



CHARTER SCHOOL OF
EDUCATIONAL EXCELLENCE

Material Revision

The Charter School of Educational Excellence

April 19, 2018



Charter School of Educational Excellence

260 Warburton Avenue, Yonkers, New York 10701
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April 20, 2018

David Frank
Executive Director, Charter School Office
New York State Education Department
EB 5N Mezzanine
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

On behalf of the Charter School of Educational Excellence (CSEE) Board of Trustees, it is with great pleasure that I submit this request for a charter revision so that we can expand to a high school, and develop a Kindergarten to grade 12 regional charter school serving children in Westchester County, Bronx County, and Rockland County. Expanding into a regional K-12 school, with 50% of students coming from outside of Yonkers and 50% from Yonkers, will allow us to ensure that our children's pipeline to college goes undisturbed while serving as an additional educational option for children in the municipalities surrounding Yonkers.

Since its founding 2005, our students have experienced tremendous academic, social, and emotional growth. CSEE has been designated as a reward school for a fourth consecutive year, and it has shared its best practices as a mentor school to two schools in need as part of the NYSED Dissemination Grant. CSEE grew its academic staff considerably while providing each enrolled child with a computer for school use. Additionally, the school has been able to provide students with high quality afterschool programs and an athletic program that has helped our school community to come together as one.

CSEE's fundamental belief is that *"ALL CHILDREN CAN LEARN"* when given the right opportunity and resources to succeed. CSEE continues to use best practices, instructional techniques and programs that support students academically, while making modifications to the program as students' needs increase and change over time. Fully understanding that high school students demand additional supports, we are pleased to announce that our high school will ensure all children are prepared for college while also providing enriching opportunities for them to enter the workforce. To that end, we will offer an international hospitality elective track as well as a transportation elective track. Students at CSEE will be prepared to succeed both academically and vocationally upon graduation.

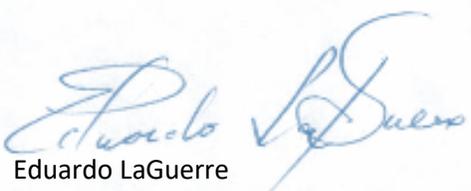
CSEE's high success with the K-8 program has led to the demand from parents and local community for a 9-12 academic program of the same caliber. CSEE recognizes the demand for additional high-quality high school seats in Westchester County, Bronx County, and Rockland County. Our vision for a regional K-12 school will allow us to serve students throughout the entire region from their first year of formal schooling to their high school graduation. Fifty percent of all enrolled students will reside outside of Yonkers while fifty percent of all enrolled students will be from the city of Yonkers. A high school expansion would allow CSEE to increase enrollment numbers, providing additional high-quality charter school seats to a community that has far too few. The expansion to a high school would allow CSEE to continue serving as a model that encourages creativity and innovation in the classroom while inspiring students to develop the intellectual and personal fortitude to realize their dreams.

It pleases me to inform you that our partnerships with the City of Yonkers and surrounding regions have enabled us to work closely with elected officials who support our efforts. This partnership has resulted in CSEE getting additional resources for the school and, most importantly, for our students and families.

In closing, it has been a great honor to serve as the chairman of CSEE's Board of Trustees since the inception of the school. I have had the privilege to be part of, and be a witness to, the hard work and commitment it takes to create a successful school. I look forward to the opportunity to regionalize and expand so that we can fulfill our mission

Thank you in advance for your consideration in this application for charter renewal and school expansion.

Sincerely,

A handwritten signature in blue ink, appearing to read "Eduardo LaGuerre". The signature is stylized and cursive.

Eduardo LaGuerre
Chairman, Charter School of Educational Excellence

High School Expansion and Regional K-12 Model Material Revision Request

1. Description of the Requested Revision

The Charter School of Educational Excellence (CSEE) respectfully requests authorization to:

- Expand to serve students in High School. Commencing in Grade 9 in the 2019-2020 school year, growing one grade per year until we are able to serve students in Grades 9-12 in the 2022-2023 school year.
- Regionalize the K-12 program which will support students from Westchester, Bronx, and Rockland County. Student enrollment will be determined by the lottery with 50% of open seats made available to Yonkers students and 50% of open seats made available to students from outside of Yonkers. The 50/50 formula for enrollment will start upon the commencement year of the high school and it will apply only to open seats as they become available, with the exception of siblings.

