

Executive Summaries of the Applications for Charter Schools to the  
NYCDOE to Open in Fall 2011:

**Proposed Charter School:** Lamad Academy Charter School

**Preferred Community:** CSD 17 - Brooklyn

Authorizer: NYC DOE  
Full Grades (year 1 grades): 5<sup>th</sup>–9<sup>th</sup> grades; Year 1: 5<sup>th</sup> grade  
Full Enrollment (year 1 enrollment): 500; Year 1: 100 students  
Institutional/Management Partner: N/A  
Lead Applicants: Alfred Cockfield, Jr.; Cheryl Kilkenny  
Lead Applicant Contact Info: 718-913-0100,  
[acockfield@att.blackberry.net](mailto:acockfield@att.blackberry.net);  
[m3tr0idhun73r@aol.com](mailto:m3tr0idhun73r@aol.com)  
Proposed Launch Date: August 29, 2011

**Summary of Educational Program:**

*The mission of the Lamad Academy Charter School is to create a joyful environment where intellectual rigor, disciplined inquiry, teamwork, and respect for others are instilled in each of our students. With an emphasis in science and math, we prepare our students to enter and succeed in academically competitive schools of their choice.*

The guiding principle of the Lamad Academy Charter School is ‘learning’ and ‘teaching’.\* This concept dictates the educational philosophy at our school; all members of the Academy community are expected to learn, excel, and teach one another. By creating an environment that encourages learning and teaching, we will create the pathways to college for our students.

At Lamad, we will emphasize student **effort** rather than **aptitude** as the key to high achievement. We will create a school culture where **high expectations** for **all** students in academic achievement and respectful and appropriate student behavior will be the norm.

Lamad Academy will provide a structured and challenging curriculum with an emphasis on science and math. More time on task will be devoted to these subjects than is usually found in public middle schools in the city. For our students to succeed in this global economy, they must be able to compete with students from around the world. By dedicating more time and attention to science and math, our students will be able to do so. The educational program at Lamad Academy includes:

- Extended year program of 190 days;
- Extended school day from 7:30 – 4:30 Monday - Thursday; and
- 90 minutes of ELA, Math and Science instruction **every day**;

\* The Lamad Academy Charter School, as a public charter school, does not have a religious foundation or curriculum.

**Executive Summary Template**

**BROOKLYN ARROW CHARTER SCHOOL  
K-8**

**Executive Summary of Brooklyn Arrow Charter School**

**Address the following:**

**Applicant**

The designated applicant at this time for Brooklyn Arrow Charter School (BACS) is Daniel Arbeeny. Daniel is a principal at CMF Partners, which is a boutique executive search firm, specializing in recruiting for a select group of investment banks, hedge funds and asset managers. He started his career in engineering and moved into finance where he worked at JP Morgan 12 years predominantly in the Fixed Income Swaps businesses inclusive of trading and sales positions. He also held roles in Economics, Research and Technology while at JP Morgan. Additionally, Daniel helped found Blackbird which is the first electronic trading system for interest rate derivatives. He has worked and lived in New York, London and Tokyo. Daniel has a Bachelor's degree in Electrical Engineering from Pratt Institute and a Master's degree in Electrical Engineering from Steven's Institute.

Daniel has successfully served the children and families in Brooklyn by outreach programs that continue to meet the needs of the community. BACS is located in Brooklyn within District 15.

Brooklyn Arrow Charter School will operate under the governance of an Education Corporation and will partner with the Education Management Operator (EMO) Arrow Academy for education and operational services under the chartering board of BACS.

**Curriculum/Assessment/Instruction**

The standard learning model, characterized by: students working from their school or home, predetermined class size, one teacher per group of students, non-flexible lengths of periods or instructional segments, common assignments for all, predispositions about students from teachers, minimal variation in instruction based on academic understanding, and the lack of use of time as a variable in learning, proves to be impractical on many levels, for many at-risk students.

BACS plans to create learning classrooms with a student to teacher ratio of 12:1 to ensure the needed attention to learning is the top priority of our school.

BACS will provide a comprehensive and quality education experience designed for all students, based on proven methods of instruction in a safe, flexible, non-threatening and adult-supported environment. The foundation of the learning in the charter school setting is mastery learning. Time will become flexible in practice, compared with the structured schedule currently found in most of our classrooms. Mastery learning is a process of instruction. All students have the potential to learn quite well, but differ in the time they require to do so. One priority will be the opportunity for the responsibility of learning to transfer from the teacher to the student.

BACS will use integrated technology that supports the student, blending this environment with a team of master teachers, instructors and staff trained in the most proven leadership and classroom development system in the country. Highlighting the product and design strategy of this application are clear metrics of behavior characteristics, individual constraints and strengths, the assurances of implementation and sustainable monitoring, individual growth plans and data-based hiring processes.

The BACS model is designed to support the advancement of student performance, founded on mastery learning through Benjamin Bloom's research, and supported by Thomas Guskey's research in this field. This framework is

the foundation for BACS because of the results it produces, as well as the need to recognize that at-risk kids are not at the expected performance level when they enter our school gates each year.

The curriculum to be used in BACS is research-based, proven to be effective, and designed to enable each pupil to achieve the performance standard expectations set by the State Board of Regents in New York.

The selection of the appropriate curriculum in the past and in the future must meet six criteria:

- Curriculum is aligned to the New York State Learning Standards.
- Curriculum is interactive and holds student interest.
- Curriculum motivates the students to learn.
- Curriculum lends itself to the “pre-test/post-test model” for baseline purposes.
- The material covered fosters Regent exam and State standards success for the students.
- The material covered demonstrates a scientific learning base.

The K -8 curricula is standards-based and designed to meet and exceed the State Learning Standards. It is hosted and developed by Compass Learning, a research-based instructional technology company in Texas with nearly 40 years of experience in the field of education curriculum development. All Compass Learning curricula are backed by research, expertise, and experience, and have been proven to increase academic achievement across all content areas in a variety of settings.

Based on current research in both theory and application and with the expertise of nationally recognized experts, the curriculum is developed and correlated to National Assessment of Educational Progress standards, state standards and the standards of national educational organizations such as National Council of Teachers of Mathematics, National Council of Teachers of English, National Association for the Education of Young Children, International Reading Association, National Science Teachers Association, and National Council of Social Studies Teachers.

All courses are aligned vertically within the curriculum. For example, the second grade curriculum is a natural progression from the material covered in the first grade, and the third grade curriculum is a natural progression of the second grade, etc.

Each grade and course offers spiral curricula that will enrich or remediate students in a personalized pathway that reaches over a four year grade span. All students will also have enrichment, on level and remediation opportunities from resources on the web, direct master teacher instruction and teacher mentor support. The blended model allows all three delivery systems to meet each child’s independent needs.

### **Literacy**

The foundation to learning requires a good literacy program and capable staff. Too often we see the 8<sup>th</sup> grade student reading at a 3<sup>rd</sup> grade level, and sitting in class, trying to cover the potentially embarrassing situation by shutting down or acting out due to his/her lack of reading and writing skills. BACS will have a relentless commitment to literacy competency in each center.

BACS Recognizes:

- Literacy is a lifelong, developmental process with students progressing at various rates.
- Students come to school with a wide range of literacy experiences.

BACS Believes:

- Literacy supports critical thinkers, effective communicators, and lifelong learners.
- Constructing meaning is the focus of all literacy instruction.
- Continuous and varied assessment informs instructional decisions and is an integral part of the teaching/learning process.
- Literacy attainment is a shared responsibility, including students, teachers, and parents.

BACS will provide:

- Stimulating learning environments that develop a student's understanding of literacy as a valuable component of life-long learning, achievement, and enjoyment.
- Consistent center-wide approaches to literacy instruction in all content areas.
- Literacy instruction designed to meet the individual's needs, interests, and strengths.

- High expectations for literacy achievement, as stated in the State Learning Standards.

Assessment is a process that as a major component of the teaching construct is for the benefit of specified stakeholders - particularly students, parents and teachers. BACS’s assessment philosophy serves the dual purposes of assessment-for-learning to address the information needs of students and teachers, as well as assessment-of-learning to address the needs for information about the outcomes and efficiencies of the educational system.

To achieve the standards above, students and teachers must have multiple assessment data points in order to continuously adjust instruction. Of course, the classroom and online assessments present teachers with immediate feedback and allow for constant monitoring of student progress. Students begin with a pretest of knowledge and skills in each of the subject areas. The results provide a diagnosis of the student’s strengths and weaknesses in the tested areas; from that diagnosis, a personalized learning path is developed for remediation, reinforcement and/or enrichment. Personalized lesson plans may be automatically generated in such cases as the Compass Learning curriculum, or developed by the teacher when using other testing tools.

BACS tracks student achievement, evaluates individual progress on specific learning paths, and communicates results to teachers, parents and students through easy-to-understand reports provided through the Compass Learning and comprehensive reporting tools—helping educators meet state and federal accountability requirements. Educators receive reports detailing the progress of students individually and in groups; teachers receive instructional data for decision making, team planning and parent conferences; and parents have access to easy-to-understand information about student achievement and progress.

As essential as classroom and online formative assessments are, there is a need to have an assessment plan that provides a variety of information about our students.

In addition to participation on the State performance exams, students and teachers use the following assessments to gather information about Arrow Academy students.

<b>Assessment</b>	<b>Grade</b>	<b>Vendor</b>	<b>Administered</b>	<b>Type</b>
Explore	8-9	ACT	Fall	Summative/Formative
DIBELS	K-3	Univ. Oregon	Fall, Winter, Spring	5 Components of Early Literacy
MAP	2-8	NWEA	Up to 4 per year	Growth Over Time
Odyssey Explorer	K-8	Compass	Fall, Spring (as needed)	Student Growth and Placement

Each assessment has a specific purpose and allows BACS to consistently adjust the content of the learning to better serve the student’s academic needs.

Teachers in the school will be able to assess student progress throughout the program, using: chapter tests, lesson quizzes, writing prompts, open-ended response questions, benchmark tests and scored lessons. Parents will receive learning path, progress, objective-based and student writing portfolios of their child.

Students participate in guided or independent learning at their own pace to develop an early learning foundation for literacy and mathematics concept knowledge and skills. The Compass Learning curriculum spirals the concepts in a range of two grades below and two grades above the current level of instruction for the kindergarten student. The classroom teacher will have ongoing personal, small group and large group instruction with strategies for all primary students founded in literacy and mathematics. Each student will be closely monitored to ensure they are on grade level by the end of first grade or targeted for specific intervention. Teachers will have significant face time with students in independent and small group settings. The teachers within the center will use formative assessments to monitor progress of each student and re-assess strategies for students not understanding learning concepts.

Recent research provides recommendations that can be targeted by this charter school when an emphasis of the school is on the at-risk population. The 2007 research review from the National Dropout Prevention Center identifies 127 studies regarding risk factors associated with dropping out of school and strategies to mitigate the impact of these factors.

The summative results of the studies establish 93 risk factors, found in 24 different categories that are usually impacting the individual simultaneously. This meta-analysis study recommended 23 service/strategy program areas to target, in order to reduce dropout rates (*2007 National Dropout Prevention Center at Clemson University*). In fairness to a school district, these expectations are at minimum overwhelming in practice and budgeting, when it is coupled with the same expectations in other students' curricula and school environment needs.

BACS strives to close the achievement gap, support fundamental core academic proficiency to help increase the graduation rate, and ensure every child has meaningful social and character development. BACS is committed to bridging the digital divide, ensuring that the best learning practices are demonstrated in the classroom, and increasing educational opportunities for at-risk students.

BACS will ensure alignment of curriculum, instruction and assessment as it pertains to at-risk student populations, including, but not limited to, students identified as Special Needs through the Individual Education Program (IEP) process, ESL students, students on a 504 plan and students that are not successful in the traditional classroom. All students with disabilities will receive all services outlined in their current IEPs. Brooklyn Arrow School utilizes an inclusionary model in special education and Limited English Proficiency (LEP) students will receive all services outlined by a language proficiency assessment team (LPAT). All students in BACS with disabilities and LEP plans will be served by appropriate certified teachers, according to the IEP and LEP time of instruction.

The use of technology in the native language, with individualized instruction that is differentiated and a specialized trained teacher in ELL, helps students develop thinking, writing and speaking skills in a variety of authentic situations in BACS.

The certified trained teacher will use appropriate instruction and address the core curriculum while providing ELLs with interactive means to access that curriculum. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., modeling, demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency. This is commonly referred to as "sheltering" the instruction.

To maximize opportunities for language use and content mastery, ELLs' social and emotional needs have to be met in an environment where they feel safe and comfortable with themselves and their peers. Teachers will create an environment of predictability and acceptance. By providing structured classroom rules and activity patterns, and setting clear expectations, teachers can foster an environment of regularity and acceptance. Specific ideas to accomplish this include:

- incorporating activities that maximize opportunities for language use to challenge students' ability to communicate ideas, formulate questions, and use language for higher order thinking;
- realizing that some ELLs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. It is important to allow each student to listen and produce language at his/her own speed;
- incorporating multiple languages in signs around the school, and displaying pictures, flags, and maps from students' country of origin in the classroom; and making efforts to incorporate diversity into the classroom by inviting students to share information about their background.
- Examples of strategies to be used in BACS are founded on Mastery Learning but complimented by:

Accelerated Learning Techniques, Applied Learning, Arts in Education, Character Education, Differentiated Instruction, Environments for Learning, Graphic Tools, Keeping Fit for Learning, Learning Styles, Literacy Multicultural Education, Service Learning, Technology in Education and Thinking Skills.

The science curriculum will meet the hours of lab requirement and field investigation requirements in a combination of deliverables. The science and classroom teachers at all times have the opportunity to utilize direct implementation of the lab and field experiences through the laboratory tool kits each science course will have as a supplemental

resource, use web-based and textbook resources to construct the laboratory and field investigation requirements, or use the teacher-directed instruction for each laboratory and science experience. Each facility will have a designated science lab for students to use to meet curriculum and learning expectations.

The combined forces of the learning model described above will provide an optimal situation for students, particularly at-risk students, to receive both individual attention and the opportunity for academic success.

BACS is a K-8 charter school uniquely designed to expand the access to web-based curriculum, to at-risk students. Bridging the digital divide by combining new technologies with a “whole school” philosophy allows students a new path to academic achievement. Students considered academically low-achieving will benefit from our education model and overcome serious cultural factors to experience educational success.

BACS will:

- Ensure students are educated with mastery learning principles and paced with individual learning plans that is accessible 24 hours per day and 7 days per week
- Minimize the learning anxiety that is found in too many classrooms in our schools with the support of 8 instructors per 100 at-risk students forming a team with the sole purpose of reaching every students’ needs
- Increase academic performance and ensure every unit of learning is complimented with a relevancy lesson
- Establish student relationships built upon mutual respect
- Establish learning environments housed within the community to which the students migrate, and in which they seek to be around
- Ensure that teams of master teachers are working within an environment that promotes the internal passion they acted on, when deciding to dedicate their career to children

### **Governance**

The Board of Trustees will consist of five Charter Board members that govern Broken Arrow Charter School. Each member serves a term of 2 years. The selection process for the terms is defined by recommendations, interviews and a majority of the board approval process. The Charter Board will assume all responsibilities for oversight of the employees and supervision of the EMO contracted for education services within the school.

### **Students**

Though open to all public school students BACS specifically focuses its efforts to enroll students who are (1) “academically at risk” - performing below grade level in at least one academic content area assessed or (2) living in a home or community that is considered “at risk,” because the family meets the qualifications for free or reduced lunch and single mother homes.

BACS plans to enroll 180 students in the first year of operations and expand the school model to 675 students by the fifth year of operation. Students will have an open enrollment option in BACS and recruiting will be through community information meetings, word of mouth and recommendations from systems within the district and neighborhood.

### **Personnel**

The school model overcomes class size obstacles by providing students with daily on-site master teachers and instructors that average 8 per 100 students. The ratio is 12:1. Naturally, the multi-age school being located in familiar neighborhood building, along with this favorable ratio, creates a supportive atmosphere with the benefits of a complete online pacing educational program.

The school has a Director that oversees the operations of the school, teachers and instructional mentors for students and support personnel to meet the reporting and operational expectations.

To achieve this goal, BACS has chosen to surround the students with the best people possible to create a significant team, versus hoping for a significant adult. This process is being used in children's hospitals across America. A team of doctors assess, prescribe and work with the patient's needs based upon each doctor's individual expertise, supporting the team concept. By utilizing a master teacher and an instructional team supporting each child, the learning model of instruction is transformed. The master teachers, working with various areas of expertise, will assist students and instructors with daily school lessons and curriculum questions, provide suggestions regarding a variety of teaching strategies, track student progress and learning, deliver instruction in large and small groups, and independently support and oversee the student's and group's needs.

Central to student success is the infrastructure and support the organization provides for its students. These include:

- **Master Teachers**—Master teachers are licensed by the state and qualified under NCLB. They monitor the progress of students participating in the program, oversee instructors and offer expertise to ensure compliance with state and district standards. The master teacher works closely with the instructors and students to customize student learning plans, carefully monitor student success and lead team strategy sessions in assessment data review, relevancy lessons, student needs, community engagement, and model exemplary content pedagogy.
  
- **Instructors**—Instructors are developing teachers who are responsible for providing academic instruction and support in learning within the school. Instructors lead and guide students through lessons and ensure that students are learning. Instructors also collaborate with master teachers and site directors when students are experiencing academic problems, help students manage their time and set goals, monitor student work, and fill out daily attendance logs. This team of professionals creates the accountable and nurturing environment that ensures student success. The instructor plays a key role in providing social growth and development for students, by assisting with their daily lessons and classroom activities both online and offline. They organize outings and other opportunities for students to interact with each other outside the school, such as field trips to museums or the local zoo. Instructors monitor attendance and progress, ensure that students are learning, and work under the close supervision of the master teacher. The teacher has flexible scheduling opportunities as well. Since the web-based pacing guide acts as a foundation for the students, the classroom teachers are able to become creative in serving student needs. For example, we have historically under performed in reading and writing with the at-risk population of students. In this learning environment, a teacher may choose to conference with each child on the team about the written assignment product for 15 minutes every week, to ensure the desired creativity is being brought out by the author. In contrast, most traditional classrooms would write a few comments on the text and then generalize common errors to the entire class. By personalizing the reading needs and the writing products for each individual student or in small groups, we can anticipate greater progress of learning.

Through the teams of teachers and the pacing curricula, we are able to take advantage of teacher schedules, delivery systems can be transformed, and student support is maximized.

