



**Department of
Education**

Dennis M. Walcott, Chancellor

**Charter School Annual Site Visit Report
Charter Schools Office
2011-2012**

**STATEN ISLAND COMMUNITY
ANNUAL SITE VISIT REPORT**

APRIL 2012

Part 1: Executive Summary

School Overview and History:

Staten Island Community Charter School (SICCS) is an elementary school serving approximately 169 students from kindergarten to grade two in the 2011-2012 school year.¹ In this charter period, the school has plans to serve students kindergarten through grade 5.² It is currently housed in privately leased space at 309 St. Paul's Avenue in Staten Island, CSD 31.³

The student body is comprised of 80% Free and Reduced Lunch students, compared to 51% in the district; 42% special education students (SPED), compared to 19% in the district; and 2.4% English language learners (ELL), compared to 6% in the district.⁴

The school has not yet earned a Progress Report grade or state/federal accountability designation.⁵ The school scored Average on the Academic Expectations, Communication, Engagement and Safety & Respect sections of the NYC DOE School Survey in 2011-2012, less than citywide averages. Seventy percent of the school's parents responded to the survey, and 94% of the school's teachers.⁶ The average attendance rate, for the school year 2011 – 2012, was reported by the school as 92.7%, as of March 23, 2012.

Annual Review Process Overview:

The NYC DOE Charter Schools Office (CSO) conducts an annual site visit of New York City Department of Education authorized charter schools in order to assess three primary questions: is the school an academic success; is the school a viable organization; and is the school in compliance with applicable laws and regulations. The visits are conducted by representatives of the New York City Department of Education Charter Schools Office and last the duration of one school day. The annual site visit begins with a meeting with the principal and school leadership team. Subsequently, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security.

The following experts participated in the review of this school on April 19, 2012:

- Keisha Womack, Director of Operations, NYC DOE CSAS
- Bert Wyman, Analyst, NYC DOE CSO
- Simeon Stolzberg, Consultant to NYC DOE CSAS

¹ Staten Island Community Charter School self reported Annual Site Visit Data Collection Form

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ Demographic Data drawn from NYC DOE ATS System (April 2012)

⁵ New York State Education Department - www.nysed.gov

⁶ NYC DOE School Survey – www.schools.nyc.gov/survey

Part 2: Findings

Areas of Strength:

- SICCS is developing a comprehensive curriculum.
 - Faculty members were provided with professional development to enhance their curriculum development skills.
 - The school has created curriculum maps and is developing detailed monthly unit plans this year that will serve as the foundation for its curriculum going forward. The Common Core standards are being referenced to ensure adequate coverage of topics and rigor.
 - School leaders collect and review submitted curriculum and monitor its ongoing development.

- SICCS has established a warm and safe environment conducive to learning.
 - The school has hired a security firm, which provides a security officer who monitors the entrance to the building and appeared to have good rapport with students and parents.
 - On the day of the site visit, students were generally orderly and respectful in classrooms and public spaces. Transitions were quick and efficient.
 - The school continues to use the Resolving Conflict Creatively Program (RCCP). The use of Peace Corners was evident in observed classrooms.
 - The school implemented Positive Behavioral Interventions and Supports (PBIS) in March. Consultants provide in-service training and follow up is planned. Each grade has created a plan with specific rules and consequences that were posted consistently throughout the school. Observed teachers established clear routines and procedures, which students appeared to have internalized. For example, one teacher had a behavior log book that students were expected to sign if they misbehaved. Positive reinforcement of expected behaviors was observed in most classrooms.

- SICCS has enhanced instructional leadership to support and supervise teachers.
 - The new school leader has established clear priorities for school improvement, including a focus on instructional rigor, accountable talk and differentiation. He conducted a survey of staff to identify concerns and needs.
 - The school has ongoing staff development aligned to school priorities. In addition to the principal and instructional coach, the school makes extensive use of consultants to provide regular trainings as well as classroom observation and feedback. Staff has also had opportunities to attend development activities off-site, including Common Core and Lucy Calkins workshops.
 - Teachers develop professional development plans (PDPs) that include academic and parent engagement goals. PDPs are reviewed twice per year with the principal.
 - A clear teacher evaluation system is in place that includes four informal and two formal observations. Observations and feedback are based on the Danielson framework for effective teaching.
 - An instructional coach and consultant provide ongoing support to teachers through participation in team planning and professional development as well as regular classroom observation and feedback. The consultant also mentors the instructional coach to develop her skills in supporting teachers.

- SICCS devotes significant resources to meeting the needs of at-risk students.
 - The school has 42.4% of students with disabilities, compared to 19.17% in the district.
 - The school has implemented an integrated co-teaching (ICT) class for each grade. The general education teacher and certified special education teacher use a variety of co-teaching practices to target instruction to students' needs.
 - All teachers receive their students' individualized education programs (IEPs) and discuss them with special education staff.