2. Justification for the Requested Revision and Evidence of Demand

The demand for high quality education seats extends beyond elementary and middle school in Yonkers City School District and surrounding communities that serve students with disabilities, English Language Learners, and students who qualify for free or reduced lunch. CSEE significantly outperformed the state, county and district with 55% of students scoring proficient in ELA, and 70% in Math. In 2016, students in New York State averaged 40% proficiency in both ELA and mathematics. Using the same assessments, students across Westchester County scored 47% proficient in ELA and 50% proficient in mathematics. 26% of students in Yonkers City School District scored proficient on the New York State ELA exam, and 24% on the Math exam. CSEE recognizes that its commitment to these students extends beyond elementary and middle school. The opening of a high school will allow CSEE to continue serving as a model that encourages creativity and innovation in the classroom while achieving results for students we currently serve which includes children from Westchester County, Bronx County, and Rockland County. A high school would allow us to continue developing CSEE's students as well as future enrollees from the region throughout their high school years.

CSEE recognizes the demand for additional high-quality K-12 regional seats in Westchester County, Bronx County, and Rockland County. Presently, CSEE provides a strong academic program and two regents (Algebra and Living Environment) courses for our middle schoolers, which have over a 95% passing rate. According to the New York City Charter School Center, demand for charter schools increased by seven percent for the 2017-18 school year. There were an estimated 73,000 applicants for 25,000 seats, which leaves nearly 48,000 students on waitlists citywide. In the 2018 CSEE admissions lottery, 540 families applied for approximately 84 available seats. A CSEE Regional School with a high school expansion would allow CSEE to provide a strong academic program, and additional high-quality seats to a region that has far too few.

In May of 2017, Yonkers Mayor Mike Spano and Superintendent of Schools, Dr. Edwin M. Quezada announced the findings of a recently commissioned building capacity study of Yonkers Public

Schools, indicating that Yonkers' 39 schools are overcapacity by 4,428 seats for its enrollment of approximately 27,000 students, pre-kindergarten through grade 12¹. Due to the lack of adequate space in many schools, class sizes, specifically in elementary schools, and special education services are below New York State Office of Facilities Planning standards. This report also revealed a widening gap between capacity and enrollment, as Yonkers Public Schools was previously 4,100 seats overcapacity in 2010. The overcapacity issue within Yonkers continues to increase as new waterfront and downtown projects promise to add residents, such as the Larkin Plaza project that will add 440 apartments for incoming residents or the 24 floor building being constructed downtown by Strategic Capital. As such, allowing us to serve 50% of enrolled students from Yonkers from Kindergarten to 12th grade will alleviate overcapacity issues while offering continuity to our students. According to the chairman of the Education Committee of the City Council, Mike Breen, a Charter School of Educational Excellence high school at 220-236 Warburton Avenue "will help meet a growing demand for school seats to serve K-12 in the City of Yonkers, in an area where K-12 seats are desperately needed. The Yonkers Public School District presently estimates need for 27,000 K-12 seats. This demand will increase to about 29,000 seats over the next few years."

Our vision of a CSEE Regional School will also help Bronx County and Westchester County as a whole as new construction projects continue to boom. In Mount Vernon, Enclave is building a 179 unit residential property. This project is in addition to the 189 residential units being built by Macquesten Development. The city of New Rochelle has rezoned 279 acres of land that will allow for new development as well. Since 2015, at least 1,633 new residential units have been approved for construction in New Rochelle. Westchester County is expanding. With that expansion, students will be moving into its most populous municipalities and seeking educational opportunities in both district schools and CSEE Regional School.

Compounding the growing population is the need for high quality high schools to support students as they not only graduate but do so ready for college and careers. Statistics show that while 85% of Westchester students entering high school in 2010 graduated in 2014, only 48% of those graduates were ready for college level courses based on their mathematics and literacy skills. In New York City, CUNY Chancellor James Milliken has identified college and career readiness as the system's biggest "core problem". The majority of students graduating high school in areas we seek to serve do so with the expectation that they will need to take remedial classes upon entering college. CSEE's strong history of academic success and unique vision for continued development will help narrow the gap between graduation rates and college and career readiness.

In addition to the demand and proven track record of success, there is strong community support for the creation of a CSEE Regional School with a high school expansion. CSEE completed a petition, where approximately 600 signatures were gathered. CSEE also administered a parent survey to 269 parents, which indicates strong support for the high school expansion. Over 91% of families noted they would enroll their child in a CSEE Regional High School. With our vision for a regional high school, we would focus recruitment efforts in municipalities surrounding Yonkers who serve students with disabilities, English Language Learners, and students who qualify for free or reduced lunch. Presently, our middle school serves students from many municipalities.

¹ Source found [here](#).

We have students attending CSEE who come from Bronx County, Westchester County, and Rockland County. We anticipate that approximately 50% of each high school grade, 9-12, would come from outside of the Yonkers Public School District.

CSEE recognizes the demand for high-quality regional Kindergarten-12 school seats for English Language Learners, special education, and economically disadvantaged students in Westchester County, Bronx County, and Rockland County. In 2017 only 9% of students with disabilities and 5% of English language learners, across NYS, tested proficient on the ELA state exams. In 2016, only 42% of students with disabilities, 20% of English language learners, and 59% of economically disadvantaged students in Westchester County graduated from high school with a regents diploma. There is an increasing need for an expansion into a regional model in order to provide opportunities for ELLs, special education students and high risk students to attend a quality program that is not in their own neighborhood. Approving CSEE's regional model will allow the school to extend its proven academic program to develop underserved students throughout southern New York.

Finally, letters of community support have been collected, including letters from the following:

- Mike Spano, Mayor of Yonkers
- Carmen Arroyo, NYS Assemblywoman
- NAICA, Neighborhood Association for Inter-Cultural Affairs, Inc
- Liam McLaughlin, Yonkers City Council President
- Mike Breen, Educational Committee Chair of the Yonkers City Council
- Corazón Pineda-Isaac, Council Member, 2nd District;
- Edwin Aponte-Velez, Chairman of Yonkers Hispanic Federation Chamber of Commerce;
- Mike Brady, President & CEO of Greyston;
- Marisol Mancebo, Chief Financial Officer of the YMCA; and
- CSEE Students and Parents

3. Proposed Timeline

CSEE requests to open its regional K-12 school program in the 2019-2020 school year. The high school expansion would begin with Grade 9 in the 2019-2020 school year, and one additional grade level would be added each remaining year of this charter term, leading to grades K-12 in the 2022-2023 school year.

4. Authorization

At the April 19, 2018 meeting of the Charter School of Educational Excellence Board of Trustees, the following resolution passed unanimously:

Resolution 52 2017-2018: Authorization to Submit a Charter School of Educational Excellence Material Revision Application to the New York State Department of Education Board of Regents for a high school expansion to serve children in grades 9-12.

Resolution 53 2017-2018: Authorization to Submit a Charter School of Educational Excellence Material Revision Application to the New York State Department of Education Board of Regents for a K-12 Regional Model which allow for students from Westchester, Bronx, and Rockland County to enroll in the school lottery for admission. Student enrollment will be determined by the lottery with 50% of open seats made available to Yonkers students and 50% of open seats made available to students from outside of Yonkers. The 50/50 formula for enrollment will start upon the commencement year of the high school and it will apply only to open seats as they become available, with the exception of siblings.

5. Recruitment and Enrollment Information

Approved Enrollment Information (2013-2018 Charter)

CSEE has been authorized to serve 729 students—across Grades K-8—through the 2023-2024 school year.

Table 10: Approved Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	81	81	81	81	81	81
1	81	81	81	81	81	81
2	81	81	81	81	81	81
3	81	81	81	81	81	81
4	81	81	81	81	81	81
5	81	81	81	81	81	81
6	81	81	81	81	81	81
7	81	81	81	81	81	81
8	81	81	81	81	81	81
Total	729	729	729	729	729	729

Proposed Enrollment

As shown below, CSEE requests authorization to expand by one grade level per year, beginning in the 2019-2020 school year. At full capacity, the CSEE enrollment will grow to 1129, serving students from Kindergarten through Grade 12.

Table 11. Proposed Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-2024

K	81	81	81	81	81
1	81	81	81	81	81
2	81	81	81	81	81
3	81	81	81	81	81
4	81	81	81	81	81
5	81	81	81	81	81
6	81	81	81	81	81
7	81	81	81	81	81
8	81	81	81	81	81
9	100	100	100	100	100
10		100	100	100	100
11			100	100	100
12				100	100
Total	829	929	1029	1129	1129

Recruitment and Enrollment Plan:

Increasing enrollment to 100 students starting in 9th grade allows for recruitment from surrounding counties in order to regionalize the CSEE Regional High School model. Newly recruited students will combine with 8th grade students who graduate from CSEE’s middle school. Each year, 50% of vacant seats will be assigned to students that reside in the City of Yonkers, and the other 50% will be assigned to students who reside outside of Yonkers. However, priority will be given to siblings.

Beginning in 2019-2020, 50% of all newly enrolled students will be from Yonkers while 50% of all newly enrolled students will be from outside Yonkers. This ratio applies to all grades (K-12).

CSEE commits to aggressively recruit students from municipalities outside of Yonkers so that we can regionalize the school. CSEE will develop a recruitment team that establishes goals for recruiting students with disabilities, English Language Learners, and economically disadvantaged students throughout Westchester County, Bronx County, and Rockland County in order to regionalize the school with a 50% to 50% ratio.

CSEE’s strategy for recruiting students includes, but is not limited to:

- ☒ Building off of the strong base and social networks of parents from Westchester County, Bronx County, and Rockland County already enrolled in CSEE K-8 program.
- ☒ Aggressive television, newspaper, and transportation advertisement campaigns focused on Westchester County, Bronx County, and Rockland County.
- ☒ CSEE Website and App with critical information, including our support for students with disabilities, English Language Learners, and students who qualify for free and reduced lunch.
- ☒ Social media
- ☒ Visiting feeder schools, religious and community organizations in traditionally underserved communities
- ☒ Open houses and campus visits
- ☒ Direct mailings to families in Westchester County, Bronx County, and Rockland County.
- ☒ Working with the New York State Neighborhood Preservation Coalition, which focuses on

housing and community development throughout Bronx County, Westchester County, Rockland County.

CSEE will also establish a Parent Ambassador Program designed to support families from the regions we serve. Our parents will be invited to host workshops on our campus or in their homes. New families from the region will be offered 1 year of mentoring as they acclimate to the CSEE learning community. Parent ambassadors will write personal notes of welcome to new families and help expand our recruitment efforts in communities neighboring Yonkers.

CSEE's Board of Trustees are committed to recruiting new board members who reside in the geographic areas being served by the regional K-12 model.

6. Location and Space

In the 2019-2020 school year, CSEE plans to expand to its high school program in a temporary facility, beginning with Grade 9. This temporary facility—located at 220-236 Warburton Avenue—is adjacent to the current K-8 facility, and will eventually become part of the permanent high school campus. Once approved by NYSED, CSEE would begin construction on an addition to this space, which would eventually house the entire high school.

CSEE purchased [220-236 Warburton Avenue](#), former Catholic school/church properties, for \$2.45 million to accommodate a potential high school expansion and relieve programmatic space constraints at our current K-8 campus. The [220-236 Warburton Avenue](#) property, located immediately adjacent to our current campus, is approximately 1.65 acres.

The property consists of a 3 story school/church facility (25,300 square feet), a defunct rectory, and a former clergy residence. The plan is to renovate each floor and bring the facility in compliance with applicable building codes, including a new elevator and 2 new stair towers. The cafeteria and kitchen will be gut renovated, and existing space off the cafeteria will be transformed into a music suite. The church sanctuary will be converted into a large gymnasium with gallery seating. The classroom floor will be reconfigured to accommodate 5 large special classrooms (art, second language room, 2 science labs, and technology center), offices, and ADA bathrooms. The defunct rectory and clergy residence will be demolished to provide additional outdoor space for students and enlarge the parking lot for staff.

If the expanded high school is approved, we would utilize the renovated facility as incubation space for the new ninth grade. Upon approval of this material revision, we plan to begin the construction of a new addition to the renovated school, approximately 20,000 square feet. This addition would yield another 18 classrooms.

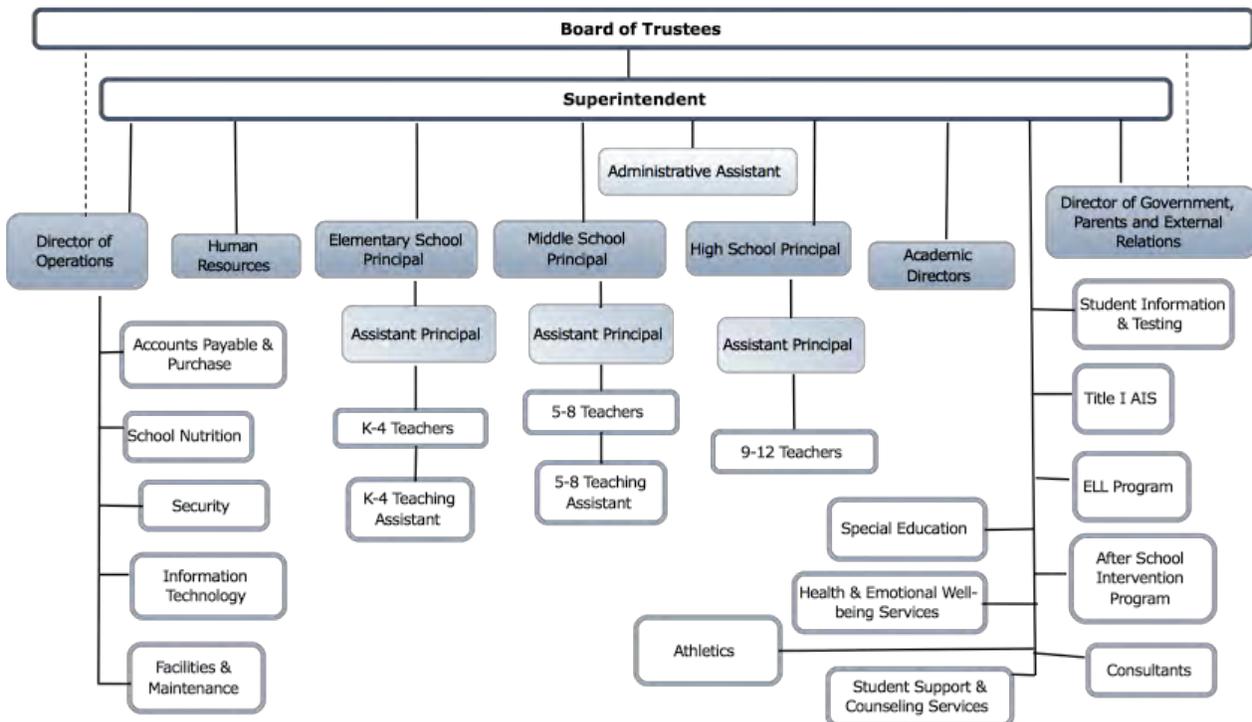
7. Organizational Structure

CSEE will ensure consistency and quality of its program as it expands to serve high school grades. Table 12 includes the proposed high school organizational structure. Within this new structure, the superintendent will oversee all school leaders, including the elementary, middle, and high school principals, director of operations, and academic directors. Assistant principals will report into the principals, and teachers will report to the assistant principals. CSEE High School will be

supported by the current board of trustees and central office staff to maintain stability and seamless communication across the elementary, middle, and high school programs.

Table 12. Organizational Chart

**Charter School of Educational Excellence
Organizational Chart**



8. Curriculum and Assessment

Consistency with Original Charter

CSEE plans to implement the mission statement and key design elements that are currently present at the school, allowing for consistency across the entire CSEE program. The school’s mission statement will be the following: *“The Charter School of Educational Excellence’s mission is to develop students who are critical thinkers, motivated leaders, and lifelong learners. We are committed to a strong partnership with our teachers, parents, and community.”*

Additionally, the key design elements will remain as follows:

- 🔗 *Extended Day;*
- 🔗 *Extended Blocks of Time for Basic Subjects;*
- 🔗 *Using Teaching Assistants Throughout the Building; and*
- 🔗 *Standards-driven Curriculum and Instruction;*

We will add the following key design elements for the CSEE High School program:

- *A high school model that includes students who have graduated from CSEE’s middle school as well as students from Bronx, Westchester, and Rockland County. CSEE is committed to an aggressive recruitment campaign outside of Yonkers so that our academic program can serve students with disabilities, English Language Learners, and students who qualify for free or reduced lunch from neighboring municipalities. We will recruit to fill 50% of seats in K-12 with students from Yonkers and 50% of seats from students outside Yonkers.*
- *The high school will support students on a college and vocational path. Vocational pathways will include International Hospitality and Transportation. We are deeply committed to ensuring our students have multiple options after graduating from high school.*

High School Course Overview

CSEE will base its high school curriculum on proven models established by successful public schools, such as the Manhattan Center for Science and Mathematics (MCSM) and other effective models, which offer rigorous college preparatory programs, personalized guidance, specialized support for English language learners and economically disadvantaged students, and research opportunities through partnerships with local universities, hospitals, and businesses. The student community at CSEE is similar to that of MCSM, and the two schools share a philosophy of providing intensive curriculum and instruction in a warm and nurturing environment. The curriculum will also support the Next Generation New York Learning Standards, requiring students to maintain portfolios/binders of their work across lessons, units and marking periods as a means to help them assess their own growth and prepare for quizzes and unit tests.

Reading: Students will engage in study of primarily American and British literature with extensions into other English-language literatures from around the world in upper grades. Students will study multiple genres across all grades, including non-fiction (essays, articles, memoirs, etc.), poetry, short stories, plays, and novels. The curriculum is aimed at helping students become critically-engaged readers who understand the core structures and techniques of various genres, are able to mobilize appropriate terminology to describe and analyze various genres, and identify and describe the purpose of particular writing styles and strategies. Students learn to apply these tools of critical analysis to explore the construction of cultures, ideas, and identities through literature.

Writing: CSEE will provide an intensive high school writing program that begins with a focus on nonfiction writing—essays, articles, speeches, position papers, etc. Students will learn about identifying reputable sources of evidence, mobilizing appropriate details to develop a persuasive argument. They will move on to explore additional genres, learning to write research papers, professional correspondence, media analysis, and narrative essays. Upper grade students will engage in writing about social and cultural issues such as race, gender, and nationality, taking multi-cultural, transnational, and historical perspectives on these issues into consideration in their

writing. Students will prepare for college-level writing by preparing college essays and personal statements, as well as speeches/public presentations, and increasingly complex, interdisciplinary research papers. Students engaged in AP English will also learn to conduct comparative literary analysis and write persuasive essays about the origins and history of literature.

Math: CSEE will prepare students for advanced college math by offering courses in algebra, geometry, pre-calculus and calculus. The curriculum progresses through the Next Generation New York Learning Standards, requiring students to maintain portfolios/binders of their work across lessons, units and marking periods as a means to help them assess their own growth and prepare for quizzes and unit tests. CSEE will also offer courses on financial algebra to further advance a core aspect of the math curriculum: application of math to real world situations. Students will learn to transform algebraic equations into data maps and visualizations such as graphs of bivariate data and scatterplots, all for the purpose of helping them analyze financial structures, systems, and trends.

Social Studies/History: Students will follow the NYS Framework for high school, studying US and global history as a means to study the related fields of geography, sociology, political science, government and citizenship, and economics. For example, in 9th grade, students will study the United States’s physical geography (e.g. mountains and waterways) and cultural geography (e.g. patterns of immigration) to examine how geography has influenced the history of the country. In global history courses, students will learn about the rise and decline of various societies, the ways languages have spread across regions and continents, different forms of government, as well as the influence of science and industry on national and global relations. Across all grade levels and content areas, students will engage in research projects that culminate in research papers, multi-media presentations, and collaborative applied research projects.

Science: CSEE will prepare students in the four core areas of high school science: earth science, chemistry, living environment, and physics. They will learn about the scientific method, methods and figures of measurement, physical and chemical properties of matter, the fundamentals of motion and space, including position, velocity, acceleration, and mass. Students will learn to translate quantitative or technical information expressed in words in a text into visual forms (e.g. table, chart, graph); follow a complex multi-step procedure to carry out experiments (labs); write arguments focused on the scientific method; compare and contrast findings presented in a text to those from other sources; and other Next Generation Science Standards.

Languages Other Than English: CSEE will build upon our elementary and middle school curriculum by offering four additional levels of instruction in Spanish. The curriculum will begin with preparing students to build basic capacity in reading, writing, listening and speaking Spanish, as well as demonstrating understanding of Spanish as a “social language.” Students who advance through all four years of study will develop college-level skills that prepare them to read increasingly complex fiction and nonfiction texts, write in multiple genres, communicate effectively (give directions, persuade others, make suggestions, express wishes, give advice, etc.), and understand the array of Spanish-speaking cultures in the world.

The Arts: The CSEE art curriculum will prepare students to engage with art and art history through critical thinking, analysis and application. The arts curriculum helps students develop an

appreciation for art as well as fundamental skills in the visual arts—drawing, photography, graphic design. Specifically, students will learn to:

- ☒ Utilize the principles of visual design
- ☒ Solve design problems through applied research
- ☒ Construct meaning about the world through art making
- ☒ Develop a global perspective on art through the study of art history
- ☒ Use personal experiences to express a vision of the world
- ☒ Work in groups to express shared visions and understandings of the world
- ☒ Appreciate art as a source of enjoyment and life-long learning.

The arts curriculum is closely tied to both the New York state benchmarks for the arts, as well as the NY Blueprint for Teaching and Learning in the Arts.

Physical Education and Health: The high school physical education curriculum provides students with the opportunity to develop their fitness and wellness as well as engage in a range of sporting activities. Through the health education program, students learn health prevention concepts and development of positive life skills. Students will demonstrate an understanding of health promotion and disease prevention concepts to establish a foundation for leading healthy, productive lives.

Athletics: The athletic program at CSEE supports the academic mission of the school. The athletic program at CSEE promotes interscholastic athletics that provide lifelong learning experiences to student-athletes while enhancing their achievement of educational goals, teaching the values of teamwork, pride, respect, commitment, sportsmanship and development of the proper winning attitude. It is our hope that through our athletic programs, participating student athletes will adopt these. CSEE's high school will continue the success of its middle school in providing interscholastic athletics in football, cheerleading, basketball, baseball, softball, lacrosse, tennis, golf, volleyball and soccer. CSEE will develop student athletes who excel in the classroom and competitive competitions.

International Hospitality Elective: CSEE's high school will prepare all students to obtain college and career readiness as well as providing vocational training that ensures students engage in meaningful work after graduation. International hospitality is one elective track students can complete for training in culinary arts, management, and event planning. According to the US Bureau of Labor Statistics, training in each of those three areas will allow our students to compete for 473, 200 jobs available in that sector. The number of jobs will increase by 6% to 10% over the next decade.

The cornerstone of the CSEE International Hospitality elective track will be culinary arts. CSEE's culinary program will divide into three modules designed to prepare students for the 308,700 jobs currently available within the industry. The first module will focus on food safety. The second module will develop the capacity of students for large scale food preparation. The final module will consist of a hands-on execution of learning internship at either the school campus or one of our partner sites. CSEE proudly highlights our partnership with Greyston as a key community organization that will support our culinary program and students as they build skills that will support their future employment in the culinary industry.

Transportation Elective: CSEE's high school will also provide vocational electives focused on careers in transportation. This elective track will revolve around automotive. The automotive modules will consist of three years of deep training covering engine construction and performance, electrical and electronic system theory of operation. Students will have full access to computerized diagnostic equipment and specialty tools. Students will develop the skills to service hybrid cars, understand biodiesel/clean diesel technology, and cylinder safety for CNG vehicles. The three year course of study culminates in a hands-on execution of learning internship at either the school shop or one of our partner sites during the final two semesters of the elective track. Our students will leave with the skills necessary to pursue the 749,900 jobs that comprise the automotive sector, according to the US Bureau of Labor Statistics.

Other Electives: Along with the above articulated curriculum, CSEE will provide students opportunities such as fundamentals of computer science and programming, and performing arts. We will offer an array of AP courses across the disciplines to help graduates be successful in their transition to college and career.

Guidance & Counseling: CSEE will offer guidance and counseling that are fully integrated with our instructional programs and focused on college and career readiness. We will follow the American School Counselor Association (ASCA) National Model that consists of four components: (a) foundation, (b) delivery, (c) management, and (d) accountability. The foundation of our program will focus on outcome-oriented guidance and counseling in which students develop clear goals and faculty support them in building the skills and competencies necessary to achieve those goals. We will deliver counseling through individualized student planning sessions, providing responsive services and clear, school-wide supports for student academic, social, and emotional success. To provide continuity of support, counselors will follow students from grade nine to grade twelve.

The guidance and counseling department at CSEE High School will provide active support as they partner with students during the college exploration process, visit prospective colleges, apply to colleges, and seek employment as they approach graduation. CSEE also realizes that graduation is the beginning. Having nurtured students from Kindergarten to high school graduation, we will continue to support students after graduation. Our counselors will be available to provide assistance in securing employment, mock interviews, strategic planning for employment, and support for continuing education. We believe our model allows us to build and sustain relationships so that our students and families view us as an extensive support system.

Instructional Planning

CSEE faculty will meet as subject-area and grade level professional learning communities (PLCs) to adapt these unit plans, which include guidelines for differentiating instruction for ELL, SWD, and high-risk students. Through the PLCs, teachers will adapt these unit plans and develop weekly lessons plans that meet the specific needs of their students. They will also identify any additional resources necessary to effectively deliver and assess the curriculum. By meeting both on grade level and in subject areas, CSEE will help ensure both horizontal and vertical alignment of curriculum and instruction.

Throughout this process, careful attention will be given to the specific differentiation strategies incorporated into all lesson and unit plans to ensure that the needs of all students are met. All texts will be appropriately reviewed to ensure complexity is aligned to Lexile levels appropriate for high school students. This extensive pacing, mapping, and lesson plan review process provides ample opportunity for curricular revisions, on both the micro and macro level.

Interventions: Planning for Students Below Grade Level

Given that approximately 20% of CSEE’s ninth grade class will enter from other middle schools, it is essential to plan for students who are below grade level. Based on data for students in grades K-8 who have entered CSEE at a mid-point in their educational experience (e.g. entered in 5th grade), most students enter three to four grade levels behind their peers in ELA and math. CSEE plans to increase overall ELA instructional time in ninth grade for this population, as a means to accelerate learning in this keystone subject area. CSEE’s ELA program combines both reading and writing as intertwined processes necessary for both receiving and disseminating knowledge and information. Intensive supports will be provided as students develop reading and writing skills necessary to succeed in both college and careers.

In addition to increasing time for literacy instruction, CSEE will provide targeted interventions for any student who enter the school below grade level in ELA or math. As CSEE provides an extended day, the school is able to embed these targeted interventions into the school day and help ensure that our most at-risk students benefit from these interventions. Instructional staff will analyze data on both a standard and item level to pinpoint interventions needed for each student and individual action plans will be constructed to close learning gaps.

At the more granular level, all unit plans include strategies for differentiating instruction based on students’ unique needs. When PLCs meet to adapt these units and develop weekly lesson plans, they will be guided by data on student readiness and mastery related to the subject matter, IEPs, and other pertinent information on what their specific students need in order to achieve the outcomes established for the unit/lessons.

Assessments

CSEE administers formative and summative assessments to gather indicators of student performance and to predict future performance on state testing, particularly Regents Tests. Table 12 below, "CSEE Grades 9-12 Assessment System," provides for a comprehensive list of all CSEE high school assessments.

Table 3: CSEE Grades 9-12 Assessment System

Assessment	Grades	Frequency & Sample	Purpose	Data Use
Teacher	9-12	Daily	To assess	To determine whether to continue in

Created Daily Assessments		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do Now responses <input checked="" type="checkbox"/> Questioning <input checked="" type="checkbox"/> Class discussions <input checked="" type="checkbox"/> Review of homework <input checked="" type="checkbox"/> Written responses 	student understanding	a lesson or to stop and re-teach
Teacher Created Lesson Assessments	9-12	<p>Weekly</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Short writing assignments; paragraph reflections <input checked="" type="checkbox"/> Quick Writes <input checked="" type="checkbox"/> In-class worksheets <input checked="" type="checkbox"/> Exit & entrance slips <input checked="" type="checkbox"/> Quizzes 	To assess student understanding	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To determine whether lesson objective was met and adjust the next day or week's instruction <input checked="" type="checkbox"/> To group students for re-teaching as needed
Engage NY & Teacher Created Unit Assessments	9-12	<p>Weekly and Bi-Weekly</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of homework <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Binder/portfolio checks <input checked="" type="checkbox"/> Unit exams 	To assess mastery of unit content & skills	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To adjust pacing and instruction, as necessary <input checked="" type="checkbox"/> To identify skills for re-teaching or extension, for whole class or small groups <input checked="" type="checkbox"/> To identify groups for differentiated instruction <input checked="" type="checkbox"/> To identify students for intervention services <input checked="" type="checkbox"/> To identify professional development needs
Practice Exams	9-12	3x/year	To determine preparedness for state exam	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To adjust pacing calendars, lesson and unit plans to ensure students master Learning Standards
NYS Regents Exams	See NYS Regents Schedule		To assess individual student mastery of subject matter	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To assess overall education program performance

Data from assessments will be used by teachers to inform, guide and improve instructional practice. At the beginning of the year, teachers will work in PLCs to analyze summative

assessment data from the prior year and align their curriculum in each grade level and subject area. After each assessment is administered, teachers will work in their PLCs to make adjustments to their scope and sequence and lesson plans. Teachers will analyze exit tickets, and re-teach a lesson if they find their students did not yet master that particular topic. Additionally, PLC teams will meet with directors and the principal to discuss and analyze data. They will use the data to create targeted small-group instruction focused on comprehension, RTI groups, and other forms of small-group intervention. School leaders will also use data from assessments to monitor the effectiveness of school programs and make school-wide decisions. They will use assessment data to monitor the effectiveness of the academic program and to inform their school-wide growth goals.

9. Evidence of Sufficient Budget

See expansion budget attachment for details.