Our educational innovations also include The Flippen Group organization for training strategies with at-risk learners, premier teacher and leader development, specialized training for parents and volunteers.

## **The Preparation of Staff**

The following highlights a few specific scopes of practice that will be implemented in the process:

- Human resource profile tool developed by Flip Flippen with over 10,000 professionals will be used in supporting the process of hiring staff. The tool is focused on 37 behaviors and scaled in over 20 different subsets of these behaviors to determine strengths and constraints, and support decisions for the best fit when hiring staff and when working to develop individuals.
  
- Strategic digital pacing learning curriculum that is guided by a master teacher and school approved resources and text. This pacing system is designed with a one-to-one computer to student ratio.
  
- Instructors that are responsible for teaching, supporting and monitoring the child concept the entire day. We know at-risk kids need a significant adult to help them make it through the child rearing years. BACS will present a significant team of certified master teachers assigned with instructors, to groups of students for

purposes of monitoring, structuring learning environments, designing relevancy, identifying appropriate interventions and modifying lessons and instruction to meet each student's individual learning plan, as well as group learning needs.

- Comprehensive professional development and partnership with The Flippen Group (TFG) in nationally recognized training such as Capturing Kids' Hearts.

### **Budget/Facilities**

The first year budget is will have a total revenue of \$2,778,115. The Leadership Education Foundation will provide a start up revenue source of \$175,000 beyond the per pupil revenue. The reserve cash fund is budgeted to be \$83,747.

BACS currently has a facility called the Downtown Learning Center (DLC) that is used as an outreach program for over 4000 community members in supporting their education and citizenry needs. The facility is available for immediate occupancy and will comply with all defined regulations and codes in housing and supporting youth.

### **Community Support**

BACS is a 21<sup>st</sup> century learning model in which schools are designed and grounded in community engagement and ownership. The focus on the school is founded in the community and has organized leaders that desire to support and meet the students' needs. The planning team has determined we can meet first year enrollment projections without concerns.

The community in this application has several common traits: students with high likelihood of dropping out of school, students with poor performance on assessments including reading, writing, math; and less than needed support from home to ensure success in the classroom. The communities have urban challenges within the neighborhoods, as well as community leaders who champion the need to ensure the school provides every student the preparation for future post-secondary education and work certificates beyond a high school diploma.

The end results of this application's and the environment it offers are: small learning communities, mastery learning, an education next door, education success for the most challenging students in the community and taxpayer dollars invested with high efficiency.

## **Executive Summary Template**

### **CHILDREN OF THE CITY CHARTER SCHOOL K-12**

#### **Executive Summary of Children of the City Charter School**

#### **Address the following:**

##### **Applicant**

The designated applicant for Children of the City Charter School (CCCS) is Joyce Mattera. Joyce is the founder and director of the non-profit organization called Children of the City. CCCS has successfully served the children and families of Southwest Brooklyn for more than two decades by changing to meet the needs of the community. Economic instability continues to subject many families to drug abuse and delinquency. Children of the City has increased the number of programs and mentors willing to educate and support families as we strive to change the culture of poverty. CCCS is located in Brooklyn within District 15.

Children of the City Charter School will create an Education Corporation to serve as the charter board and partner with the Education Management Operator (EMO) Arrow Academy for education and operational services under the chartering board of CCCS.

## **Curriculum/Assessment/Instruction**

The standard learning model, characterized by: students working from their school or home, predetermined class size, one teacher per group of students, non-flexible lengths of periods or instructional segments, common assignments for all, predispositions about students from teachers, minimal variation in instruction based on academic understanding, and the lack of use of time as a variable in learning, proves to be impractical on many levels, for many at-risk students.

CCCS will provide a comprehensive and quality education experience designed for all students, based on proven methods of instruction in a safe, flexible, non-threatening and adult-supported environment. The foundation of the learning in the charter school setting is mastery learning. Time will become flexible in practice, compared with the structured schedule currently found in most of our classrooms. Mastery learning is a process of instruction. All students have the potential to learn quite well, but differ in the time they require to do so. One priority will be the opportunity for the responsibility of learning to transfer from the teacher to the student.

CCCS will use integrated technology that supports the student, blending this environment with a team of master teachers, instructors and staff trained in the most proven leadership and classroom development system in the country. Highlighting the product and design strategy of this application are clear metrics of behavior characteristics, individual constraints and strengths, the assurances of implementation and sustainable monitoring, individual growth plans and data-based hiring processes.

The CCCS model is designed to support the advancement of student performance, founded on mastery learning through Benjamin Bloom's research, and supported by Thomas Guskey's research in this field. This framework is the foundation for CCCS because of the results it produces, as well as the need to recognize that at-risk kids are not at the expected performance level when they enter our school gates each year.

The curriculum to be used in CCCS is research-based, proven to be effective, and designed to enable each pupil to achieve the performance standard expectations set by the State Board of Regents in New York.

The selection of the appropriate curriculum in the past and in the future must meet six criteria:

- Curriculum is aligned to the New York State Learning Standards.
- Curriculum is interactive and holds student interest.
- Curriculum motivates the students to learn.
- Curriculum lends itself to the "pre-test/post-test model" for baseline purposes.
- The material covered fosters Regent exam and State standards success for the students.
- The material covered demonstrates a scientific learning base.

The K - 12 curricula is standards-based and designed to meet and exceed the State Learning Standards. It is hosted and developed by Compass Learning, a research-based instructional technology company in Texas with nearly 40 years of experience in the field of education curriculum development. All Compass Learning curricula are backed by research, expertise, and experience, and have been proven to increase academic achievement across all content areas in a variety of settings.

Based on current research in both theory and application and with the expertise of nationally recognized experts, the curriculum is developed and correlated to National Assessment of Educational Progress standards, state standards and the standards of national educational organizations such as National Council of Teachers of Mathematics, National Council of Teachers of English, National Association for the Education of Young Children, International Reading Association, National Science Teachers Association, and National Council of Social Studies Teachers.

All courses are aligned vertically within the curriculum. For example, the second grade curriculum is a natural progression from the material covered in the first grade, and the third grade curriculum is a natural progression of the second grade, etc.

Each grade and course offers spiral curricula that will enrich or remediate students in a personalized pathway that reaches over a four year grade span. All students will also have enrichment, on level and remediation opportunities

from resources on the web, direct master teacher instruction and teacher mentor support. The blended model allows all three delivery systems to meet each child's independent needs.

A comprehensive post-secondary elective program is an expected requirement for students in the school. CCCS will utilize a dual credit and Workstart certificate program for high school students.

### **Literacy**

The foundation to learning requires a good literacy program and capable staff. Too often we see the 10<sup>th</sup> grade student reading at a 3<sup>rd</sup> grade level, and sitting in a high school composition class, trying to cover the potentially embarrassing situation by shutting down or acting out due to his/her lack of reading and writing skills. CCCS will have a relentless commitment to literacy competency in each center.

CCCS Recognizes:

- Literacy is a lifelong, developmental process with students progressing at various rates.
- Students come to school with a wide range of literacy experiences.

CCCS Believes:

- Literacy supports critical thinkers, effective communicators, and lifelong learners.
- Constructing meaning is the focus of all literacy instruction.
- Continuous and varied assessment informs instructional decisions and is an integral part of the teaching/learning process.
- Literacy attainment is a shared responsibility, including students, teachers, and parents.

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- Stimulating learning environments that develop a student's understanding of literacy as a valuable component of life-long learning, achievement, and enjoyment.
- Consistent center-wide approaches to literacy instruction in all content areas.
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To achieve the standards above, students and teachers must have multiple assessment data points in order to continuously adjust instruction. Of course, the classroom and online assessments present teachers with immediate feedback and allow for constant monitoring of student progress. Students begin with a pretest of knowledge and skills in each of the subject areas. The results provide a diagnosis of the student's strengths and weaknesses in the tested areas; from that diagnosis, a personalized learning path is developed for remediation, reinforcement and/or enrichment. Personalized lesson plans may be automatically generated in such cases as the Compass Learning curriculum, or developed by the teacher when using other testing tools.

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As essential as classroom and online formative assessments are, there is a need to have an assessment plan that provides a variety of information about our students.

In addition to participation on the State performance exams, students and teachers use the following assessments to gather information about Arrow Academy students.

Assessment	Grade	Vendor	Administered	Type
ACCUPLACER	11-12	College Board	Fall/Spring	Summative/Formative
Plan	10	ACT	Fall	Summative/Formative
Explore	8-9	ACT	Fall	Summative/Formative
C-ACT	11-12	ACT	Spring	
DIBELS	K-3	Univ. Oregon	Fall, Winter, Spring	5 Components of Early Literacy
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The summative results of the studies establish 93 risk factors, found in 24 different categories that are usually impacting the individual simultaneously. This meta-analysis study recommended 23 service/strategy program areas to target, in order to reduce dropout rates (*2007 National Dropout Prevention Center at Clemson University*). In fairness to a school district, these expectations are at minimum overwhelming in practice and budgeting, when it is coupled with the same expectations in other students' curricula and school environment needs.

CCCS strives to close the achievement gap, increase the graduation rate, and ensure every child has meaningful post secondary preparation. CCCS is committed to bridging the digital divide, ensuring that the best learning practices are demonstrated in the classroom, and increasing educational opportunities for at-risk students.

CCCS will ensure alignment of curriculum, instruction and assessment as it pertains to at-risk student populations, including, but not limited to, students identified as Special Needs through the Individual Education Program (IEP) process, ESL students, students on a 504 plan and students that are not successful in the traditional classroom. All students with disabilities will receive all services outlined in their current IEPs. CCCS utilizes an inclusionary model in special education and Limited English Proficiency (LEP) students will receive all services outlined by a language proficiency assessment team (LPAT). All students in CCCS with disabilities and LEP plans will be served by appropriate certified teachers, according to the IEP and LEP time of instruction.

The use of technology in the native language, with individualized instruction that is differentiated and a specialized trained teacher in ELL, helps students develop thinking, writing and speaking skills in a variety of authentic situations in CCCS.

The certified trained teacher will use appropriate instruction and address the core curriculum while providing ELLs with interactive means to access that curriculum. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., modeling, demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency. This is commonly referred to as “sheltering” the instruction.

To maximize opportunities for language use and content mastery, ELLs’ social and emotional needs have to be met in an environment where they feel safe and comfortable with themselves and their peers. Teachers will create an environment of predictability and acceptance. By providing structured classroom rules and activity patterns, and setting clear expectations, teachers can foster an environment of regularity and acceptance. Specific ideas to accomplish this include:

- incorporating activities that maximize opportunities for language use to challenge students’ ability to communicate ideas, formulate questions, and use language for higher order thinking;
- realizing that some ELLs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. It is important to allow each student to listen and produce language at his/her own speed;
- incorporating multiple languages in signs around the school, and displaying pictures, flags, and maps from students’ country of origin in the classroom; and making efforts to incorporate diversity into the classroom by inviting students to share information about their background.
- Examples of strategies to be used in CCCS are founded on Mastery Learning but complimented by:

Accelerated Learning Techniques, Applied Learning, Arts in Education, Character Education, Differentiated Instruction, Environments for Learning, Graphic Tools, Keeping Fit for Learning, Learning Styles, Literacy Multicultural Education, Service Learning, Technology in Education and Thinking Skills.

The science curriculum will meet the hours of lab requirement and field investigation requirements in a combination of deliverables. The science and classroom teachers at all times have the opportunity to utilize direct implementation of the lab and field experiences through the laboratory tool kits each science course will have as a supplemental resource, use web-based and textbook resources to construct the laboratory and field investigation requirements, or use the teacher-directed instruction for each laboratory and science experience. Each facility will have a designated science lab for students to use to meet curriculum and learning expectations.

The combined forces of the learning model described above will provide an optimal situation for students, particularly at-risk students, to receive both individual attention and the opportunity for academic success.

CCCS is a K-12 charter school uniquely designed to expand the access to web-based curriculum, to at-risk students. Bridging the digital divide by combining new technologies with a “whole school” philosophy allows students a new path to academic achievement. Students considered academically low-achieving will benefit from our education model and overcome serious cultural factors to experience educational success.

CCCS will:

- Ensure students are educated with mastery learning principles and paced with individual learning plans that is accessible 24 hours per day and 7 days per week
- Minimize the learning anxiety that is found in too many classrooms in our schools with the support of 6 instructors per 100 at-risk students forming a team with the sole purpose of reaching every students’ needs
- Increase academic performance and ensure every unit of learning is complimented with a relevancy lesson
- Establish student relationships built upon mutual respect

- Establish learning environments housed within the community to which the students migrate, and in which they seek to be around
- Ensure that teams of master teachers are working within an environment that promotes the internal passion they acted on, when deciding to dedicate their career to children

### Governance

The Board of Trustees consists of five Charter Board members that act as the Education Corporation and govern the Children of the City Charter School. Each member serves a term of 2 years. The selection process for the terms is defined by recommendations, interviews and a majority of the board approval process. The Charter Board will assume all responsibilities for oversight of the employees and supervision of the EMO contracted for education services within the school.

### Students

Though open to all public school students CCCS specifically focuses its efforts to enroll students who are (1) “academically at risk” - performing below grade level in at least one academic content area assessed or (2) living in a home or community that is considered “at risk,” because the family meets the qualifications for free or reduced lunch.

CCCS plans to enroll 150 students in the first year of operations and expand the school model to 300 students by the fifth year of operation. Students will have an open enrollment option in CCCS and recruiting will be through community information meetings, word of mouth and recommendations from professional or education systems within the district and neighborhood.

### Personnel

The school model overcomes class size obstacles by providing students with daily on-site master teachers and instructors that average 6 per 100 students. The ratio is 17:1. Naturally, the multi-age school being located in familiar neighborhood building, along with this favorable ratio, creates a supportive atmosphere with the benefits of a complete online pacing educational program.

The school has a Director that oversees the operations of the school, teachers and instructional mentors for students and support personnel to meet the reporting and operational expectations.

To achieve this goal, CCCS has chosen to surround the students with the best people possible to create a significant team, versus hoping for a significant adult. This process is being used in children’s hospitals across America. A team of doctors assess, prescribe and work with the patient’s needs based upon each doctor’s individual expertise, supporting the team concept. By utilizing a master teacher and an instructional team supporting each child, the learning model of instruction is transformed. The master teachers, working with various areas of expertise, will assist students and instructors with daily school lessons and curriculum questions, provide suggestions regarding a variety of teaching strategies, track student progress and learning, deliver instruction in large and small groups, and independently support and oversee the student’s and group’s needs.

Central to student success is the infrastructure and support the organization provides for its students. These include:

- **Master Teachers**—Master teachers are licensed by the state and qualified under NCLB. They monitor the progress of students participating in the program, oversee instructors and offer expertise to ensure compliance with state and district standards. The master teacher works closely with the instructors to customize student learning plans, carefully monitor student success and lead team strategy sessions in assessment data review, relevancy lessons, student needs, community engagement, and model exemplary content pedagogy.
- **Instructors**—Instructors are individuals who are responsible for providing support in learning at a school. Instructors guide students through the lessons and ensure that students are learning. Instructors also collaborate with master teachers/site directors when students are experiencing academic problems, help students manage their time and set goals, monitor student work, and fill out daily attendance logs. This team of professionals creates the accountable and nurturing environment that ensures student success. The instructor plays a key role in providing social growth and development for students, by assisting with their daily lessons and classroom activities both online and offline. They organize outings and other opportunities for students to interact with

each other outside the school, such as field trips to museums or the local zoo. Instructors monitor attendance and progress, ensure that students are learning, and work under the close supervision and direction of the master teacher. Instructors provide both encouragement and discipline within an inviting learning environment designed to accommodate a “whole school” philosophy.

The teacher has flexible scheduling opportunities as well. Since the web-based pacing guide acts as a foundation for the students, the classroom teachers are able to become creative in serving student needs. For example, we have historically under performed in reading and writing with the at-risk population of students. In this learning environment, a teacher may choose to conference with each child on the team about the written assignment product for 15 minutes every week, to ensure the desired creativity is being brought out by the author. In contrast, most traditional classrooms would write a few comments on the text and then generalize common errors to the entire class. By personalizing the reading needs and the writing products for each individual student or in small groups, we can anticipate greater progress of learning.

Through the teams of teachers and the computer pacing curricula, we are able to take advantage of teacher schedules, delivery systems can be transformed, and student support is maximized.

Our educational innovations also include The Flippen Group for dealing with at-risk learners, premier teacher and leader development, specialized training for parents and volunteers by The Flippen Group for dealing with at-risk learners, supplementary on- and offline curriculum, and the college credit and Workstart process to provide job skills for all learners.

The school is a team of personnel, and pay-for-performance incentives will also be part of the school through group performance pay. When staff are able to meet defined performance targets they will be rewarded financially. All employees in the school will reap the benefit of the team’s accomplishments. By supporting, encouraging and working together, the best opportunities for students are presented.

### **The Preparation of Staff**

The following highlights a few specific scopes of practice that will be implemented in the process:

- Human resource profile tool developed by Flip Flippen with over 10,000 professionals will be used in supporting the process of hiring staff. The tool is focused on 37 behaviors and scaled in over 20 different subsets of these behaviors to determine strengths and constraints, and support decisions for the best fit when hiring staff and when working to develop individuals.
- Strategic digital pacing learning curriculum that is guided by a master teacher and school approved resources and text. This pacing system is designed with a one-to-one computer to student ratio.
- Full-time paid adult instructors that are responsible for supporting and monitoring the whole child concept and learning the entire day. We know at-risk kids need a significant adult to help them make it through the child rearing years. CCCS will present a significant team of certified master teachers assigned with instructors, to groups of students for purposes of monitoring, structuring learning environments, designing relevancy, identifying appropriate interventions and modifying lessons and instruction to meet each student’s individual learning plan, as well as group learning needs.
- Comprehensive professional development and partnership with The Flippen Group (TFG).
- Group incentive pay for all school employees that make the grades in progressing students in the learning outcomes.

### **Budget/Facilities**

The first year budget is attached and provided for your review per NYCDOE spreadsheet guidelines.

CCCS currently has a facility that is used as an outreach program for over 1000 community members in supporting their education and citizenry needs. The facility is available for immediate occupancy and complies with all defined regulations and codes in housing and supporting youth. CCCS does have the opportunity for future expansion, but at this point desires to house students within the existing facility.

### **Community Support**

CCCS is a 21<sup>st</sup> century learning model in which schools are designed and grounded in community engagement and ownership. The focus on the school founded in the community that has organized leaders that desire to support and meet the students' needs. CCCS has determined we can already meet first year enrollment projections without recruiting students at this point and time in the process.

The community in this application has several common traits: students with high likelihood of dropping out of school, students with poor performance on assessments including reading, writing, math, college readiness; and less than needed support from home to ensure success in the classroom. The communities have urban challenges within the neighborhoods, as well as community leaders who champion the need to ensure the school provides every student the preparation for post-secondary education and work certificates beyond a high school diploma.

The end results of this application's and the environment it offers are: small learning communities, an education next door, education success for the most challenging students in the community and taxpayer dollars invested with high efficiency.

### **Proposed Charter School: Vision charter School**

### **Preferred Community: Bronx District 11**

Authorizer:	NYC Department of Education (Chancellor)
Full Grades (year 1)	6-8
Full Enrollment (year 1 enrollment):	150
Institutional/Management Partner:	Arrow Academy
Lead Applicant:	Rev. Dr. Sheldon Williams
Lead Applicant Contact Info:	914-548-5636 info@RevDrSheldonDWilliams.com
Proposed Launch Date:	September 2011

### **Summary of Educational Program:**

City Co-op Intergenerational Outreach Charter School (CCIOCS) will close the achievement gap, prepare students with a comprehensive education and ensure every child has meaningful formal years of rigorous education preparation. CCIOCS planning team is committed to creating a mastery learning philosophical approach using a blended support system that bridging the digital divide, ensures that the best learning practices are demonstrated in the classroom, and increasing educational opportunities for at-risk students.

The CCIOCS team is based upon the philosophy of educating next door to the student's home, individualized instructional support, flexible core time, and master team-teaching support that will allow

academically and economically disadvantaged students, at-risk to succeed, a chance to excel within the New York City public school system. The goals for the proposed Bronx Charter School are rigorous and include all of those that are mandatory for charter schools as per the New York City charter school requirements and they meet the federal No Child Left Behind Annual Yearly Progress benchmarks.

CCIOCS will use integrated technology that supports the student, blending this environment with a team of master teachers, instructors and staff trained in the most proven leadership and classroom development system in the country and class ratios of 12 students per teacher. Highlighting the product and design strategy of this application are clear metrics of behavior characteristics, individual constraints and strengths, the assurances of implementation and sustainable monitoring, individual growth plans and data-based hiring processes.

**Proposed Charter School:** COMMUNITY CHARTER SCHOOL FOR SUCCESS

**Preferred Community:** CSD 27- QUEENS

Authorizer: NEW YORK CITY DOE

Full Grades (year 1 grades): Grade 6

Full Enrollment (year 1 enrollment): 150

Institutional/Management Partner: N/A

Lead Applicant: Dr. Owen Brown

Lead Applicant Contact Info: 347-860-4090

e-mail address: dmjw17@yahoo.com

Proposed Launch Date: September 2011

**Summary on School mission and Educational Program:**

**Introduction:** There is an ever-widening concern among educators, parents and civic leaders about the inability of our school systems to address the needs of young boys and girls in our nation's cities. The dismal states of many cities' budgets provide limited opportunities for enrichment in culture, reading, music and the arts. Students attending large city schools also experience higher teacher absenteeism, limited resources, overcrowded classrooms, and poor instruction from teachers who are not committed to the wellbeing of our children. Young minority boys and girls who are educated in large urban schools are more likely to experience school failure, excessive school suspension, and an overall poor quality of education. The facts clearly and consistently depict a pattern of low graduation and high dropout rates for African American, Hispanic, and Native American students throughout New York City, and the data is echoed throughout the nation. The Community Charter School for Success is an innovative and effective response to the frightening trends facing our youth in urban communities.

**Mission:** The mission of CCSS is to challenge each child to reach his/her potential through a rigorous educational curriculum that will prepare each student to meet and/or exceed New York State's Educational Standards for Middle School children. CCSS curriculum will provide each student, including ELL, and students with special needs, with extensive exposure to different career pathways in the world of work as well as prepare each student to become a good citizen who possesses the skills to achieve what our Constitution refers to as the "pursuit of happiness".

**Educational program:** CCSS educational program emphasizes high expectations and rigorous opportunities for all students from grades 6-8. **CCSS is also developing a curriculum that will include a 5<sup>th</sup> grade beginning year two.** This will allow fifth grade students to enter sixth grade prepared for the kind of academic rigor which is a corner stone of our mission. CCSS's educational program is driven by Federal, New York State and City Standards. In order, to meet these standards CCSS has developed an educational model called P.A.S.S. The acronym P.A.S.S. means **Planned Administration for Student Success**. PASS is composed of seven key elements that include emphasis on the following: **1. Federal, State and City Standards 2. Curriculum Development & Instruction 3. Services to Special Needs Students 4. Assessment 5. Resources 6. Professional Development Training 7. Parent & Community Outreach.**

**1. Federal, State and City Standards:** The success of this educational model is based on CCSS' ability to prepare its students to meet and/or exceed Federal and New York State/City Educational Standards. During our Summer Development Institute, CCSS Co-Administrators will introduce all the teachers to PASS and engage them in extensive curriculum mapping for each subject area, based on NYS Standards which show the knowledge, skills and understanding that individuals can, and do habitually over time.

**2. Curriculum Development & Instruction :** CCSS will retain an outside contractor to train teachers in curriculum development and mapping techniques. Teachers will also be trained on effective implementation of differentiated instruction in the class room, along with inquiry based learning. Our inquiry based Science and Math curriculum has been chosen because we believe that it would encourage students in developing critical thinking skills, intellectual curiosity, and thirst for discovery and achievement. CCSS will deliver quality instruction to a diverse community and recognizes that every individual comes with unique talents and learning styles. We are committed to creating classroom environments in which every child's needs are met and so our teaching strategies will be in response to the various learning styles. CCSS will focus on differentiated instruction. This type of instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction.

**3. Services to ELL & Students with Special Needs:** CCSS will support an initiative that provides all students with a rigorous educational curriculum that will prepare each student to meet and/exceed New York State Educational Standards for middle school children. Such program will prepare each student to become a good citizen who possesses the skills to achieve what our constitution refers to as the "*pursuit of happiness.*" CCSS will provide adequate support to ensure that every student is reaching his/ her full potential. The taskforce is committed to helping realize the vision and goals of the IDEA. The educational program offered by CCSS will be made available to all eligible students and families and will be in

compliance with all federal laws and regulations. CCSS will be accountable for identifying, servicing, evaluating, and educating to their full potential, students with disabilities and students who are ELLs.

The Far Rockaway Community has a diverse immigrant population, speaking several languages other than English. The ELL program will work to address the needs of diverse language learners. All staff members, including Co-Administrators, will be held accountable for taking part in professional development and creating a school environment in which all students are welcome and thrive academically, socially, and emotionally. A literacy specialist will be retained, and will meet regularly with content area teachers to develop the best strategies in delivering quality instructions to ELL students along with others with special needs.

CCSS will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students' school district of residence and all applicable federal laws, including the IDEA. Services for students with special needs will be coordinated by full-time special education coordinator/teacher and supervised by the appropriate Co-Administrator. Students with disabilities will also be expected to participate in all school programs and activities with all other students, to the extent allowed by the IEP. They will receive all notices concerning school-sponsored programs, activities, and services. The school will make no distinctions in this regard unless absolutely necessary.

**4. Assessment** : Students' progress towards meeting and exceeding Federal, State, and City educational standards will be assessed regularly by the use of assessment tools provided by ClassLink, FOSS Science program, IMPACT Math, Terra Nova, Wilson Reading Program, along with teacher designed assessments. The aforementioned assessment tools are integral in structuring and determining the effectiveness of MSAR (Monthly Student Assessment Review). Based on the outcome(s) of the assessment process(es), the Co-Administrator in partnership with Special Education Teacher/Specialist, School Leadership Team (SLT), and classroom teachers will identify additional resources that are needed to get emerging and/or failing students back on the path to academic progress.

**5. Resources:** CCSS will utilize resources from a variety of vendors in providing the required content for each discipline. In addition, it is important to note that adolescents need to feel a sense of belonging and connectedness through personal support and adult relationships, as well as social and emotional support. CCSS will provide its students with supportive and culturally relevant mentoring so they can be successful in navigating the opportunities and challenges affecting NYC youths. Students will be able to take advantage of the Guidance Counselor as a resource in helping them develop a roadmap for success; reinforcing the importance of school, fostering good work habits, and helping them make smart choices

**6. Professional Development Training:** Equally important, CCSS will delineate a Professional Development strategy aimed at maintaining a low teacher turn over rate, while preparing new and junior level teachers an opportunity to obtain the appropriate teaching certifications and a pathway for leadership within our organization. To ensure that teachers acquire the appropriate skills, knowledge, and ability to address our students needs, professional development training will be provided so that all teachers will become proficient in utilizing data to drive instruction. Additionally, we will provide financial incentives for our teachers to take additional classes in Special Education and to acquire in depth knowledge of differentiated instruction and inquiry based learning. CCSS will provide teachers opportunities to acquire management experiences by attending workshops and sharing in the responsibility of the management of CCSS.

**7. Parent & Community Outreach:** Education impacts the student and the student's parents/guardians and extended family. Conversely, parents, guardians and family impact each child's education progress. CCSS recognizes the unique strengths and resources that families and community partners can bring to the school and will work to actively involve family members in their child's learning experience. We strongly believe in a school in which the voices of families play a role in reality. Before the first day of school, CCSS parent coordinator will facilitate a pre-transition outreach for families and students who will be attending CCSS. New students and families will be welcomed and the parent coordinator's primary role will be to engage parents and provide them with multiple opportunities to get involved in their children's education.

CCSS will create a culture in which all staff will take ownership for communicating with parents and developing a sense of belonging. CCSS will implement an efficient two-way communication between the school and families so that they may be engaged in the school community. Individual contacts between staff members and families are especially important in bringing families in, ensuring buy in, and building investment. All staff will operate on the understanding that developing relationships between staff and families is a continuous focus. Teachers will be expected to send introduction letters to all students in their class before school begins in September 2011. They will also be expected to call the families of their students during the first month of school, and to maintain regular contact during the school year. CCSS will attempt to communicate with families in their dominant language as much as possible, and will utilize Spanish speaking staff and /or paid translators to communicate in other languages. The school will translate important notices that go home in Spanish, and into other languages when possible. Every effort will be made to ensure that no family receives a notice they cannot understand.

During any year, there will be two mandatory family conferences which will include students and their families; students will play a major role in selecting pieces of work that they want their parents to look at, and discuss at their conferences, then set goals for themselves with input and feedback from their family and teachers. These conferences will be supplemented by other meetings when requested by either families or teachers. Three times a year, teachers will send formal progress reports to families describing each student's learning in both narrative description and skill checklists. Teachers will host curriculum nights in the fall and spring and send out a weekly curriculum letter to families. Classes will host families at writers' celebrations, and math breakfasts.

Co-Administrators, along with the PTSA (Parent Teacher & Student Association) will send out a monthly newsletter discussing key elements of the school and providing news and updates. The Co-Administrators will also host a school-wide Community Meeting in September, along with others periodically throughout the year. Co-Administrators will host one family breakfast each month as well as providing evening open hours on another day each month to accommodate the schedules of different families. The Co-Administrators will also be available for individual appointments and will be present at arrival and dismissal each day to greet and touch base with families. Families will be made to feel welcome in the school building, and will be invited to join in the work of the class. Parents in all grades will be invited to share their native cooking as we observe various national days. They will also accompany classes on field trips, tell stories, share a talent, or otherwise contribute to the curriculum of the class. In addition, the staff members and families will work together to organize both family workshops and social gatherings such as community picnics.

***Parental and Staff Involvement in Governance:*** A key opportunity for families to be involved in the governance of CCSS is through the School Leadership Team (SLT). The SLT will be an advisory group that

functions as a think tank for the school, advising the Co- Administrators and the Board of Trustees in establishing school priorities, searching for funding possibilities, considering new connections and programs, and reviewing school data. SLT meetings will serve as a forum for families and staff to discuss issues and concerns affecting the children of the school. Sub-committees within the SLT may form to study and advise the Board on facets of the school such as programmatic expansion plans, budget issues, or student and teacher recruitment activities. Membership will be open to all members of the school community. A committee of the SLT will focus on event planning in its first year. Other functions of the SLT involve the following:

- Coordinate the publicizing of open staff positions and solicitation of candidates.
- Select candidates to be interviewed and conduct the interviews.
- Invite promising candidates to return to conduct a demonstration lesson and interview further.
- Make recommendations on hiring to the Co-Administrators, who will refer candidates to the Board of Trustees which makes the final decisions on hiring.

Once the school has begun operation, there will be two seats on the Board of Trustees reserved for parents or guardians of a students and one seat reserved for a staff member other than the Co-Administrators.

## Executive Summary Template

### NAME OF CHARTER SCHOOL COMMUNITY CHARTER SCHOOL FOR SUCCESS (CCSS)

#### Executive Summary of Proposed Charter School

**Address the following:**

**Applicant**

Provide a one-paragraph description of the applicants.

The Applicant Team is made up of a diverse background of persons ranging from education, law, diplomacy, real estate, engineering, social work, school safety, fund development and philanthropy. Dr. Owen Brown is currently the Deputy Chairperson and Associate Professor in the Department of Social & Behavior Sciences.

Mr. Dennie Wilson, a former, Consul General and Permanent Representative to the United Nations currently works as an educator for the NYCDOE. Mr. Wilson has a Masters degree in Education, School Building Leader (SBL), and School District Leader (SDL) certifications, and brings to CCSS his depth of knowledge of middle school operation where he taught for seven years. Mr. Wilson believes that the middle school experience is a crucial time when students grow their hopes and commitments for success in school, in future work, in family and community life. As middle grades students think more about their future and what it will take to "make it" and be successful in the world, they begin to wonder how their school experience is helping them get there. They compare their world outside school—social, global, information- and media-rich, full of real-world problems and challenges, and so forth—to the world inside school, and wonder what the connection is. He believes that Students are most successful when they are taught how to learn as well as what to learn. In the middle school he learnt that two proven learning methods that put powerful questions and problems at the heart of the learning experience are inquiry based, and design (problem based) learning approaches. These can be the key to unlocking increased student motivation and engagement, equal understanding and effective use of knowledge and mastery of 21<sup>st</sup> century skills. He is now the person in charge of operating a GED program for The New York City Department of Education. He also served on Community Board 17 dealing with land use and zoning matters, the City budget, municipal service delivery, and many other matters relating to their communities' welfare.

Mr. Francis Lewis: has a graduate degree in Business Economics, another in Science Education, along with SBL and SDL certifications. He is currently employed with NYCDOE. Mr. Lewis has experience in developing curriculum for mathematics and the sciences for middle and high schools. He is credited with developing the AP Biology curriculum for the High School for Contemporary Arts (HSCA). Mr. Lewis's proficiency in utilizing data to drive instruction has resulted in his recruitment to HSCA School Inquiry Team where he helped design assessment math exams for ninth graders whose performance was outside the margin of success, and developed strategies that will improve students understanding of mathematics. He was also instrumental in introducing the Wilson Reading program in evaluating students reading skills and providing the additional support needed to get them on track. Mr. Lewis worked on school budgets, participates in teacher observations, and addresses student discipline. He helps in the planning and management of Evening and Saturday Academy. These classes are designed to address the needs of failing or emerging students by providing them additional academic support.

Mr. Lewis served as a member of the Baldwin Educational Assembly and as Secretary to the Budget and Finance Committee from 1995 to 2005.

Mr. Alan Franklin, an Attorney and Professor, specializes in US. Immigration Law and teaches at the Canadian Law School. In 1992 he co-chaired a campaign for Owen Public School that raised \$150,000.

Mr. Anthony Watson has worked at Mosholu Montefiore Community Center as a Director of Youth Services for more than 5 years, where he was responsible for supervising 40 part and full time staff and ensuring that the facility operated in compliance with local, state, and federal regulatory agencies.

Ms Patrina Huff has gained expertise in using technology to support collaboration, mentoring, and professional development in educational settings. In the role of Curriculum Advisor, she met with teachers to discuss curriculum goals, visited their classrooms to make focused observations and conducted follow up meetings in which she assessed teaching and management strategies that would aide in meeting classroom goals. She currently works at NCREST at Teachers College with the Institute for Student Achievement Project as a Research Assistant.

Mr. Richard Colón brings to the team ten-plus years of experience in the field of government with a specialization in public policy, acquired through extensive education and during his tenure as a Staffer in the United States House of Representatives, the New York State Assembly, the New York City Council, and as a Special Advisor to a United States Congressman.

Queen Makkada is the sole proprietor for Queens Parent Consulting & Advocacy. She has successfully worked with the Construction Authority, elected officials, the UFT, CSA, and parents at-large to secure a \$43 million dollars six story addition to PS\MS 42Q. She has also served as a district parent leader and a citywide parent leader. Queen brings to the team tremendous ability to engage all stakeholders in education, especially in increasing Parent Involvement, and doing outreach with political appointees. Most importantly, her work contributed in rising test scores for all core subjects in NYC approximately 1,500 public schools.

Ms. Eva Duzant (CPA), is an accomplished Finance professional with extensive experience in Accounting and Business Operations.

### **Curriculum/Assessment/Instruction**

- Basic educational philosophy (i.e. constructivist, college preparatory)

The leaders of CCSS are ardent advocates of the belief that education is not only a necessity but we are also of the belief that all students, regardless of race or socio-economic status, are capable of achieving excellence in learning. We believe that teachers are morally obligated to enter the classroom with only the highest of expectations for every student. Thus, the teacher maximizes the positive benefits that naturally come along with any self-fulfilling prophecy; with dedication, perseverance, and hard work, students will rise to the occasion. Part of CCSS educational philosophy is based on parents partnering with their children to take ownership of the educational process. In the classroom, the applicant team's view of learning is one that encourages students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he /she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them. We are

advocates of the Constructivist approach to learning that is reflected in our FOSS Science program and IMPACT Math.

- Curriculum (i.e. Core Knowledge, Direct Instruction)

CCSS educational program will conform to the New York State Core Curriculum. In the classroom, teachers will follow the workshop model that uses curriculum, individually paced work, student constructed meaning, processes, risk taking, portfolio/performance assessment, self- assessment, and individualized learning and evaluation. Following is a description of the courses offered.