- All other classes have a lead teacher and teaching assistance providing opportunities for differentiated instruction.
 - The school has introduced some supplemental programs, such as Foundations, to provide targeted support to individual students and small groups.
 - A special education consultant is providing staff with professional development and assisting the school in developing a Response To Intervention (RTI) program. The school's student support team meets weekly to identify struggling students, develop strategies and monitor progress.
 - The school uses a Title I teacher to provide targeted support to struggling students. Teachers provide her with a monthly plan that allows her to coordinate her work with that occurring in their general education classroom.
 - A consultant has provided faculty with training in strategies to meet the needs of English language learners (ELLs), such as use of audio resources and graphic organizers.
- SICCS appears to have strong parent involvement.
 - School leaders indicated an active parent association with monthly meetings.
 - School leaders reported high attendance and participation at frequent school events, such as the school's spaghetti dinner, book fair, bowling night and clothing drive.
 - Teachers reported regular communication with parents, particularly at-risk students. Parents are reportedly involved in the RTI process and promotion-in-doubt discussions were held in March.
 - The school communicates frequently with parents. Teachers are expected to communicate regularly with their individual students' families and the school uses newsletters and a robo-calling system. Parent conferences are held each marking period.
 - The principal and guidance counselor have conducted home visits.
 - SICCS is financially sound.
 - The school has created separate business and operations positions to better manage the needs of the school.
 - The school has developed a reasonable growth plan with assistance from outside organizations.

Areas of Growth:

- SICCS is encouraged to enhance recruitment efforts for English language learners.
 - At the time of the visit, 2% of enrolled students were English language learners, compared to 5.58% in the district.⁷
- SICCS is encouraged to focus on improving the consistency of instructional rigor and student engagement to meet the needs of all students across all classes.
 - In most observed classrooms, the lessons appeared purposeful and organized. Nevertheless, students were not always cognitively engaged in learning activities. For example, in some classes during whole group instruction teachers effectively monitored students and re-directed individual students when their attention waned. In other classes, teachers either did not notice disengaged students or were not effective in re-directing them. Similarly, when students worked independently alone or in small groups, they were not consistently on task. In some classes, students finished their work without any extension activities.
 - The level of instructional rigor varied. In some classes, teachers asked challenging questions, provided ample wait time for students to develop their answers, and asked students to provide more expansive explanations or supporting evidence. In other

⁷ ATS data (April 2012)

- classes, teachers asked very basic questions and assigned tasks that did not promote critical thinking.
- There was some evidence of differentiated instruction and materials. The school uses guided reading to target instruction to specific reading levels. In some classes, materials were also adapted to provide access to students; for example, some students used templates for writing a poem that were blank while other templates had information included to get students started. Some posted work also indicated differentiation, such as writing tasks with and without prompts.
 - The use of multiple adults in the classroom was not maximized. Most classes had at least two adults, either a lead and an assistant or co-teachers. In some classes, teachers effectively team taught or provided targeted small group instruction. On the other hand, in some classes whole group instruction was utilized with one adult leading while the other did little but monitor student behavior.
- SICCS is encouraged to continue developing a more systematic approach to the analysis of assessment data and analysis.
 - The school is administering a range of useful assessments, including Fountas and Pinnell, TerraNova and regular unit exams.
 - The school has implemented a Monitoring Reading Progress System, which teachers use to collect and organize assessment data and convey results to school leadership. They develop individual data sheets for student to track progress.
 - While school leaders and faculty are clearly referencing assessment data, the school does not yet have a systematic approach to analyzing data, such as item and standard analysis and disaggregation, and using the results to drive instruction and decision-making.
 - The school relies on the unit assessments that accompany its curriculum programs; it is planning to develop more useful interim assessments for mathematics.
 - SICCS is encouraged to continue developing leadership capacity for a growing staff and enrollment.
 - The school has a new principal this year, who is developing a leadership team that includes teachers, though their roles are not yet completely clear.
 - While the principal conducts formal evaluations using an explicit framework, much of the other feedback teacher receive from other sources is informal and not aligned to the framework. Teachers indicated the desire to have more formal and structured feedback in areas such as curriculum development and lesson planning.
 - SICCS is encouraged to continue enhancing the stability of the faculty and adapting to the needs of a growing enrollment is encouraged.
 - The school is continuing to add grades; consequently and as a result of some staff turnover, about half of the teachers are new to the school this year, which requires orientation to the school's programs and ongoing support.
 - Music and Spanish are currently taught by faculty who also currently serve as teaching assistants part of the day. As student enrollment grows the school will need to manage additional demands for teaching these subjects in order to provide the "enriched curriculum" promised on its website.

Part 3: Essential Questions and Accountability Framework

The CSAS Accountability Framework

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE's Charter Schools Accountability and Support team (CSAS) has developed an Accountability Framework build around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally sound, viable organization?
3. Is the school compliant with its charter and all applicable law and regulations?
4. What are the school's plans for its next charter term?

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school's charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Special Education/ELL progress monitoring documentation
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a plan with formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- School calendar and class schedules
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

2. Is the School a Fiscally Sound, Viable Organization?

2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and

Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance

- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- If applicable, school relationship with a charter management organization is identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees
- Have timely and appropriate access to legal counsel
- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the effectiveness of the school's staff that is clearly defined in staff handbook
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to

those of their district of location⁸ or are making documented good faith efforts to reach comparable percentages for enrollment and retention

- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employ instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Family/Student handbook
- Student discipline records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews with Board, staff, parents, students or others, as appropriate

⁸ School-specific targets for enrollment and retention are to come from NY State Education Department

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter (replication) Application
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors