure for conducting and publicizing monthly board of trustee meetings at the school. At the beginning of each school year, CPCS sets the annual calendar of board meetings and posts them on the school's website. Prior to each meeting, the Board of Trustees publicizes when and where the upcoming meeting will take place. All meetings are held in a public, accessible location. The minutes from each meeting of the Board of Trustees are then made available on the school's website. Over the course of the current charter term, the CPCS board meetings have consistently met quorum.

For each year of operation, CPCS has been in compliance with its charter agreement and has been in good standing with its authorizer.

CPCS adheres to the provisions of Section 2854 (2) of the Education Law to guide its admission policies and procedures. According to the chart below, Challenge Prep has continued to exceed enrollment targets for scholars who are economically disadvantaged when compared to CSD 27. Although CPCS has faced challenges meeting the enrollment targets for English Language Learners, the school has implemented changes in its recruitment process to address this challenge. These recruitment strategies have also supported the school in its outreach to scholars with disabilities and scholars who are economically disadvantaged. In 2020, the ELL preference was added to our lottery process. The number of ELL applicants has increased by 41% since implementing the ELL preference. Challenge Prep partners with community-based organizations and expanded their feeder schools outreach to promote our school program. The school hosts various open houses at all locations and informational events at community feeder schools.



**Table 14: Scholar Enrollment Data**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Scholar Enrollment</b>	791	806	907	938	1137
<b>Third Charter Term Approved Enrollment</b>	792	825	936	1056	1176
<b>% of Scholar Total Enrollment</b>	99%	97%	96%	88%	96%
<b>% of SWDs-Challenge Prep</b>	16%	15%	14%	16%	16%
<b>% of SWDs-CDS 27</b>	19%	20%	20%	20%	
<b>% of ELLs- Challenge Prep</b>	3%	3%	5%	5%	
<b>% of ELLs- CSD 27</b>	12%	11%	12	13%	*
<b>% of Economically Disadvantaged Scholars-Challenge Prep</b>	80%	81%	81%	82%	*
<b>% of Economically Disadvantaged Scholars-CSD 27</b>	79%	77%	78%	78%	*

*\*Data currently not available on DOE or NYSED sites*

*\*According to [this data](#), available in the DOE's School Performance Dashboard*

The school transitioned to the SchoolMint enrollment platform, which allows parents to apply and register in the school in their home language. At our open houses and informational events, the special education liaisons are present and available to inform families about the scholar support services offered at our school. In July 2022, Challenge Prep implemented ParentSquare to help streamline communications and have family notices in their home language.

An important aspect of Challenge Prep's mission is to create and maintain a safe and supportive environment for all stakeholders to ensure academic and social-emotional learning for all scholars. In response to the expanding and variable needs of scholars, families, and teachers, CPCS is working towards implementing a restorative justice approach to discipline that simultaneously responds to inappropriate behavior while ensuring the rights of individuals are upheld.

The school's discipline policy outlines the discipline matrix for K-5 scholars and those for scholars in grades 6 to 12. The matrices contain a list of potential inappropriate or disruptive behaviors and the appropriate interventions or consequences. On the first instance of an inappropriate or disruptive behavior, one or more interventions from the lowest level indicated for that behavior or any lower level will be used. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used.

Interventions and disciplinary responses may include but are not limited to the following: reminders and redirection by teachers and support staff; teacher/scholar conferring; parent/guardian outreach; referral for

at-risk counseling with a social worker or guidance counselor; peer mediation; Positive Behavioral Interventions and Supports (PBIS); reflective essay writing or other reflective activity; loss of privileges (e.g., group lunch, basketball, dress downs, field trips, or any other extracurricular activity deemed appropriate); in-class time-out; short term suspension; or long term suspension. A fuller account of the interventions and disciplinary responses and additional information can be found in the discipline policy.

The school recognizes that it may be necessary to suspend, remove, or otherwise discipline scholars with disabilities to address disruptive or problem behavior. The school also recognizes that scholars with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. The school is committed to ensuring that the procedures for suspending, removing, or otherwise disciplining scholars with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

During this charter term, CPCS revised its discipline policy to include a more restorative approach to discipline. The policy has been approved by the Board of Trustees. The current policy has been submitted to the NYCDOE and is pending approval.

CPCS has an updated school safety plan for the 2023-2024 school year. The safety plan will be submitted and posted to the school’s website once approved.

Additional information about Challenge Prep’s compliance, such as data on teacher certification and employee fingerprinting, can be found in the *Renewal Data Collection Form*.

Challenge Prep plans for an increase in enrollment over the course of the next charter term.

**Table 15: Fourth Term Charter Enrollment**

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
<b>K</b>	120	120	120	120	120
<b>1</b>	120	120	120	120	120
<b>2</b>	120	120	120	120	120
<b>3</b>	120	120	120	120	120
<b>4</b>	120	120	120	120	120
<b>5</b>	120	120	120	120	120
<b>6</b>	96	120	120	120	120
<b>7</b>	96	96	120	120	120
<b>8</b>	96	96	96	120	120
<b>9</b>	96	96	96	96	120
<b>10</b>	72	96	96	96	96
<b>11</b>	72	72	96	96	96
<b>12</b>	72	72	72	96	96
	1320	1368	1416	1464	1488

**Table 16: Updated Facilities Chart**

In the next charter term, the School will occupy five buildings. Scholars will be educated in four sites, and the fifth site will be occupied by network staff members (directors, etc.).

Years/ Facilities	710 Hartman Ln	1279 Redfern	1520 Central	1526 Central	Arverne by the Sea
2019-20 <i>(March 17-June 2020, Remote)</i>	K-5	6-8	Under construction	Network and gym for grades 6-8	
2020-21 <i>100% Remote*</i>	K-5	6-8	Under construction	Network	
2021-22	K-3	6-8	9-10	4-5	
2022-23	K-3	6-8	9-11	4-5	Groundbreaking ceremony Dec 2022
2023-24	2-5	K-1	6-12	Network	Under construction
2024-25	2-5	K-1	9-12	Network	6-8

\*We conducted Chromebook and work package distributions from these sites. NYSESLAT testing also occurred onsite during remote learning.

### **Essential Question 3: Is the School Financially Viable?**

For this charter term, Challenge Prep has demonstrated financial viability. Since its founding, CPCS has consistently met its overall goals for scholar enrollment and retention. The school has remained compliant with preparing annual budgets as part of the budget requirement under the charter agreement. The school has also been consistent with its quarterly reporting to the NYCDOE. The 2021-22 ACR Data Collection Report submitted to the NYCDOE provided evidence of the school meeting its short-term financial viability goals; the same is reflected in preliminary calculations for 2022-23.

#### *Short-term Financial Viability*

- **Cash Position**
  - CPCS has sufficient liquid assets available. The school has 62.7 days of cash on hand to cover operating expenses, therefore meeting the requirement of having at least 60 days of money on hand.
  - The school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months.
  - The school is meeting all current debt obligations. The school does not have active loans or lines of credit; the only obligations relate to operational expenses.
  - The actual enrollment is within 15% of projected (budgeted) enrollment. The chart below demonstrates that for FY23, the school is within 4.5% of the budgeted enrollment.



**Table 17: FY23 Budget vs Actual Enrollment**

<b>FY23 Enrollment (Budget)</b>	<b>FY23 Enrollment (Actual)</b>	<b>Difference</b>	<b>% Difference</b>
1,086	1,135	49	+4.5%

*Long-Term Financial Sustainability*

- Although the school ended FY22 with a deficit of \$1,771,994, 99.5% of the deficit (\$1,761,724) was depreciation and deferred rent expense.
- As it relates to the aggregated three-year total margin (*does the school operate at a surplus over a three-year period?*), the school operated at a surplus for the three-year period of July 1, 2019, to June 30, 2022.
- The school's debt-to-assets ratio is less than 1.0, and the aggregate assets-to-liabilities ratio is greater than 1.0.
- The change in cash balance was negative over the prior two fiscal years (FY21 and FY22). This resulted from the school acquiring new space to house the high school.
- The school has experienced positive cash flow over the previous three fiscal years.