**English Language Arts:** The English curriculum is focused on developing students' strength as readers, writers, researchers, listeners, speakers and collaborators. Students will become familiar with their own applications of reading and writing processes, and learn how to monitor their own learning and growth in these areas. When working on various types of assignments such as research reports, literature logs or essays, students will understand the process of documenting the steps followed to complete the task or project. Teachers will assess both the final product and the unique process undertaken in developing understanding. In this way, CCSS students not only demonstrate mastery of content, but also gain an understanding of their own processing skills, an essential component of their continued success as lifelong learners. Self-evaluation, peer feedback and teacher conferencing augment the process-based approach and all play important roles within the classroom. CCSS classrooms will be equipped with libraries that children will learn to use for locating information about a specific research question, reading for pleasure, or examining a particular author's style. Literacy will be integrated in every discipline. CCSS believes that students need extensive practice in reading and writing in order to be literate members of society. CCSS emphasizes the ever-evolving beauty of words both written and spoken, as well as their centrality to the human society.

**Mathematics:** CCSS will follow the Impact Mathematics Curriculum (Algebra and More), which is a comprehensive math curriculum for grades six through eight that completes a full year of Algebra by the end of grade 8. Impact is rooted in principles of active learning and includes geometry, statistics, probability, and algebra. Impact combines ease of use and appropriate attention to practice and skills with active involvement on the part of students in making sense of important mathematical ideas. Since New York City Schools implemented Impact math, the percent of students in Grades 3-8 meeting or exceeding state math standards rose by 8.1 points between 2006 and 2007 -- representing the largest increase since 1999. In addition, scores indicated a shrinking of the achievement gap between students of different racial backgrounds, while they surpassed gains attained by students in the rest of the State.

**Social Studies:** CCSS's program in Social Studies is designed to increase students' abilities to understand an ever changing, complex world. Students are given opportunities to form conclusions about significant issues and events of both past and present. They will be exposed to the concepts of the social sciences in order to gain a greater appreciation of their own cultures as well as the values and beliefs of others.

In sixth grade, emphasis is placed on the cognitive skills needed to analyze and appreciate the growing interdependence of the nations of the world, keying on Europe and the Middle East. This program also focuses on the academic competencies of maps and graph skills, writing, reading, oral skills and library skills. A continuation of primary source document analysis skills will be emphasized, and the use of these sources in a document based essay format. Text: [The Eastern Hemisphere](#)

In seventh grade, teachers will emphasize the use of cognitive skills required to analyze and appreciate American History. Emphasis is placed on the academic competencies of map and graph skills, writing, reading, oral skills, and library skills. Primary source analysis and document based essay writing will again be stressed at this level. The topics covered include: pre-Columbian, exploration and colonization of the New World, the development of the American political system and an integration of New York State history in each appropriate topic area. Text: [The American Nation](#)

Eighth grade Social Studies represents a continuation of work done in grade seven. Academic emphasis continues to be placed on writing, reading, and oral skills. There is an increased emphasis on critical thinking skills which is integrated throughout the program. Once again, primary source document analysis and document-based essay writing will be reinforced at the 8th grade level to help prepare students for state assessments and high school study at all levels. In eighth grade, topics cluster around the American historical experience and include an analysis of political systems, economic changes in the 19th and 20th centuries, the development of the U.S. as a world power, prosperity, depression and the role of the U.S. in the Community of Nations. There is a continuation of the integration of New York State history where appropriate. Text: [The American Nation](#)

**Science:** At CCSS students are trained to master the scientific skills and content that is imperative to participate effectively in today's global society. CCSS's teachers will be facilitators, leading students to observe, question, and explore both the natural world and their own learning processes. Each grade is exposed to a variety of science topics and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains a wide range of possible avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a wide variety of computer software programs and material from selected websites. Research was done on various models and the applicant team decided upon using the FOSS (Full Option Science System) model for science instruction. FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn. CCSS will negotiate a partnership with the New York Hall of Science for purposes of establishing joint programs where students will gain hands on experience on issues related to science. CCSS will also negotiate partnership with the American Museum of Natural History where students can participate in their writing and other programs.

**Foreign Language:** CCSS's foreign language curriculum trains students to express themselves in at least one other contemporary language while gaining an awareness of international cultures and perspectives. Beginning with sixth grade, and continuing with 7<sup>th</sup> and 8<sup>th</sup> grades, students have the opportunity of expressing themselves using Spanish as a second language. Other languages will be determined for future years.

**Visual and Performing Arts:** CCSS believes that the Arts play a major role in Students educational experience. At CCSS, students will be given exposure to an effective visual and performing arts program, the latter to be introduced no later than the second year of the charter. The goal is for students to become comfortable and skillful at working with a variety of artistic media and materials, make social, cultural and historical connections, engage in learning beyond the classroom, share in the rich diversity of the community, and become life long learners and advocates for the Arts. The New York City Department of Education's Blueprint for the Arts will be used as a guide. The Blueprint provides a

standards-based, rigorous approach to teaching the arts. It gives students the opportunity to delve deeply into these subjects, while giving their teachers the latitude to create an instructional program that demonstrate student learning over time and in varied dimensions

**Visual Arts:** CCSS program in visual arts strives to provide an environment that allows students' creativity to emerge and flourish through the production of art; deepen students' aesthetic understanding and appreciation of individual works of art; and enhances the study of cultural history and related subjects through an awareness of the role of art as an embodiment of human consciousness. Beginning in sixth grade, CCSS will have a full time Art teacher who will work with all students daily. Students will gain experience with a number of artistic media and technologies and discover the properties of each. Individuality is prized and students are encouraged to explore options and to discover their own methods. In classroom discussions, students present their artistic intentions and engage in critiques of their own work and the work of their classmates. Students publish their work in digital portfolios and on the CCSS School website. As each student connects to his or her creative powers, it is hoped that a stronger sense of self and clearer sense of purpose emerges. The overarching goal is for students to become lifelong creative thinkers and practitioners, and staunch advocates for the Arts.

**Performing Arts:** The overarching goal of the Performing Arts curriculum is to provide students with a better understanding of and appreciation for music, theatrical performance and dance while also offering them a wide variety of opportunities to create and participate in concerts and original productions. The performing arts are regarded as art forms, cultural artifacts representing peoples from ancient times to the present, languages of personal and public communication, and vehicles for creative expression. The Performing Arts curriculum aims to address each student's role as a creator/ performer and a connoisseur of the arts. Students explore the history of the performing arts and its integration with visual arts, literature, and contemporary media and technology. They learn the importance of disciplined practice in choral, instrumental, dance, and theater courses and share the results with the community according to a regular performing arts calendar.

**Technology:** Technology is fully integrated into CCSS's curriculum. The goal is to deliver content as well as communicating what is learned. Using content from other classes, students become familiar with computer networks and telecommunication. They learn to program, word process, and design databases and spreadsheets. Multimedia presentations using technology are also covered. A variety of projects synthesize the students' skills and understanding. Computers, used as problem-solving tools, support and enrich the entire Middle School curriculum. Use of digital and video cameras, power point and smart boards will allow students and teachers to share information in a variety of ways. Students graduating from CCSS will possess the computer and other technology skills to succeed at top performing high schools and colleges

**Physical Education & Health:** The goal behind CCSS Physical Education program is to present meaningful opportunities for students to learn behaviors, concepts, knowledge, and skills that will help them make appropriate decisions in terms of social, emotional, intellectual and physical health. To succeed in school, students must be healthy and engage in physical activities on a regular basis. CCSS is therefore committed to the physical, social and academic wellbeing of all its students. The Middle School Physical Education curriculum emphasizes four key areas: New Games, Individual and Team Sports, Adventure-Education, and Wellness. This curricular design provides opportunities for students to explore a variety of movement skills and concepts, develop appropriate social skills, think critically and reflect on their experiences. Throughout the curriculum, students are encouraged to accept new

challenges, delve deeper into personal interests and explore their role within the group dynamic. Parents will also be encouraged to model a healthy lifestyle and positive attitude that we will like our students to embrace.

**Career Development and Educational Studies:** We believe that students should have a clear understanding of the various roles that individuals may play within the world of work. At CCSS, community members, families, local and other experts will be involved in communicating this information to students. CCSS will meet the Career Development and Occupational Studies standards through social studies, science, and literacy.

CCSS curriculum will provide each student, including ELL, and students with special needs, with extensive exposure to different career pathways in the world of work. In our Career Development curriculum (**See Attachment H, Crosswalk on Career Development**), students will discuss the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals. They will examine key elements of a career plan which includes their personal data; areas of strength, skills/application. Students will continue the development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing:

Students will research careers within career clusters:

- Use a variety of sources for career research and employment information
- Develop strategies to explore career options
- Develop an awareness of high school and postsecondary options
- Investigate specific job descriptions
- Participate in job-shadowing experiences
- Explore entrepreneurial options and possibilities

**Students will demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research. They will identify personal skills and abilities related to career clusters:**

- Learn techniques to assess personal strengths and weaknesses
- Investigate careers that complement personal and academic strengths
- Learn personal skills relative to career options
- Develop learning/thinking skills necessary for career planning
- Identify characteristics of quality work
- Document academic and personal accomplishments (e.g., awards and recognition)

**Students will understand the relationship of personal interests, skills, and abilities to successful employment. They will:**

- Recognize the relationship of home, school, and community experiences to a career selection
- Understand the value of work and its relationship to personal success
- Demonstrate appropriate social skills for the workplace
- Develop strategies for self-improvement
- Learn decision-making techniques
- Understand the relationship between personal appearance and public perception
- Make connections between academic abilities and success in the workplace

**Students will identify the relationship between lifestyle choices and future career paths:**

- Identify the career choices associated with geographic locations
- Explain how resources impact lifestyle choices

- Identify and describe various lifestyle characteristics
- Identify factors that can affect lifestyle choices

**Students will demonstrate an understanding of the relationship between the changing nature of work and educational requirements. They will value what they are required to learn:**

- Identify educational requirements for various careers
- Understand the value and need for lifelong learning
- Understand the relationship between educational achievement and career success
- Understand the importance of successful employment to the economy and the individual

**Students will explore the differences between the 20th- and 21st-century workplace:**

- Understand and explore employment trends
- Recognize the changing composition of the workforce
- Identify the changing skills and tasks relevant to various careers

**Students will understand the relationship of personal choices to future career decisions. They will recognize the connection between current choices and future goals.**

- Understand the relationship of lifestyles and career choices.
- Discuss strategies for overcoming career obstacles.
- Examine positive and negative factors that affect career choices.
- Reevaluate personal goals.
- Create an action plan to achieve personal goals.

**Students will explain how integrated learning encourages them to use essential academic concepts, facts, and procedures in applications related to life skills, and the world of work. Students will:**

- Apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities.
- Solve problems that call for applying academic knowledge and skills.
- Use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques such as pictures, videos, reports, and technology.

**Students will examine ways in which social skills and personal qualities are important in all careers. They will:**

- Recognize the value of effort and perseverance to reach goals.
- Understand the importance of optimism to complete a task.
- Differentiate between negative attitudes and personality traits.
- Understand the importance of attendance and punctuality.
- Model ethical behavior.
- Establish a positive work ethic.
- Develop conflict resolution skills.
- Evaluate personal appearance relative to social situations.
- Understand and demonstrate integrity in a variety of situations.
- Accept responsibility to accomplish a task.
- Tolerate differences of opinion.

**Students will experience first hand, problems that can occur in teamwork and how are they solved among team members. They will:**

- Demonstrate effective human relations skills.
- Demonstrate proper debating and negotiating behaviors.
- Understand and demonstrate the process of reaching consensus.
- Engage in team-building activities.
- Develop and practice appropriate methods to challenge procedures, policies, and authorities.
- Explore and demonstrate the methods of teaching others a multiple-step process.
- Evaluate and provide constructive feedback.
- Apply motivating techniques to self and others.
- Logically present a persuasive argument.
- Inspire confidence and trust in others.

**Students will become familiar in selecting appropriate technology to complete a task. They will use the computer as a tool for:**

- Word processing
- Graphics
- Gathering, organizing, and manipulating data and information (e.g., spreadsheets, databases, internet)
- Presentations
- Understand how different parts of a machine (e.g., copier, laboratory equipment, etc.) operate.
- Demonstrate awareness of technology and the 21st-century workforce.
  - Use technology appropriate for management of individuals, families, groups, etc.
  - Discuss the influence of technology on the changing economy.
  - Practice troubleshooting and routine maintenance of technological resources.
  - Use the computer as a tool to solve problems.
  - Recognize the limits of current technology.

**Students will be able to select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).**

**Students will:**

- Acquire, organize, analyze, and communicate information, using computers and/or other appropriate resources.
- Convert information into a variety of formats.
- Determine best format for communicating information.
- Aggregate, organize, and evaluate data into usable information and for effective presentations.
- Make decisions regarding accuracy, relevance, and appropriateness of information.
- Identify and correct errors prior to communicating.

**Students will be able to explain the material, human, and financial resources needed to accomplish tasks and activities.**

**Students will:**

- Identify the resources necessary to accomplish a task.
- Establish time schedules and deadlines.
- Develop and practice money management.
- Recognize the existence and proper use of human and nonhuman resources.

- Understand the concept and value of networking.
- Learn to allocate resources in areas such as:
  - Forecasting costs and revenues
  - Prioritizing
  - Scheduling
  - Budgeting
  - Acquiring, storing, and distributing material resources
  - Assessing knowledge and skills required
  - Identifying present and future workload
- Determine sequence of tasks to be completed and prioritize accordingly.
- Develop a budget for a proposed project.

**Students will be able to demonstrate understanding of how a system operates and identify where to obtain information and resources within the system. Students will:**

- Identify and understand social, organizational, and technological systems.
- Predict the impact of decisions and actions on systems.
- Recognize trends within systems.
- Detect deviations in the system.
- Develop strategies for troubleshooting systems.
- Identify processes to improve system function.
- Develop processes for system improvement..

### ***School-to-Work: Global Classrooms Model United Nations Curriculum***

**CCSS** will provide a unique forum for our students to engage in discussion about current international issues and foster an understanding of the importance of multilateralism in world affairs. The students will also be able to share a passion for international affairs and an interest in the work of the United Nations. Teachers will organize a variety of events throughout the year in order to create an active dialogue and connect local and global issues. This will provide an exciting opportunity to interact with like-minded individuals and give young professionals from all walks of life a unique forum in which to learn more about current international issues and the United Nations. CCSS students will derive many benefits from their involvement in this program. Specifically, they will be taught non-violent strategies for solving problems and negotiating and understanding other points of view. Additionally, they will learn about different forms of government, democracy and international positions/perspectives on critical issues shaping the world that they live in. Moreover, the UN School-to-Work curriculum will strengthen our students' competencies and will be tailored to the following learning styles:

1. Auditory (listening to speeches, understanding the information presented, and implications for other represented countries through role-play)
2. Visual (map reading, understanding geographic components which could have contributed to the international dispute, and computer literacy)
3. Writing and Research (articulating a logical and organized analysis of their country's opinion for resolving the conflict).

Teachers looking to use Model UN as a teaching tool can take advantage of United Nations Association professional development opportunities. CCSS will organize trips to tour the United Nations. Mr. Dennie

Wilson, as a former Ambassador to the United Nations, who has a depth of knowledge of the United Nations systems, will organize this element of CCSS school-to-work curriculum.

- Standards (NYS, NYC, New American)

CCSS curriculum will conform to the New York State and New York City Standards. In the classroom, teachers will follow the workshop model that uses curriculum, individually paced work, student constructed meaning, processes, risk taking, portfolio/performance assessment, self- assessment, and individualized learning and evaluation.

- Testing program (Iowa, CTB)

Testing programs indicated in our proposal include Terra Nova, Wilson Reading System, IMPACT Mathematics and FOSS science assessment, teacher designed assessments and State Standardize testing. **Terra Nova** is a standardized norm-referenced achievement test that compares students' scores to scores from a "norm group." The norm group for Terra Nova is a national sample of students representing all gender, racial, economic, and geographic groups. Terra Nova will be administered to all students at grades 6-8, except those students who have been approved for an alternate assessment. **IMPACT Mathematics** unit is a high-quality, research-based performance assessment that drives instruction. Each performance-based assessment gives students an opportunity to show what they know, understand, and can do by requiring students to evaluate, optimize, design, plan, model, transform, generalize, justify, interpret, represent, estimate, and calculate their solutions. The assessments also help teachers determine student progress toward mastery of critical mathematical concepts. Teachers can also use results to make decisions about interventions. **FOSS** Curriculum contains both formative and summative assessment tasks that are specifically aligned with New York State Standards. Data from the formative assessments will be used by teachers to modify science instruction. Summative tasks will be used to document and report student progress and create an opportunity for future groupings. The applicant team is currently reviewing other norm -referenced assessment tools such as Stanford 10, and CTBS-5.

- Services to special education and limited English proficient students

CCSS will provide all special education programs and services in accordance with Education Law § 2853(4) (a), applicable federal laws and regulations, and in accordance with the IEP recommended by the CSE of the student's school region of residence. The type of student population attending CCSS will determine the type of services provided along with its intensity. Such services will be determined once registration is complete in the summer of 2011. CCSS will not discriminate on its admission policies, and so will serve all students, including those classified as special education. At CCSS, special education students will be mainstreamed whenever possible. Special education students, when appropriate, will receive their adapted curriculum work, and other therapies such as speech and language therapy, and occupational therapy within a general education classroom. The Special Education Teacher/Specialist will provide SETSS (Special Education Teacher Support Service) as a push-in or pull-out scenario, depending on an individual child's IEP.

Adaptations and modifications that might be made by the classroom teacher and Special Education Specialist to ensure the success of special education students include, but are not limited to: Extended time to complete tasks and assignments; Modified homework and class work; Classroom-based behavior modification plans; Routine one-to-one check-ins; Special seating or location for lessons; Cooperative

learning activities; Preview of lesson or discussion questions in advance; Prearranged communication signals to remind and reinforce expected behaviors; Presentation of material in a variety of formats (written, oral, and visual); Note cards or desk plates to remind and reinforce expectations; Multiple opportunities to revise both written and oral work; Strategies for accessing background knowledge; Preview of technical or challenging vocabulary before a lesson or reading assignment; Creation of personalized word lists for vocabulary and spelling; Facilitation of meta-cognitive awareness of individual learning and processing differences and introduction of strategies to address those differences.

All other mandated services will be provided to students. In the event that CCSS is unable to directly provide services to the extent necessary, appropriately certified individuals will be contracted through organizations such as Interactive Therapy Group to provide services under its direction.

CCSS will employ a Special Education Teacher/Specialist, and part of his or her responsibility will include establishing a culture where special education is a means to educating all children appropriately and guiding them towards mastery of NYS State Learning Standards. The Co-Administrators will assure that time is allotted for professional development focused on differentiated instruction and meeting all children's needs. Equally important, CCSS Administrators will work with Curriculum Associates of North Billerica, Massachusetts, and/or ClassLink of New Jersey, to ensure that its teachers receive professional development training in Differentiated Instruction to ensure that the learning needs of not only ESL and ELL students, but also that of all its students are met.

Teachers will develop long and short term planning goals to address individual needs of students, evaluate students' progress, and establish and maintain classroom-focused management procedures. Teachers will report on all special education issues to the Special Education Teacher/Specialist and the appropriate Co-Administrator. Teachers will also prepare written reports accurately and in a timely manner, and will comply with all special education laws and regulations. Teachers and other staff will maintain effective communication with parents and support providers who work directly with students who have IEPs. All other mandated services will be provided to students.

CCSS will institute a Child Study Team (CST) to design and implement a plan to address the individual needs of students deemed at risk of academic failure. During our first year of operation, all 6<sup>th</sup> grade teachers will be involved. As CCSS begins to grow, teams will be established based on grades. The team will be facilitated by the Special Education Teacher/ Specialist and will be used to help teachers assess, adapt, and modify their teaching and curriculum to meet the needs of the children in their classroom on a case-by-case basis.

In Far Rockaway and neighboring communities, there are over 100,000 students that are English Language Learners (ELL). Research shows that ELLs need comprehensive, high-quality English language instruction in order to "catch up" with their English-proficient peers. Immersion in English-medium classrooms is not sufficient to support the development of high academic levels of English language proficiency. Comprehensive, direct, and high-quality instruction about the English language, including speaking, listening comprehension, reading, and writing, is required to support an ELL students' development of academic English. The Taskforce's approach to addressing the educational challenges of ELL, ESL, and the general student learning population is to implement a curriculum based on Differentiated Instruction. Differentiated Instruction is based on the theory that classroom instruction should be varied to meet each learner's unique educational needs based on his/her strengths and abilities. Based on on-going assessments of each student's learning outcomes, CCSS faculty and staff

will meet on a monthly basis to discuss each student's progress towards pre-established educational goals. Based on the outcomes of these Monthly Student Assessment Review (MSAR) meetings, corrective measures will be designed and implemented to ensure that each student ultimately achieves his/her educational benchmarks.

In recognition of the demographics of the Far Rockaway Community, CCSS will dedicate increasing resources to meet the needs of a growing ELL population. CCSS will strive to recruit a staff that reflects and understands the diversity of the region and every effort will be made to continually reach out to CCSS families in their home languages. CCSS will follow the State Education Department's process for identifying students who are English Language Learners. Other support for ELL students includes the following:

#### **Arranging class configurations to support ELLs**

- Partnering ELL students with same age/grade native English speakers or with a tutor or buddy from another grade level classroom.

#### **Integrating Language Content and Instruction**

- Student-centered activities for mixed levels (i.e. cooperative learning, peer tutoring, guided reading groups)
- Thinking skills (predict, categorize/classify, observe/report, sequence, summarize, compare and analyze)
- Study skills (i.e. timelines, mapping, outlines, researching, graphing, charting, Venn Diagrams, and problem solving)
- Checking content comprehension (i.e. reading logs, drama/role play, story summary, and illustrations)
- Adapting materials (i.e. concrete first, then abstract; decide what students need to know from the text; relate to students' experiences, use visual representations; reduce non-essential details; simplify vocabulary, but keep key concepts and technical terms; check word-choice and sentence order)
- Implementation (i.e. collaborate with grade level partner, use thematic approach, and study depth versus breadth)

#### **Creating realistic assessments**

- ELL students will be assessed on the content not on their ability to write an essay in English
- Appropriate accommodations will be made such as: simplifying directions, using peer interpreters, and double grading students as they become more proficient (one grade for content and one grade for grammatical correctness), etc

#### **Establishing a culture of support**

- Teachers will not overly correct ELL students in front of their peers; teachers will model correct responses.
- CCSS will see ELL students' growth as collaboration among teachers, families of that child, and students.
- Teachers will understand that ELL students often have to convert what is said in English to their native language and then back again before responding.
- Teachers will value students' cultural heritage and personal identity. For example, teachers will select books that highlight and represent different cultures.

- Classrooms will provide equal opportunity and assistance for all children to learn.

### **Additional Support**

CCSS's staffing model ensures support for ELLs by providing extensive opportunities for push-in, small group and individualized instruction. In year one, there will be four classroom teachers along with two instructional specialists, one of whom is highly qualified and experienced in ELL instruction, a special education teacher and a school aide all of whom will provide push in support for ELL students. CCSS will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. In addition, CCSS will do the following.

- Tuition assistance towards ESL certification
- Intensive training for monolingual and bilingual/ESL teachers and paraprofessionals
- On-going meetings for ELL teachers
- Inter-visitation opportunities for new teachers
- Attendance of teachers at state and local conferences
- Periodic reviews of students' IEP and ATS data
- Use of Alternative Assessment methods and standardized achievement tests
- Analysis of achievement data

### **Accountability and Evaluation**

The English proficiency of an identified ELL student will be measured every school year to determine whether continued special services are warranted. CCSS will evaluate each student's performance in the content areas to measure the student's cognitive academic language proficiency. In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur of each student identified as ELL.

- Special features (longer school day and year, smaller class size, portfolios, interdisciplinary classes, looping)

CCSS is proposing a longer school day that begins at 7:15 and ends at 4:00 pm. The school year is also being extended so that it ends one week after most public schools have ended. Summer sessions will be offered to students in need. Other summer programs will be implemented to keep students engaged, and to provide paid professional development for teachers.

CCSS also acknowledges that the best way to cultivate excellent 6th graders is to implement a 5<sup>th</sup> grade class. **A fifth grade curriculum is currently being designed for implementation during year two of the charter operation. During the summer of 2011 however, CCSS will engage 75 5<sup>th</sup> grade students in a 3 week summer academic program which includes targeted approaches to accelerate the literacy and math achievement skills prior to the start of the school year.** CCSS will also provide an introduction to middle school experience that includes school expectations and norms, routines, rewards, consequences, opportunities for student empowerment, leadership and accountability, and development of a student roadmap for success. These students will receive instruction under the

guidance of a full-time middle school teacher with a track record of success. Students will be provided with an overview of the year long goals that cumulates with transition to seventh grade.

After decades of research on class size, the evidence is considerable and compelling. Especially in the early grades, smaller classes do make a difference. Studies show that the academic benefits for students continue after they move into larger classes, and are especially promising for poor and minority children. For teachers, smaller classes offer the opportunity to spend less time enforcing discipline and more time guiding students' individual learning—a chance to "become the type of teacher that they value". To this end CCSS is proposing an ideal class size of 18 but not to exceed 25.

Portfolios will be structured, maintained, and reviewed in a manner that is consistent across all grades. Students will play a major role in understanding their portfolios that will be used during family conferences. Portfolios will also be used as a way to inform the student's next teacher about his/her strengths, weakness, needs and interests.

Each week there will be an Art block that brings Social Studies, Science and other disciplines together. Students will be asked to express in art form a specific concept in social studies, science, or other disciplines. Also considered is a 90- minute block for science within which the teacher is given some flexibility to focus on math or science on different days.

CCSS teachers will follow their students through grade seven. This means that students for math, science, ELA, and social studies for example, will have the same teacher through both grades. At the end of the second year, the children move to a new teacher, and the looping teacher returns to the lower grade level.

CCSS will provide all students with extensive exposure to different career pathways in the world of work as well as prepare each student to become a good citizen who possesses the skill to achieve what our constitution refers to as "*the pursuit of happiness*". This will be achieved through our Career Development Curriculum, and the UN model as explained in our proposal.

Students will complete one year of Algebra by the end of eighth grade. Both living environment and Earth Science regents' classes will be offered to all students by the end of eighth grade.

CCSS will make extensive use of technology. Each class will be equipped with a smart board and computers as learning tools. Students will have access to computers where they can inquire into our data base in order to keep track of, and take ownership of their academic progress. Individualized passwords will be given.

Parents will have greater voice in the day to day operations of CCSS. School building will be used to host activities aimed at empowering parents. Specifically, in partnerships with banks, Community Based Organizations, elected officials. CCSS will provide financial literacy programs, home ownership seminars, referral to substance abuse services and access to job banks. A GED program for parents and high school dropouts will be implemented in year two.

CCSS will form partnerships with Medgar Evers and other colleges willing to provide Student teachers who will give extra support to both students and teachers at no additional cost. Such colleges can also host professional development programs for teachers.

## Governance

- Provide information on the number of trustees, the selection process, and the length of terms.

**Number.** The number of Trustees of the Corporation shall not be fewer than seven (7) and shall not exceed eleven (11). The number of Trustees constituting the initial Board of Trustees shall be eleven (11). Thereafter the number of Trustees may be increased or decreased from time to time by amendment of these Bylaws in accordance with the provisions of Article V, Section 5.4, provided that no decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee and provided further that the number of Trustees shall never be less than seven (7).

**Nominating New Board Members.** The Executive Committee shall recruit and nominate individuals for election by the Board of Trustees. A majority of the Board of Trustees must vote to approve any and all new members of the Board of Trustees.

**Term Limits.** Each term will be for two years and each Board member can only serve for a maximum of three consecutive terms. The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least three Trustees who will serve a one-year term and at least four Trustees who will serve a two-year term.

- Provide information as appropriate on any special provisions regarding subcommittees or restrictions on Trustees. N/A

## Students

- List the number of students and grades in the first year and the fifth year.  
150 Students in Grade 6<sup>th</sup> in year 1. CCSS at maximum capacity will accommodate 450 students.
- Identify how students will be recruited.

CCSS will form partnerships with Tenant Associations, elected officials, Parent Organizations, and other community stakeholders in Far Rockaway to disseminate information about its educational programs and progress toward meeting its educational goals. Moreover, the parent coordinator and the Co-Administrator of School Management & Personnel will initiate periodic recruitment campaigns targeting subway stations, community centers, churches, public and private housing complexes. Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to CCSS. CCSS shall enroll each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level or building. In this case a lottery system will determine applicants selected. Before school begins during the fall of 2011, CCSS will embark upon a pre-transition outreach to feeder schools. Parent coordinator will obtain student data from feeder schools and familiarize students and families with the new school prior to the beginning of the school year. A transition team will be established to facilitate teaching and learning conversations between fifth and sixth grade teachers to discuss incoming students. CCSS will follow this procedure during future years.

- Identify what population the school expects to serve.  
The target student population of CCSS is projected to reflect the ethnic, economic, and language diversity of the Far Rockaway community. The demographic profile of CD 27 is 49% Blacks,

22.9% Latino, 21.9% White Non Hispanics, 1.6% Asian, 4% population classified as other. The CD 27 is composed of immigrant groups from foreign countries such as Jamaica, Guyana, El Salvador, Dominican Republic, Haiti, Guatemala, Trinidad & Tobago, Poland, Russia, and the Ukraine. 24.4% of CD 27 population is foreign born. The median household income is \$27,820 and 26% of the population lives below the Federal Poverty Guideline (*U.S. Department of Education National Center for Education Statistics, 2005*). A review of the Far Rockaway Middle School indicates that 42 of the 630 students are in self contained- classes, while 36 are the recipients of collaborative team teaching. For the school year 2007-2008, 68 students received ESL services.

- Identify any special admission preferences.  
CCSS Admission policies and procedures are consistent with the requirements subdivision two of section twenty-eight hundred fifty-four of Educational Law. Specifically, CCSS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations and shall not charge tuition or fees; however, it may require the payment of fees on the same basis and to the same extent as other public schools. CCSS shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to CCSS. CCSS shall enroll each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level or building. In this case a lottery system will determine applicants selected.

## Personnel

- Identify the members of the first year administrative staff. Identify any special job requirements. Describe the proposed personnel needs.  
Year 1 Senior School Leaders: Co-Administrators (Curriculum & Instruction and School Management & Personnel).  
Instructional Staff: Lead Teachers: Math, Literacy and ELA Specialists; Teachers: Social Studies, Foreign Language, Technology/Career Development/Librarian). Non-Instructional Staff: Parent Coordinator, Payroll Secretary, Guidance Counselor, Nurse, Custodian, Food Servers (3).  
  
Years 2-5 Senior School Leaders: Co-Administrators (Curriculum & Instruction and School Management & Personnel) .  
Instructional Staff: Lead Teachers: Math, Literacy and ELA Specialists; Teachers: Social Studies, Science, English, Foreign Language, Performance Arts, Physical/Health, Social Worker, Education, Technology/Career, Development/Librarian, Fine Arts Teacher  
Non-Instructional Staff: Parent Coordinator, Payroll Secretary, Guidance Counselor, Nurse, Custodian, Food Servers (3).
- Identify the proposed staff as the school expands.  
As the school expands in year 2 and beyond, CCSS will add additional teachers in all the core disciplines. A social worker and Fine Arts Teacher (see attached budget narrative with Budget for details) will also be added.

## **Budget/Facilities**

- Provide the amount of the proposed first year budget.
- Identify expected revenue sources beyond those of the school's per pupil allocation.
- Indicate the budget or surplus expected in the first year budget.
- Identify any loans that are part of the proposed budget.
- Describe the facility if one has been identified. Indicate when the facility is expected to be ready or what stages the school is in terms of securing the facility.
- Explain any plans for construction of a permanent facility or expansion of the proposed facility.

For the first year of operation, the Community Charter School for Success proposed a budget in the amount \$1,512,290. In addition to the schools per pupil allocation, there will be \$10,000 in cash from two of the lead applicants. A loan in the amount of \$100,000 will also be secured by two of the lead applicants.

The Educational Taskforce has identified 710 Hartman Avenue as a potential home for CCSS. The facility possesses 38,760 square feet of space and its parking lot is 8,000 square feet. The facility is a two-story building possessing numerous classrooms, an auditorium, administrative office space, numerous entrances and exits, central heating and cooling, elevator, onsite parking, and playground located on the interior of the building. The Taskforce has already entered into extensive negotiations with the building's managing agent. The building is in need of cosmetic repairs and according to the owner, the repairs will take approximately three months to complete. The CCSS will rent the facility for \$150,000 per year. Long term, it is our intent to either purchase the above property or construct a permanent facility.

## **Community Support**

- Briefly describe community support.

CCSS recognizes the unique strengths and resources that families and community partners can bring to the school and will work to actively involve family members, and community organizations. **Rosetta Williams (Queen Makadda)**, along with the rest of the applicant team have actively engaged the key stakeholders, business leaders, elected officials, professional organizations, and parents in the Far Rockaway community. Examples of the latter are State senator Malcolm Smith, James Saunders, Dr. Marco A. Mason of Institute For Pan-American Affairs (IPA), ENPHRONT, Madison Square Boys & Girls Club of Far Rockaway, Far Rockaway Tenants Association, and D27-Title I DEPAC executive board. DEPAC is a significant endorsement because it represents 40 Title I schools from one of the largest school districts. On May 3<sup>rd</sup>, 2010, CCSS made a presentation to District 27 President's council as noted on their agenda. As a result of the Taskforce's efforts in making presentations at community centers, tenant association meetings, meetings of CPAC and DPAC, one on one with parents on the streets, and talking to key community leaders, the aforementioned organizations have agreed to endorse our effort to establish a charter school in the Far Rockaway Community. Our community outreach continues.

### **Applicant**

The development of the Dr. Muriel Petioni Charter School (DMPCS) began as a grassroots movement initiated by a meeting sponsored by the Central Harlem Inter-Agency Program (CHIPS) and the NYC Department of Education Region 10. This meeting, held on May 17, 2005, was open to the community to address the educational inequities and student performance gaps in Community School District (CSD) 5. More than 250 middle and high school students, their parents and teachers were in attendance. During this meeting the seeds for the DMPCS were planted and with the support of the Mother African Methodist Episcopal Zion (AMEZ) Church and the James Varick Community Center, a group of concerned community leaders created a planning team that led to the development of this application. Virginia Montague, lead applicant, is a long-time Harlem advocate. She has worked as an analyst/investigator for the NYC Health and Hospital Corporation, as Chief of Staff for NYC Council Member Virginia C. Fields, as Director of Community Affairs for the Upper Manhattan Empowerment Zone, and as the Director of the Manhattan Borough President's Office. Her civic activities include being a founding member of the New York African American City-Wide Clergy Council, President of the New York Coalition of 100 Black Women, and Chairperson of Faithworks International.

Other members of the DMPCS Planning Team include the chairperson, Conrad Graves, Ph.D., A.C.S.W., retired professor and active Harlem advocate; Belinda Amoako, Ph.D. candidate with extensive education experience in NYC public schools in math and special education; Kordai I. DeCoteau, DPM, foot surgeon and wellness specialist; Anthony Fletcher, J.D., Harvard graduate, former Law Professor with his own practice and long-time Harlem resident; Selvin R. Osbourne, MPA, twenty plus years of experience as a Financial Officer in not-for-profit community based organizations; Brenda L.G. Smith, Ed.D., former Superintendent of Mount Vernon City School District; and Gregory Robeson Smith, MBA, DMin, MDiv, Ed.D, Senior Pastor Mother AME Zion Church.

### **Curriculum/Assessment/Instruction**

**Mission Statement:** The mission of the Dr. Muriel Petioni Charter School (DMPCS) is to offer a rigorous middle and high school program that emphasizes Academics, Health and Leadership to students living in Harlem. In so doing, DMPCS will maintain a student centered educational environment where teachers employ differentiated instruction and cooperative learning as predominant instructional approaches while regularly using student data in support of the instructional decision making process. DMPCS will champion student achievement of the NYS learning standards, advance post secondary education by helping its middle school graduates exceed grade level expectations thereby entering high school on a college bound track, promote healthy life choices, and encourage community leadership.

**Educational Program:** Research has shown several key components that result in high performing middle schools: implementing standards based curriculum, using data and assessment results to inform instruction, providing strong leadership, holding teachers and administrators responsible for student outcomes, having a shared school mission, promoting meaningful parent involvement, providing an

environment where students feel psychologically and physically safe, and creating a community where students are supported and welcomed. These components will be implemented into a rigorous academic program aligned with NYS learning standards, preparing all students for early college track high school. The school's instructional methods and philosophy are based on the three pillars that support the foundation of the DMPCS:

**Scholarship:** rigorous academic scholarship delivered through a variety of engaging pedagogies based on a standards-aligned curriculum and assessment program,

**Health:** health education, career awareness building, exposure to health professionals, promotion of healthy life choices and access to health-related referral services,

**Leadership:** leadership development focused on citizenship, service learning and community leadership developed through curriculum and practice.

In preparation for this application, a needs assessment indicated that CSD 5 is overrepresented in the NYC population with people in blue collar industries. Based on the life and example of Dr. Muriel Petioni, a groundbreaking physician in Harlem, it is important that our children have a variety of experiences in order to take advantage of the many opportunities available to them. In order to do this, students must have a sound educational basis from which to grow. While student performance in CSD 5 indicates increased proficiency on the NYSED ELA and Math tests, it also indicates that students in the District still lag behind the city during the 2008-09 school year:

Grades	ELA Levels 3 + 4			Mathematics Levels 3 + 4		
	CSD 5	City Wide	Difference	CSD 5	City Wide	Difference
5 <sup>th</sup> Grade	62.8%	74.7%	<b>-11.9</b>	75.6%	85.5%	<b>-9.9</b>
6 <sup>th</sup> Grade	71.3%	72.6%	<b>-1.3</b>	72.7%	77.0%	<b>-4.3</b>
7 <sup>th</sup> Grade	64.9%	70.9%	<b>-6.0</b>	73.8%	80.8%	<b>-7.0</b>
8 <sup>th</sup> Grade	45.7%	57.0%	<b>-11.3</b>	60.9%	71.3%	<b>-10.4</b>

Clearly our students can do better than this and deserve better than this. DMPCS will teach these students the skills and knowledge necessary to increase their proficiencies which are the stepping stones to accessing future education and career growth. To reach our goals, there will be an extended day and school year. Students will attend school from 7:45 a.m. until 5:30 p.m. every day and will return to school following the July 4<sup>th</sup> break for an additional 20 days of instruction. DMPCS will implement several unique components to the educational program to support both struggling and advanced students. One such component is the Advisories—small groups of students and adults who will develop and implement Individualized Learning Plans (ILP) which will guide each student's academic, leadership, and community work. A second component will be the classroom instructional strategies which will be targeted to develop critical thinking competencies such metacognition, acquisition and integration of knowledge, refining and expanding existing knowledge, determining effective uses of knowledge gained and "habits of mind". Specific pedagogies will include: cooperative learning, questioning methodologies, differentiated instruction, and student directed work. A third component will be working closely with members of the Harlem community and parents as positive role models to develop opportunities for leadership and career education as well.

A fourth unique component of the program is the structure of the classes at all grades. Based on student performance in CSD 5, the expectation is that the majority of students who come to DMPCS will be performing below grade level. These struggling students can be further impacted by the middle school model of moving from teacher to teacher for different subjects. To account for this, the 6<sup>th</sup> grade class will be organized like an elementary school classroom with one teacher; instruction will focus specifically on reading, writing, math, science, and social studies. The technology teacher will team teach with the

regular classroom teachers, integrating technology into the classroom. Physical education will be taught by a certified PE teacher. After creating the culture of community in grade 6, students in grade 7 will be ready for the traditional middle school model of having separate teachers for different subjects as well as non-core subjects (art, music, foreign language). While 7<sup>th</sup> and 8<sup>th</sup> grade students will move from class to class, the teachers will loop with their students for two years with 7<sup>th</sup> grade teachers moving to the 8<sup>th</sup> grade with their students. The 9<sup>th</sup> grade will be a high school model with the additional community and leadership responsibilities of leading the advisories and helping tutor younger students. During the second chartering period the school will continue to grow through the 12<sup>th</sup> grade. DMPCS will collaborate with The City College of NY, allowing students entering the 11<sup>th</sup> grade to enroll in college and graduate with both their high school diploma and Associate's Degree, paving the way into college with the support of a high school.

Services for both students with disabilities and students who are English language learners (ELL) will be based on an integration or immersion model of education. Students will receive all services mandated by law and will be expected to participate fully in the DMPCS with supports as outlined in individual educational plans and with the support of ELL specialists. There will be a Special Education teacher as well as ELL support provided from day one. DMPCS expects to enroll between 10 and 13 students each year from each group of learners, which aligns with CSD 5's overall enrollment of students with disabilities and limited English proficiency. The Planning Team of DMPCS is well aware of the sensitivities around the enrollment of students with disabilities and limited English proficiencies and ensures that these groups will be represented within the student body.

**Assessment.** Based on prior research and best practices, it has been shown that all adults in the school need to support students for students to be successful. Therefore, the Planning Team believes that holding not just teachers, but all staff, accountable for student outcomes is an important component in the success of students. Another innovative component of DMPCS is that each staff is eligible to receive an incentive based on student outcomes. Using the model defined and piloted by the Partnership in Innovation of Compensation for Charter Schools (PICCS), a US Education Department funded grant through the Teacher Incentive Fund (TIF), the school-wide committee will develop a Performance Based Incentive (PBI) plan that outlines the expectations for each person and how an incentive can be obtained. The PBI will be approved by the Board and will follow the outline of the PICCS PBI plan.

Student performance will be assessed on a continuous basis. Assessments will provide staff, students and parents with detailed data on individual student performance and growth, student cohort performance gaps, and performance comparisons with similar student populations. Staff will use assessment data to modify content and/or instruction, working towards a goal of ensuring continuous student progress. To support this, the SunGuard suite of software and on-line services: CurriculumConnector, Assessment Builder, and Tracker will be used so teachers can map curriculum aligning it to the NYS Learning Standards, develop tests which align to both, load standardized tests and NYSED tests, and track student progress over time. Administrators can use the combined software to identify gaps and weaknesses in the curriculum.

Assessments to be used in this process will include the Scantron Performance Series in Reading, Language Arts, and Math; teacher developed tests and quizzes; Language Assessment Battery-Revised (LAB-R); NYS English as a Second Language Achievement Test (NYSESLAT); NYS Alternative Assessments as required by individual student's IEP; Specialized High School Admission Test (SHSAT); NYS ELA, Math, Social Studies, and Science tests; NYS Regents exams; and the PSAT and SAT.

#### **Governance**

DMPCS will be governed by an independent Board of Trustees of not less than seven and not more than 15 individuals. The current eight individuals on the planning team have been working on this project for

several years and are all active in human services and/or the Harlem community. The qualifications for service on the DMPCS Board of Trustees will include: 1) Experience and expertise in one or more of the following professional fields: educational accountability; assessment and curriculum development; real estate; law; fundraising; business; technology; accounting; military; government; environmental studies; administration; and community and/or youth development; 2) At least 18 years of age; 3) Belief in and support of the mission and design of the School; 4) Regular attendance at board and committee meetings; 5) Willingness to volunteer for individual assignments on behalf of the board, including service on committees and fundraising endeavors; and 6) An expectation that all children can learn and can accomplish high academic achievement regardless of race, income, family background, religion, gender, or previous behavior.

All founding Board members can be re-elected every three years while all new members will be elected for a term of one year and can be reelected for one, two, or up to three years.

### **Students**

DMPCS expects to serve the same population as reflected in CSD 5 with no special targeted groups. The school will fill seats through a lottery and students will receive preferences in the following order: 1) first preference (after the first year) will be given to returning students; 2) second preference will be given to siblings of students already enrolled in the charter school; 3) third preference for admission is for students who reside in the district of location which is CSD 5 in NYC, and then 4) applicants residing outside CSD 5.

The recruitment process will include the following in Harlem-based and CSD 5 institutions: mailings to 5<sup>th</sup> grade parents; presentations during parent organization meetings at elementary schools; flyers sent home with 5<sup>th</sup> grade students; phone calls to special education coordinators and English Language Learner teachers in elementary schools; posted flyers and notices in newspapers, communities of faith, community centers, and apartment complexes; as well as distribution of mailings to residents of CSD 5; presentations in area public and private elementary schools; after-school programs and youth centers; and visits to community-based organizations in surrounding neighborhoods. All materials will be presented in English and Spanish.

During the 2011-2012 school year, enrollment will be 100 students in grade 6; by the end of charter (2014-2015 school year) there will be 400 students in grades 6 through 9 and by the fifth year of actual operation (2015-2016 school year) there will be 500 students in grades 6 through 10 with 100 students in each grade.

### **Personnel**

During the start-up phase of the school (1/2011 through 6/2011) there will be a School Leader, Director of Operations and Compliance (DOC) and Secretary hired to run the recruitment and lottery process. Both the School Leader and DOC will be experienced educational professionals who will be identified through a rigorous hiring process. Upon enrollment, seven highly qualified teachers (four classroom, one technology, one physical education, and one special education) will be hired. They will be supported by a highly qualified teaching assistant, social worker, data specialist, and coaches (ELA, math, science, social studies, and ELL). For each of the next two years, four middle school teachers will be added for a total of eight; in year 5 of the charter, five high school teachers will be hired. In year 2 of enrollment (2012-2013) highly qualified Fine Arts and Spanish teachers will be hired followed in year 3 with an ELL teacher. By the end of the first chartering period there will be a total of nine administrators, six support staff, four assistant teachers, 30 teachers, and three subject area coaches serving 400 students in grades 6 through 9.

### **Budget/Facilities**

The budget for the first year of enrollment is \$2,214,641. DMPCS has already received a commitment of \$235,000 from the James Varick Center for a rent rebate and another \$65,000 for accounting and auditing services from Allen S. Joseph, CPA, Certified Public Accountants. Once chartered, DMPCS will be eligible for a Walton Family Foundation Grant for \$230,000 and as a school in the target area of CSD 5 our application will be very competitive. There is a fundraising project currently under review which is expected to net \$290,000. A line item for a fund raiser has been included in the budget to implement this plan. With the existing \$300,000 commitment, the first enrollment year deficit is \$277,873.

The James Varick Center, located at 151 West 136<sup>th</sup> Street in Harlem, will be the home of DMPCS and will carry all the loans and construction costs. The Varick Center was named for the first Bishop of the African Methodist Episcopal Zion Church and is a separate 501(c)3 with connections to the Mother AME Zion Church. The school will consist of a basement to be used as a multi-purpose lunch/gym with an additional six stories above—three existing and four to be built. Ehrenkrantz, Eckstut & Kuhn Architects have been retained to do this work. One of the specialties of this group is the design and construction of schools. Examples of their work can be seen in schools throughout the country including PS 7 in Queens and PS 15 in the Bronx. Ehrenkrantz, Eckstut & Kuhn Architects recently completed the first entirely green building for the NYC DOE at PS 59, The Beekman Hill International School.

#### **Community Support**

DMPCS has strong support in the community as indicated by its parent petitions and letters of support. Creating a community within the community is very important to DMPCS and the school itself will be based in an historical community institution at the James Varick Community Center. Some of those who have written letters of support include: The Honorable David Paterson, former New York State Senator and now Governor of New York State; Reverend Al Sharpton, Founder and President of the National Action Network; The Honorable David Dinkins former Mayor of New York City, Gregory H. Williams, President of The City College of New York; The Honorable Charles B. Rangel, House of Representatives, Congress of the United States; Allan Rosenfield, M.D., Dean Emeritus, Mailman School of Public Health, Columbia University, Alwyn T. Cohall, M.D., Director, Harlem Health Promotion Center, Mailman School of Public Health, New York Presbyterian Hospital; John Palmer, Ph.D., Executive Director, Harlem Hospital Center; The Honorable Keith L.T. Wright, The Assembly, State of New York; and represent such institutions as the CUNY, Columbia University, New York Coalition of 100 Black Women, Harlem Hospital, Mother AME Zion Church, among others.

### **Executive Summary of Proposed NEW YORK CITY MONTESSORI CHARTER SCHOOL**

#### **Lead Applicant.**

**Gina Sardi** worked as Director of Education for 20 years at The Caedmon School, a small independent Montessori school in NY City. She started her education career in Venezuela where she helped found an experimental school in Caracas; she taught and co-directed the school for 8 years. As an educational leader, she has worked with teachers in developing innovative learning strategies that address individual needs of students, and in creating environments that encourage collaboration among students and among staff. She created curricula that include constructivist practices, differentiated instruction, and a focus on real life applications of skills. She has created and delivered workshops for teachers, educators, board members, and families on a broad range of topics. Ms. Sardi obtained her BS in Spanish Education, and an MA in School Leadership from St. John's University. Ms. Sardi has also been trained in Understanding by Design, and provided training for teachers in the use of UBD in creating curricula and lesson plans. With her training in Schools Attuned, she developed individualized assessments to assist teachers in identifying students' strengths and affinities, and leveraging ways to use them to address areas of weakness.

#### **CURRICULUM/ASSESSMENT/INSTRUCTION**

**Basic educational philosophy.** The educational program at NYCMCS is based on an alignment of the Montessori approach with the New York State Core Curriculum and the belief that children learn best within an environment that supports and respects each individual's unique development. Maria Montessori defined the goal of education to be "the development of a complete human being, oriented to the environment, and adapted to his or her time, place, and culture." This idea is reformulated in the mission of the NYCMCS, which is to

... *empower children to be critical thinkers and creative problem solvers with excellent social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers needed in the 21<sup>st</sup> Century.*

The philosophy of the NYCMCS is based on four basic premises of the Montessori approach, all of which have been corroborated by later researchers, and which have been demonstrated to impact student results: all children pass through the same stages of intellectual development, each one of which requires a particular type of learning experience; every child is unique, with individual strengths and weaknesses, learning style, rate of learning and needs; freedom within limits harnesses the child's innate motivation to learn; and young children learn best through experience and the use of concrete learning materials.

**Curriculum.** At NYCMCS, the curriculum will be integrated within overarching big ideas, and in projects where students do research and communicate their conclusions orally, in writing, and in artistic presentations. Emphasis is placed on understanding and the application of reading, writing and mathematical skills in all the academic areas and in real-life situations.

The approach to math will be systematic and process oriented, emphasizing instruction in number sense and operations, algebra, geometry, problem solving, communication, measurement, statistics and probability. Students work with Montessori manipulative materials that are specifically designed to provide them with the conceptual understanding of math concepts, and give them practice with operations to develop procedural fluency. Students' learning will also be improved by giving them many opportunities to apply their knowledge in problem solving and real-life situations and projects.

Direct instruction will be given in phonics, grammar, vocabulary, fluency, and comprehension skills as well as in expository and creative writing. The interrelatedness of reading and writing will be stressed in an integrated approach where reading and writing occur across the curriculum, in thematic units, literature circles, and project work. Most reading instruction will take place in small groups, complemented by guided reading, which is designed to meet the varying learning needs of each individual student in the class. Great emphasis will be placed on written and oral communication, as children record their work in journals, work in small groups, and meet with teachers frequently to discuss their work, and present it to their peers.

History, social studies, science, and geography will be integrated through Montessori's Five Great Lessons. These provide overarching "big ideas" which serve as a historical and global context for the study of US and New York history, geography, economics, and civics. They also stimulate further study, research, and exploration in the pursuit of independent projects that often integrate the skills acquired in math and language arts.

**Standards.** The NYCMCS curriculum is totally aligned with the NY State Standards.

**Testing program – Assessments.** NYCMCS will develop its own Curriculum and Assessment Handbooks which will indicate the tools and procedures for diagnostic, formative, and summative assessments to be used at different points throughout the year. Diagnostic assessment at the beginning of each school year is essential for the individualization of instruction, basic to the Montessori approach. Teachers will use the DRA, which identifies individual reading levels; and *teacher-created assessments*

which will identify ELA and Math levels, content knowledge and skills in other areas, as well as interests. The data, along with test results from the previous year, will provide a baseline for each individual student and a diagnosis of the needs of the group as a whole.

The cornerstone of success in ensuring the students' achievement goals is continuous **ongoing formative assessment**, based on NY State Standards performance indicators in the core academic areas. Teachers will use teacher journals to record their observations on academic work and on student motivation, interests, critical thinking or interpersonal behavior. Students' Individual Work Plans will serve as records of each student's work and as further indicators of their progress towards interim academic goals. From grade 1 up, there will be bi-weekly teacher created quizzes in ELA and Math to gauge progress towards benchmarks. The DRA will be re-administered to any student observed to be struggling with reading. Each student will maintain a portfolio of their best work, with samples of written text, creative writing, representative math problems, research reports, etc., in order to illustrate his/her progress over time.

The Curriculum and Assessment Handbook will also indicate the tools to be used for **summative assessment** and dates for their application. At the ends of units, children will create *authentic products* that reflect their learning. These are assessed using Standards based benchmarks for content areas such as Math, ELA, Science and Social Studies. These benchmarks are discussed previously with the students, who will participate in the assessment process through self and peer evaluation. Periodically, interim standards based benchmark-tied assessments in ELA and math will be administered in all grades. *State mandated tests* in ELA and Math will be administered to third, fourth and fifth grade students, in Science to fourth grade students and in Social Studies to fifth grade students. The Stanford Achievement Test in ELA and math (SAT 10), and the DRA for reading, will be administered to all grades in order to provide alternative national norm referenced data on achievement. The information obtained from these end of year state and national norm referenced assessments will be used to measure absolute achievement, and to track individual and group growth from one year to the next. It will also be used to identify the program's strengths and weakness and determine where improvements should be introduced. Finally, all summative assessment data are used in evaluating instructional effectiveness, teacher performance, the professional development plan, and progress towards the schools goals.

**Services to special education and limited English proficient students.** The school is committed to providing an inclusive education for all students. Full inclusion will ensure that social and academic interactions with general education students are valued and leveraged to support all student needs. For special education students, the school will provide a setting where children have the opportunity to observe appropriate behaviors and actions modeled by others, especially in classes that have mixed age groups. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities.

The Montessori method enhances the development of attention, order and organization, gross- and fine-motor skills, visual and auditory perception, oral language development, the academic skills of written language and mathematics, and the development of social skills. Students are enabled to feel successful in school and therefore attain concepts of themselves as competent persons. These skills benefit all children, including at-risk, special education, and limited English proficient students.

The differentiated program at the NYCMC will have the advantage of being able to identify each student's particular strengths and use them to support development in other areas. This makes the program particularly suited to at-risk students and students with special needs. Multiage grouping precludes comparisons, accommodates uneven development, and provides an inclusive environment where individual differences are accepted and their peers give them recognition and assistance. Additional support and interventions can be easily accommodated in these classrooms. Special educators and

therapists will come to the regular education classroom, when appropriate, to provide services to individuals or to small groups of special education students.

All teachers will be given professional development training for meeting the needs of second language learners, including effective strategies and instructional methods. However, in recognition of the need to give LEP students support in content acquisition, the NYCMCS will make all possible efforts to hire some bilingual teachers, in order to be able to check that content is being understood. The school may need to modify its staffing based on the percentage of LEP students.

### **Special features**

The NYCMCS will attend to children K-5. The school day will be almost 20% longer than usual, from 7.45 A.M. to 4.00 P.M., in order to provide children with additional time-on-task and longer sustained work periods. In addition, the school will run an after school program in partnership with its Institutional Partner, SoBRO, which will provide the children with extra reading time and homework support, as well as enrichment programs in the arts, physical education, and supervised play time.

The educational program of the NYCMCS is specifically designed to adapt to the particular needs of individual students. It is characterized by the following features:

***Differentiated instruction.*** Differentiated instruction is integral to the Montessori classroom. It includes combination of independent individual and small group assignments, teacher- directed small group activities and a few whole group activities with individualized follow-up activities. Assignments will be made on the basis of individual readiness rather than the average chronological age of the group; different children may be working on very different skills, sequences, or rates, with no interruption of the flow of classroom work. In classes with at-risk or children, ELLs, or whose academic level may be low, this allows the teacher to pay more attention to individual children, reinforce specific skills, plan extra support or interventions as needed, and plan instruction and strategies to ensure that each child is achieving proficiency in grade specific goals.

***Mixed age groups.*** Students will remain with the same teacher for two or three years in the Elementary Levels: (only Kindergarten will be a single-age group). This continuity maximizes teaching and learning time because students do not spend time every year getting to know new teachers, classrooms, and entire new peer groups. Multiage grouping avoids the identification of slow students and improves peer culture, resulting in peer tutoring, peer modeling, and peer reinforcing. Since all students are not expected to have identical skills or perform equally, there is less competition, more respect for each person's individuality, and the recognition that everyone has unique strengths and contributions to offer the group, which promotes cooperation, empathy, and a sense of community. It also encourages self-respect and keeps students involved and motivated, which is particularly useful for at-risk and special needs students. Students whose primary language is other than English typically receive special support and assistance from their multiage classmates.

***Use of concrete materials.*** The Montessori approach integrates a wide range of specially designed concrete materials that represent abstract concepts, particularly in math and language arts. This physical modeling fosters the internalization of accurate mental representations of these operations.

### **GOVERNANCE**

**Number of trustees, the selection process, and the length of terms.** The Board will have between 5 and 15 members, with a range of skills and experience (including Montessori, traditional, and special education; community outreach; business; legal; finances; and real estate) who will uphold and support the school's charter. Their responsibilities will include: hiring, setting compensation for and evaluating the Principal, ensuring effective organizational planning and resource allocation; and monitoring the

school's programs and services according to terms articulated in the charter under the direction of the bylaws. Elected Trustees will be chosen by the Board through majority vote. The Executive Committee will nominate candidates for the vacancies. Unless otherwise provided by the Board of Trustees, term of office of each Elected Trustee shall be a period of two (2) calendar years. No Elected Trustee shall serve more than three (3) consecutive two-year terms, unless the Board of Trustees designates otherwise. Initial terms will be staggered such that half of the initial trustees' terms will be designated as having 1-year terms and the others will have 2-year terms.

**Special provisions regarding subcommittees or restrictions on Trustees.** The work of the Board will be primarily executed in committees, including, the Executive Committee, Finance Committee, and Education Committee. The Board of Trustees will delegate to the Principal the responsibility for management and day-to-day operations of the School. No employee of the NYCMCS is eligible to be nominated or serve as an Elected Trustee. At least three of the persons elected to the Board must have Montessori training and/or experience and at least one of the persons elected to the board must be an employee of the Institutional Partner of the NYCMCS. No more than 40% of the members of the board may be employees of the Institutional Partner.

## **STUDENTS**

**Number of students and grades in the first year and the fifth year** The school will open with 104 pupils, Kindergarten and first grade (4 classes with 26 students per class), and expand to a maximum of 300. This small size will facilitate the implementation of the individualized educational model and support improved student achievement by providing more control over the academic program and staff development, and by permitting the school leaders to closely monitor and support the educational process. The school will be fully enrolled by the fifth year, with 2 Kindergarten classes; 6 Lower Elementary classes with grades 1, 2, and 3 combined; and 4 Upper Elementary classes with grades 4 and 5 combined.

**Student Recruitment.** The NYCMCS will undertake the measures below to recruit student applicants (the school leader is fluent in Spanish and will provide translation services as needed for the School application, all promotional materials and any person-to-person interactions): send out mailings to residents; post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes; distribute information through SoBRO to families and youth attending programs there; conduct information sessions at public spaces, after school programs and youth centers, day care and Headstart Programs, and in conjunction with Child Welfare service providers and community organizations in the area.

In addition the planning team, board, and staff of NYCMCS will actively recruit students with special needs using the following strategies: targeting the locations that serve students with special needs and the local CSE, letting them know that the school is prepared to meet the needs of a diverse group of learners and that the school will implement an inclusive model; develop relationships with special education coordinators and early childhood programs or day care centers in the community and provide them with marketing materials to give to the families of their students.

**Population the school expects to serve.** The NYCMCS is targeting the area of the South Bronx that is within School District 7, in Community District One. This area has a very high poverty rate, with an unemployment rate that is among the highest in the country. In the local schools, close to 80% of children are eligible for free lunch. There is a higher than average dropout rate in the high schools. Over 70% of the population is Hispanic and 26% is African American. Two thirds of the population speaks a language other than English at home, and of those, 96.9% speak Spanish. The area's schools have a high percentage of students with special needs, ranging from 12% to 51%. In 2008-09, for the 15 public elementary schools in District 7 in the Bronx, the average percentage of children scoring 3 or 4 on the 3rd

grade tests reported was 40%. On the basis of these statistics, we predict that a large percentage of our students will come from families with a low educational level, will be living in poverty, will have limited English proficiency, and will have special needs.

**Admission preferences.** The school will give preference to siblings and students from the local school district

### **PERSONNEL**

**Members of the first year administrative staff.** These will be: Principal, Instructional Coordinator, Director of Operations. The Principal and the Instructional Coordinator will have Montessori training and/or experience, as well as knowledge of traditional general and special education, in order to maintain a full integrated program that aligns the Montessori approach with the NY State Standards. Support staff: Administrative assistant, bookkeeper and part-time tech support. The school's Institutional Partner, SoBRO, will provide back office services (payroll, accounts payable, etc), for the first two years of the school's operation.

**Proposed personnel needs.** For the first year, the teaching Staff needed will consist of one teacher/one assistant per class; one extra assistant teacher – in-house substitute; one special education teacher; one part time social worker; two part time specialist teachers, one in art and one in physical education; contracted staff: security, janitorial services.

**Proposed staff as the school expands.** As the school grows, we intend to add two classrooms each year, with a head teacher and an assistant teacher in each class. As enrollment grows, the number of support teachers needed will become clearer. Special education and ELL specialists will be hired as needed, to ensure that children are receiving the support they need within their classrooms. In addition, the school intends to hire a full time social worker in the second year and a Health Director in the third year. With more children, the school intends to hire full time specialist teachers in art and physical education.

### **BUDGET/FACILITIES**

**Amount of the proposed first year budget.** The proposed budget for the first year will be approximately \$1,677K. This is based on the calculated per-pupil allotment, supplemented by Title 1 funds, and a conservative number of children who will be entitled to Special Education services.

**Expected revenue sources beyond those of the school's per pupil allocation.** The NYCMCS planning team will apply, for the following planning and start-up grants: Federal Charter School Program (CSP). \$600,000 grant for the first two years of operation; The Walton Family Foundation (WFF.) \$30,000 Pre-Authorization Grant and a \$200,000 Start-Up Grant; New York State Charter School Stimulus funding, if available. We will apply either for a start-up grant or a facilities grant depending on the needs of the school. The NYCMCS planning team and the proposed Board of Trustees will also seek other sources for fundraising, including other grants and private sources, with the assistance of our Institutional Partner, SoBRO.

**Budget or surplus expected in the first year budget.** On the basis of a first year enrollment of 104 students, it is expected that with a budget of \$1,677K, the surplus for the first year will be modest (approximately \$20K), taking into account the cost of renting a facility. In the event that the school is housed in a DOE building for the first year, the surplus would be spent on hiring more full time special education teachers, additional support staff, additional professional development, and more materials and equipment that would have otherwise been left for later years.

**Loans that are part of the proposed budget.** The school is not considering any loans as part of its budget.

**Facility description.** At this point, the school has not identified a facility. Its institutional partner, South Bronx Overall Economic Development Corporation (SoBRO) will assist in locating and negotiating the lease agreement for the school's location. The intention is to explore possible commercial space, and seek grant money to cover the costs of renovation. The school intends to develop an after school program with SoBRO, and would therefore be most interested in finding a space in the vicinity of SoBRO's headquarters.

**Plans for construction of a permanent facility or expansion of the proposed facility.** As the school grows, the requirements for space will increase. The Board and the proposed school leader intend to find a location that will permit the school's growth and provide a long-term lease agreement.

### **COMMUNITY SUPPORT**

The school will form an Institutional Partnership with the South Bronx Overall Economic Development Corporation (SoBRO), which has a long history of service and success in serving the South Bronx Community. To extend the reach of SoBRO's programs, the NYCMCS intends to reach out to the community with forums, parent workshops, student internships, family support, and after school programming for the students. SoBRO will offer the school the following services: fund raising and community outreach activities, support in Human Resources management and finance activities, facilities identification and development support.

Through SoBRO's relationships in the community, the planning team has met with Community Board members and a representative of the office of the Borough President, who has expressed his interest and support for the school. The planning team has reached out to directors of local day care centers and schools, and intends to offer presentations for the families in the near future.

### **Executive Summary Template**

#### **Democracy Prep III**

#### **Executive Summary of Proposed Charter School**

#### **Address the following:**

**Applicant:** Seth Andrew

Seth Andrew is Founder and Superintendent of Democracy Prep Public Schools (DPPS). Prior to founding DPPS, Mr. Andrew founded Democracy Prep Charter School in Central Harlem. A Building Excellent Schools fellow, Mr. Andrew was previously a leader in residence at Amistad Academy and a special education administrator. He has degrees from Harvard's Graduate School of Education and Brown University.

DPPS is a non-profit charter management organization (CMO) that operates high-performing public charter schools in Central Harlem, New York and Central Falls, Rhode Island. Its mission is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Its flagship school, Democracy Prep Charter School, opened in 2006, and is now the highest-performing middle school in Harlem and eighth-best in New York City over the past two years. Democracy Prep Blackstone Valley, its first Rhode Island school, opened in 2009 to serve 76 kindergartners, and already has some of the highest early literacy results in the nation on nationally-normed assessments.

### **Curriculum/Assessment/Instruction**

Democracy Prep III will be an academically rigorous, college preparatory middle school. The Democracy Prep III curriculum will be based on an accelerated introduction to the 28 New York State Learning Standards, and will utilize primarily direct instruction. It is designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school. Our rigorous core academic program provides dramatically more time, allowing for three hours of guided reading and writing, two hours of math, an hour of social studies/study skills, and an hour of science for all middle school students each

day. This academic rigor requires all students to receive Regents level high school algebra, earth science, English, or Social Studies in eighth grade.

DPPS will use a variety of assessment systems to measure student progress. These include absolute measures (the NY State ELA and Math tests, Regents exams, etc...), value-added measures (such as the Measure of Academic Progress), and internally-developed, externally-validated trimester and comprehensive exams.

DPPS will utilize a full inclusion, collaborative team-teaching (CTT) model for its special education students, and a structured immersion program for English Language Learners.

### **Governance**

The Board of Democracy Prep III, as Democracy Prep Public Schools' third middle school in New York City, will overlap with other Democracy Prep Boards. DPPS is currently applying to the State Education Department for a waiver to the 40% overlap restriction, following the effective practice of other high-performing charter schools. If this waiver is granted, the Board of Democracy Prep III will be the Democracy Prep Charter School Board of Trustees, as it is constituted at the time of waiver approval. This Board has 6 members, with expertise in financial management, real estate, community affairs, and law.

### **Students**

In its first year, Democracy III will serve 125 students in Grade 6. In Year 5, Democracy Prep III will serve ~310 students in Grades 6-8. Students will be extensively recruited from throughout Upper Manhattan. DPPS will mail applications to every 5<sup>th</sup> grade family in both districts, recruit through elementary guidance counselors and SPED administrators, and present at all community board meetings, tenet meetings, etc... DPPS expects that Democracy Prep III's student population will be very similar to its other middle schools in Harlem: ~100% Black and Latino, ~80% FRPL, ~15% SPED.

Democracy Prep III will give admissions preference—as indicated by law—to students living within its Community School District, and to siblings of students in other Democracy Prep schools.

### **Personnel**

In Year 1, William Cooke—currently a Campus Director at Democracy Prep Charter School, and formally Dean of Students and Math Instructor—will serve as Campus Director. Democracy Prep III will also operate with a standard cohort of teachers (6 full-time instructional staff, including 1 dedicated SPED teacher), and 1 office manager. DPPS will share SPED administrative services, social work services, and all back-office support with other DPPS schools. As the school grows, it will retain 1 full-time social worker and 1 full-time SPED administrator.

### **Budget/Facilities**

The total operating budget amount for Year 1 is \$1,567,380. In addition to Democracy Prep III's per-pupil allocation, it will solicit funds from the Walton Family Foundation and the Federal Charter Schools Program. Its expected surplus at the end of Year 1 is \$301,702. DPPS will not require any loans for Democracy Prep III.

Democracy Prep III does not intend to secure or utilize private space, and a key condition of its ability to open is that it is sited in traditional public school space.

### **Community Support**

DPPS, along with Democracy Prep III, has extensive community support from a variety of stakeholders. The combined waitlist for DPPS-NY exceeds 3,500 families, indicative of family demand for new Democracy Prep schools. DPPS also has—and included in its application—Letters of Support from all relevant community boards and elected officials.

**Proposed Charter School:**

**Fordham Charter School**

<b>Preferred Community:</b>	<b>CSD 2, Manhattan</b>
Authorizer:	<b>NYCDOE</b>
Full Grades (year 1 grades):	<b>K,1,5</b>
Full Enrollment (year 1 enrollment):	<b>126</b>
Institutional Partner:	<b>Fordham University Graduate School of Education</b>
Lead Applicant:	<b>Dr. Anita Batisti</b>
Lead Applicant Contact Info:	212-636-6406/ <a href="mailto:fordhamcharter@gmail.com">fordhamcharter@gmail.com</a> or abatisti@fordham.edu
Proposed Launch Date:	<b>September 2011</b>
<b>Summary of Educational Program:</b>	

*The Fordham Charter School's (FCS) mission is to foster self-motivated, critically thinking students who are passionate about learning. The primary goal of the School is to prepare K-8 students with the character, commitment, knowledge, and skills necessary to enter and succeed in high school, go on to higher education and develop into individuals committed to serving others and their communities. FCS, in the tradition of Fordham University, will provide a rich and comprehensive, holistic education which will allow our students to compete at national and international levels.*

The educational program and school design of FCS, resulting from the collaboration of a gifted school leader with the Graduate School of Education (GSE) of Fordham University is unique by virtue of the expertise involved in its formation. This will be the first charter school started by a University. The GSE will be closely involved in teacher training and curriculum formation, contributing expertise and hands-on effort to FCS. Multiple Intelligence, discovery, cooperative learning/peer learning and differentiated instruction will be part of this approach. FCS will use New York City as a classroom and learning center. It will include the aspects of highly successful charter schools and it will be research based, using the GSE's best practices

#### Executive Summary Template

### CO-OP CITY INTERGENERATIONAL OUTREACH CHARTER SCHOOL Grades 6-8

#### Executive Summary of CCIO Charter School

#### Address the following:

##### Applicant

The designated applicant for Co-op City Intergenerational Charter School (CCIOCS) is Rev. Dr. Sheldon Williams. CCIOCS is located in the Bronx within District 11.

In September 2005, the Co-op City Intergenerational Outreach Center, Inc. was established. The primary purpose of the Center is to deliver quality services, which enhances the daily lives of community members. The Center benefits the community by offering opportunities to engage in educational, cultural and social activities. The Corporation also provides employment opportunities to community members and is a resource for the improvement and enjoyment of their lives. Through its development of varied yet specialized programs, the Center is able to address the needs of children, youth and adults of all ages. Here are some of the initiatives that are currently under development and/or consideration with the Center: Economics, Education, health, social support and personal development.

CCIOCS will create an Education Corporation and plans to partner with the Education Management Operator (EMO) Arrow Academy for education and operational services under the chartering board of the Education Corporation.

## **Curriculum/Assessment/Instruction**

The standard learning model, characterized by: students working from their school or home, predetermined class size, one teacher per group of students, non-flexible lengths of periods or instructional segments, common assignments for all, predispositions about students from teachers, minimal variation in instruction based on academic understanding, and the lack of use of time as a variable in learning, proves to be impractical on many levels, for many at-risk students.

CCIOCS will provide a comprehensive and quality education experience designed for all students, based on proven methods of instruction in a safe, flexible, non-threatening and adult-supported environment. The foundation of the learning in the charter school setting is mastery learning. Time will become flexible in practice, compared with the structured schedule currently found in most of our classrooms. Mastery learning is a process of instruction. All students have the potential to learn quite well, but differ in the time they require to do so. One priority will be the opportunity for the responsibility of learning to transfer from the teacher to the student.

CCIOCS will use integrated technology that supports the student, blending this environment with a team of master teachers, instructors and staff trained in the most proven leadership and classroom development system in the country. Highlighting the product and design strategy of this application are clear metrics of behavior characteristics, individual constraints and strengths, the assurances of implementation and sustainable monitoring, individual growth plans and data-based hiring processes.

The CCIOCS model is designed to support the advancement of student performance, founded on mastery learning through Benjamin Bloom's research, and supported by Thomas Guskey's research in this field. This framework is the foundation for CCIOCS because of the results it produces, as well as the need to recognize that at-risk kids are not at the expected performance level when they enter our school gates each year.

The curriculum to be used in CCIOCS is research-based, proven to be effective, and designed to enable each pupil to achieve the performance standard expectations set by the State Board of Regents in New York.

The selection of the appropriate curriculum in the past and in the future must meet six criteria:

- Curriculum is aligned to the New York State Learning Standards.
- Curriculum is interactive and holds student interest.
- Curriculum motivates the students to learn.
- Curriculum lends itself to the "pre-test/post-test model" for baseline purposes.
- The material covered fosters Regent exam and State standards success for the students.
- The material covered demonstrates a scientific learning base.

The 6 - 8 curricula is standards-based and designed to meet and exceed the State Learning Standards. It is hosted and developed by Compass Learning, a research-based instructional technology company in Texas with nearly 40 years of experience in the field of education curriculum development. All Compass Learning curricula are backed by research, expertise, and experience, and have been proven to increase academic achievement across all content areas in a variety of settings.