Challenge Prep has generally met its short-term and long-term financial obligations for the charter term. As required, the school undergoes a third-party audit each year, and the auditors have had no major findings. The school has implemented a system of internal controls outlined in the Financial Policies and Procedures (FPP). The document is created in accordance with Generally Accepted Accounting Principles (GAAP) and follows the rules set by the Financial Accounting Standards Board (FASB). It ensures that all staff members follow practices that support the school's commitment to strong financial controls, fiscal responsibility, and accountability. The FPP is updated as necessary, reviewed, and approved by the Board of Trustees.

As part of its mission to strengthen controls, the school implemented BILL as a payment platform effective July 2023. This platform secures the school's bank account information, acting as insulation against check fraud. The platform also ensures and documents the formal approval process for payments.

Overall, the school is in good financial standing and is in the process of rebuilding its reserves to mitigate any cash flow issues that may arise in the future. The Finance Committee of the Board of Trustees provides oversight of the school's finances by reviewing monthly financial reports and working closely with the Chief Executive Officer and the Director of Finance and HR to ensure compliance and thoughtful budgeting. To ensure oversight and strengthen accountability, Challenge Prep has contracted Charter School Business Management (CSBM) to monitor and oversee all aspects of its financial management. Their work is supervised by the Board of Trustees and the CEO.

**Over the next five years:**

Over the next five years, due to the growing number of scholars enrolled, Challenge Prep must make certain shifts to accommodate the social, emotional, academic, cultural, and diverse needs of our scholars as we prepare them for their post-secondary and life experiences. Challenge Prep intends to do this by continuing to form crucial partnerships with industry partners and higher education institutions. These partnerships will be key to gaining approval by NYSED for a CTE endorsement. Beneficial partnerships will also be a critical component of Challenge Prep's goal to be a supportive hub in the surrounding community as an urban learning campus. The School is seeking a grant from the JFK Redevelopment board to fund these community-focused programs.

The School is also committed to expanding sporting activities and academic competitions beyond Basketball and Cheerleading by adding programs like Chess, Soccer, and Volleyball. The structure of our House System will be revised at the middle and high school level and additional houses will be added. Challenge Prep will also continue to use restorative practices to allow scholars to reflect on their behavior and make necessary changes to repair what they have broken. Additionally, Challenge Prep will strive to increase parent engagement and involvement through programming from our Parent Academy. As a school, we plan to continue our Field Day traditions and incorporate more community wide events to improve school culture and community outreach. .

Enrichment clusters have shown that scholars do well when they have all the support and resources they need. Challenge also plans to expand its extracurricular activities to offer a wide variety of sports and activities. For the high school grades, it plans to include photography and art, as it wants to expose its scholars of Far Rockaway to many different clusters in addition to its exciting and practical CTE pathways. Scholar athletes have many opportunities for college scholarships, and Challenge hopes to afford them the right exposure so they can pursue their dreams. Tweens and teenagers need an outlet. That said, to avoid scholars being on the streets and getting into trouble, Challenge plans to offer campus-based activities that scholars love. As of right now, Enrichment is offered in the morning during zero period; however, Challenge would love to see its middle and high school scholars enrolled in afternoon clusters. This will provide scholars with a hot meal, tutoring help, and an extracurricular activity.

With greater exposure to sports and other extracurricular activities, Challenge scholars can compete with scholars worldwide for scholarships to prestigious universities. It aims to use the power of sports to motivate scholars to come to school on time. Challenge Prep is helping promote scholar athletes. It encourages scholars to take their academics seriously, starting with coming to school on time. As Challenge transitions into a full restorative practices-driven school, it wants to minimize suspensions by giving scholars different alternatives.