Based on current research in both theory and application and with the expertise of nationally recognized experts, the curriculum is developed and correlated to National Assessment of Educational Progress standards, state standards and the standards of national educational organizations such as National Council of Teachers of Mathematics, National Council of Teachers of English, National Association for the Education of Young Children, International Reading Association, National Science Teachers Association, and National Council of Social Studies Teachers.

All courses are aligned vertically within the curriculum. For example, the sixth grade curriculum is a natural progression from the material covered in the fifth grade, and the seventh grade curriculum is a natural progression of the sixth grade, etc.

Each grade and course offers spiral curricula that will enrich or remediate students in a personalized pathway that reaches over a four year grade span. All students will also have enrichment, on level and remediation opportunities

from resources on the web, direct master teacher instruction and teacher mentor support. The blended model allows all three delivery systems to meet each child's independent needs.

### **Literacy**

The foundation to learning requires a good literacy program and capable staff. Too often we see the 8<sup>th</sup> grade student reading at a 3<sup>rd</sup> grade level, and sitting in a class, trying to cover the potentially embarrassing situation by shutting down or acting out due to his/her lack of reading and writing skills. CCIOCS will have a relentless commitment to literacy competency in each center.

CCIOCS Recognizes:

- Literacy is a lifelong, developmental process with students progressing at various rates.
- Students come to school with a wide range of literacy experiences.

CCIOCS Believes:

- Literacy supports critical thinkers, effective communicators, and lifelong learners.
- Constructing meaning is the focus of all literacy instruction.
- Continuous and varied assessment informs instructional decisions and is an integral part of the teaching/learning process.
- Literacy attainment is a shared responsibility, including students, teachers, and parents.

CCIOCS will provide:

- Stimulating learning environments that develop a student's understanding of literacy as a valuable component of life-long learning, achievement, and enjoyment.
- Consistent center-wide approaches to literacy instruction in all content areas.
- Literacy instruction designed to meet the individual's needs, interests, and strengths.
- High expectations for literacy achievement, as stated in the State Learning Standards.

Assessment is a process that as a major component of the teaching construct is for the benefit of specified stakeholders - particularly students, parents and teachers. CCIOCS's assessment philosophy serves the dual purposes of assessment-for-learning to address the information needs of students and teachers, as well as assessment-of-learning to address the needs for information about the outcomes and efficiencies of the educational system.

To achieve the standards above, students and teachers must have multiple assessment data points in order to continuously adjust instruction. Of course, the classroom and online assessments present teachers with immediate feedback and allow for constant monitoring of student progress. Students begin with a pretest of knowledge and skills in each of the subject areas. The results provide a diagnosis of the student's strengths and weaknesses in the tested areas; from that diagnosis, a personalized learning path is developed for remediation, reinforcement and/or enrichment. Personalized lesson plans may be automatically generated in such cases as the Compass Learning curriculum, or developed by the teacher when using other testing tools.

CCIOCS tracks student achievement, evaluates individual progress on specific learning paths, and communicates results to teachers, parents and students through easy-to-understand reports provided through the Compass Learning and comprehensive reporting tools—helping educators meet state and federal accountability requirements. Educators receive reports detailing the progress of students individually and in groups; teachers receive instructional data for decision making, team planning and parent conferences; and parents have access to easy-to-understand information about student achievement and progress.

As essential as classroom and online formative assessments are, there is a need to have an assessment plan that provides a variety of information about our students.

In addition to participation on the State performance exams, students and teachers use the following assessments to gather information about Arrow Academy students.

<b>Assessment</b>	<b>Grade</b>	<b>Vendor</b>	<b>Administered</b>	<b>Type</b>
Explore	8-9	ACT	Fall	Summative/Formative

MAP	2-12	NWEA	Up to 4 per year	Growth Over Time
Odyssey Explorer	K-12	Compass	Fall, Spring (as needed)	Student Growth and Placement

Each assessment has a specific purpose and allows CCIOCS to consistently adjust the content of the learning to better serve the student’s academic needs.

Teachers in the centers will be able to assess student progress throughout the program, using: chapter tests, lesson quizzes, writing prompts, open-ended response questions, benchmark tests and scored lessons. Parents will receive learning path, progress, objective-based and student writing portfolios of their child.

Students participate in guided or independent learning at their own pace to develop an early learning foundation for literacy and mathematics concept knowledge and skills. The Compass Learning curriculum spirals the concepts in a range of two grades below and two grades above the current level of instruction for the kindergarten student. The classroom teacher will have ongoing personal, small group and large group instruction with strategies for all primary students founded in literacy and mathematics. Each student will be closely monitored to ensure they are on grade level by the end of first grade or targeted for specific intervention. Teachers in primary education will have significant face time with students in independent and small group settings. The teachers within the center will use formative assessments to monitor progress of each student and re-assess strategies for students not understanding learning concepts.

Recent research provides recommendations that can be targeted by this charter school when an emphasis of the school is on the at-risk population. The 2007 research review from the National Dropout Prevention Center identifies 127 studies regarding risk factors associated with dropping out of school and strategies to mitigate the impact of these factors.

The summative results of the studies establish 93 risk factors, found in 24 different categories that are usually impacting the individual simultaneously. This meta-analysis study recommended 23 service/strategy program areas to target, in order to reduce dropout rates (*2007 National Dropout Prevention Center at Clemson University*). In fairness to a school district, these expectations are at minimum overwhelming in practice and budgeting, when it is coupled with the same expectations in other students’ curricula and school environment needs.

CCIOCS strives to close the achievement gap, support the foundation of standard proficiency as to increase the graduation rate and ensure every child has meaningful post secondary preparation. CCIOCS is committed to bridging the digital divide, ensuring that the best learning practices are demonstrated in the classroom, and increasing educational opportunities for at-risk students.

CCIOCS will ensure alignment of curriculum, instruction and assessment as it pertains to at-risk student populations, including, but not limited to, students identified as Special Needs through the Individual Education Program (IEP) process, ESL students, students on a 504 plan and students that are not successful in the traditional classroom. All students with disabilities will receive all services outlined in their current IEPs. CCIOCS utilizes an inclusionary model in special education and Limited English Proficiency (LEP) students will receive all services outlined by a language proficiency assessment team (LPAT). All students in CCIOCS with disabilities and LEP plans will be served by appropriate certified teachers, according to the IEP and LEP time of instruction.

The use of technology in the native language, with individualized instruction that is differentiated and a specialized trained teacher in ELL, helps students develop thinking, writing and speaking skills in a variety of authentic situations in CCIOCS.

The certified trained teacher will use appropriate instruction and address the core curriculum while providing ELLs with interactive means to access that curriculum. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., modeling, demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency. This is commonly referred to as “sheltering” the instruction.

To maximize opportunities for language use and content mastery, ELLs' social and emotional needs have to be met in an environment where they feel safe and comfortable with themselves and their peers. Teachers will create an environment of predictability and acceptance. By providing structured classroom rules and activity patterns, and setting clear expectations, teachers can foster an environment of regularity and acceptance. Specific ideas to accomplish this include:

- incorporating activities that maximize opportunities for language use to challenge students' ability to communicate ideas, formulate questions, and use language for higher order thinking;
- realizing that some ELLs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. It is important to allow each student to listen and produce language at his/her own speed;
- incorporating multiple languages in signs around the school, and displaying pictures, flags, and maps from students' country of origin in the classroom; and making efforts to incorporate diversity into the classroom by inviting students to share information about their background.
- Examples of strategies to be used in CCIOCS are founded on Mastery Learning but complimented by:

Accelerated Learning Techniques, Applied Learning, Arts in Education, Character Education, Differentiated Instruction, Environments for Learning, Graphic Tools, Keeping Fit for Learning, Learning Styles, Literacy Multicultural Education, Service Learning, Technology in Education and Thinking Skills.

The science curriculum will meet the hours of lab requirement and field investigation requirements in a combination of deliverables. The science and classroom teachers at all times have the opportunity to utilize direct implementation of the lab and field experiences through the laboratory tool kits each science course will have as a supplemental resource, use web-based and textbook resources to construct the laboratory and field investigation requirements, or use the teacher-directed instruction for each laboratory and science experience. Each facility will have a designated science lab for students to use to meet curriculum and learning expectations.

The combined forces of the learning model described above will provide an optimal situation for students, particularly at-risk students, to receive both individual attention and the opportunity for academic success.

CCIOCS is a 6-8 charter school uniquely designed to expand the access to web-based curriculum, to at-risk students. Bridging the digital divide by combining new technologies with a "whole school" philosophy allows students a new path to academic achievement. Students considered academically low-achieving will benefit from our education model and overcome serious cultural factors to experience educational success.

CCIOCS will:

- Ensure students are educated with mastery learning principles and paced with individual learning plans that is accessible 24 hours per day and 7 days per week
- Minimize the learning anxiety that is found in too many classrooms in our schools with the support of 8 instructors per 100 at-risk students forming a team with the sole purpose of reaching every students' needs
- Increase academic performance and ensure every unit of learning is complimented with a relevancy lesson
- Establish student relationships built upon mutual respect
- Establish learning environments housed within the community to which the students migrate, and in which they seek to be around
- Ensure that teams of master teachers are working within an environment that promotes the internal passion they acted on, when deciding to dedicate their career to children

## Governance

The Board of Trustees consists of five Charter Board members that represent the Education Corporation. Each member serves a term of 2 years. The selection process for the terms is defined by recommendations, interviews and a majority of the board approval process. The Charter Board will assume all responsibilities for oversight of the employees and supervision of the EMO contracted for education services within the school.

### Students

Though open to all public school students, CCIOCS specifically focuses its efforts to enroll students who are (1) “academically at risk” - performing below grade level in at least one academic content area assessed or (2) living in a home or community that is considered “at risk,” because the family meets the qualifications for free or reduced lunch or a single mother home.

CCIOCS plans to enroll 150 students in the first year of operations and expand the school model to 180 students by the fifth year of operation. Students will have an open enrollment option in the school and recruiting will be through community information meetings, word of mouth and recommendations from professional or education systems within the district and neighborhood.

### Personnel

The school model overcomes class size obstacles by providing students with daily on-site master teachers and instructors that average 8 per 100 students. The ratio is 12:1. Naturally, the multi-age school being located in familiar neighborhood building, along with this favorable ratio, creates a supportive atmosphere with the benefits of a complete online pacing educational program.

The school has a Director that oversees the operations of the school, teachers and instructional mentors for students and support personnel to meet the reporting and operational expectations.

To achieve this goal, CCIOCS has chosen to surround the students with the best people possible to create a significant team, versus hoping for a significant adult. This process is being used in children’s hospitals across America. A team of doctors assess, prescribe and work with the patient’s needs based upon each doctor’s individual expertise, supporting the team concept. By utilizing a master teacher and an instructional team supporting each child, the learning model of instruction is transformed. The master teachers, working with various areas of expertise, will assist students and instructors with daily school lessons and curriculum questions, provide suggestions regarding a variety of teaching strategies, track student progress and learning, deliver instruction in large and small groups, and independently support and oversee the student’s and group’s needs.

Central to student success is the infrastructure and support the organization provides for its students. These include:

- **Master Teachers**—Master teachers are licensed by the state and qualified under NCLB. They monitor the progress of students participating in the program, oversee instructors and offer expertise to ensure compliance with state and district standards. The master teacher works closely with the instructors to customize student learning plans, carefully monitor student success and lead team strategy sessions in assessment data review, relevancy lessons, student needs, community engagement, and model exemplary content pedagogy.
  
- **Instructors**—Instructors are teachers who are responsible for providing support and learning at a school. Instructors guide students through the lessons and ensure that students are learning. Instructors also collaborate with master teachers and site directors when students are experiencing academic problems, help students manage their time and set goals, monitor student work, and fill out daily attendance logs. This team of professionals creates the accountable and nurturing environment that ensures student success. The instructor plays a key role in providing social growth and development for students, by assisting with their daily lessons and classroom activities both online and offline. They organize outings and other opportunities for students to interact with each other outside the school, such as field trips to museums or the local zoo. Instructors monitor attendance and progress, ensure that students are learning, and work under the close supervision and direction of the master teacher. Instructors provide both encouragement and discipline within an inviting learning environment designed to accommodate a “whole school” philosophy.

The teacher has flexible scheduling opportunities as well. Since the web-based pacing guide acts as a foundation for the students, the classroom teachers are able to become creative in serving student needs. For example, we have historically under performed in reading and writing with the at-risk population of students. In this learning

environment, a teacher may choose to conference with each child on the team about the written assignment product for 15 minutes every week, to ensure the desired creativity is being brought out by the author. In contrast, most traditional classrooms would write a few comments on the text and then generalize common errors to the entire class. By personalizing the reading needs and the writing products for each individual student or in small groups, we can anticipate greater progress of learning.

Through the teams of teachers and the computer pacing curricula, we are able to take advantage of teacher schedules, delivery systems can be transformed, and student support is maximized.

Our educational innovations also include The Flippen Group (TFG) organization. TFG is a national leader in training for at-risk learners, premier teacher and leader development and specialized training for parents and volunteers.

### **The Preparation of Staff**

The following highlights a few specific scopes of practice that will be implemented in the process:

- Human resource profile tool developed by Flip Flippen with over 10,000 professionals will be used in supporting the process of hiring staff. The tool is focused on 37 behaviors and scaled in over 20 different subsets of these behaviors to determine strengths and constraints, and support decisions for the best fit when hiring staff and when working to develop individuals.
- Strategic digital pacing learning curriculum that is guided by a master teacher and school approved resources and text. This pacing system is designed with a one-to-one computer to student ratio.
- Instructors are responsible for supporting and monitoring the whole child concept and learning the entire day. We know at-risk kids need a significant adult to help them make it through the child rearing years. CCIOCS will present a significant team of certified master teachers assigned with instructors, to groups of students for purposes of monitoring, structuring learning environments, designing relevancy, identifying appropriate interventions and modifying lessons and instruction to meet each student's individual learning plan, as well as group learning needs.
- Comprehensive professional development and partnership with The Flippen Group (TFG).

### **Budget/Facilities**

The first year budget is 2,356,895 will have a reserve of \$74,085 after the first year of operation. The funds not from per pupil revenue are \$175,000 that is provided by Leadership Education Foundation.

CCIOCS currently has a facility that is under construction and planned for completion in 2011. The facility will be used as an outreach program and school in supporting their education and community needs. The facility is located at 2208 Boller Avenue, Bronx, New York 10475.

### **Community Support**

CCIOCS is a 21<sup>st</sup> century learning model in which schools are designed and grounded in community engagement and ownership. The focus on the school founded in the community that has organized leaders that desire to support and meet the students' needs. CCIOCS has determined we can already meet first year enrollment projections without recruiting students at this point and time in the process.

The community in this application has several common traits: students with high likelihood of dropping out of school, students with poor performance on assessments including reading, writing, math, college readiness; and less than needed support from home to ensure success in the classroom. The communities have urban challenges within

the neighborhoods, as well as community leaders who champion the need to ensure the school provides every student the preparation for post-secondary education and work certificates beyond a high school diploma.

The end results of this application's and the environment it offers are: small learning communities, an education next door, education success for the most challenging students in the community and taxpayer dollars invested with high efficiency.

## **Executive Summary Template**

### **Launch Expeditionary Learning Charter School**

#### **Executive Summary of Proposed Charter School**

**Address the following:**

### **Applicant**

The Lead Applicant for *Launch Expeditionary Learning Charter School* is Geoffrey Roehm. Mr. Roehm began his career in education as a New York City Teaching Fellow. He taught English at Wadleigh Secondary School in Harlem for six years, teaching all grades from 6 through 12. Mr. Roehm served on the School Leadership Team, the Consultation Committee and the Programming Committee, as well as the city-wide DOE School Leadership Team for ELA. Mr. Roehm is currently in the Summer Principals Academy (SPA) at Columbia University's Teachers College and will receive his Ed.M. upon graduation in August 2010, as well as his NYS SBL certificate. Mr. Roehm previously received a B.A. from Middlebury College and an M.A. from City College.

### **Curriculum/Assessment/Instruction**

#### **Introduction:**

*Launch Expeditionary Learning Charter School* is a newly proposed 6-12 Expeditionary Learning School. The Expeditionary Learning (EL) model balances both academic rigor and character development through experiential, project-based learning. Not only can the EL model produce higher standardized test scores, it also fosters the personal growth and responsibility that will allow children to continue to succeed in the future. The EL model has been lauded nationally as a successful Comprehensive School Reform (CSR) project that provides a supportive environment where children can grow academically and personally. *Launch* has established an institutional partnership with New York City Outward Bound (NYCOB), providing the school with the following resources:

- 20 years of experience working with students in NYC, and nearly 10 years of experience opening and helping to run small, NYC public schools. There are currently nine schools in the network.
- \$520,000 for *Launch* from the Bill and Melinda Gates Foundation through NYCOB

*Launch*, as the first EL charter school in New York City, will be able to work under the EL system with greater autonomy, to the benefit of all its students. *Launch* plans to assemble, organize and position resources, including a skilled board and administrators, strong teachers, and motivated community partners and families in order to produce college-bound graduates ready to excel with both strong academic skills and a strong character.

#### **Educational Program:**

*Launch* has targeted Community School District 16 in Brooklyn as the community it will serve. District 16 is one of the lowest performing districts in Brooklyn. Student demographic and achievement statistics demonstrate a clear need for high quality educational options:

- ❖ 76% of students qualify for free or reduced lunch
- ❖ Only 57% of 6<sup>th</sup> grade students scored at or above a level 3 on the state English language arts exam and 64% did so on the state mathematics exam

- ❖ Only 43% of 8<sup>th</sup> grade students scored at or above a level 3 on state English language arts exams and 61% did so on the state mathematics exam
- ❖ The district graduation rate is 50%: 52% for Black or African American students and 37% for Hispanic or Latino students
- ❖ The graduation rate is 35% for students with disabilities
- ❖ Only 59% of students passed the English regents examination
- ❖ Only 31% of students passed the integrated algebra examination

Poor students in Brooklyn are not being served. *Walden* is designed to provide these very children with the quality education they deserve. The Expeditionary Learning model will help us to do just that.

*Launch* believes that the skillful implementation of the Expeditionary Learning model will result in clear academic gains for its students. Not only will students be prepared to succeed at a four-year college, but they will also have a greater understanding of themselves, their community and the real world applicability of the skills they have gained. This model is achieved through the skillful implementation of the five core practices of Expeditionary Learning:

- 1) Learning Expeditions** – In-depth, cross-curricular, standards-based studies that are project-based, incorporate fieldwork and are relevant to students' lives. Expeditions are the primary way of organizing curriculum, and always address central academic standards. The subject matter of a learning expedition is a compelling topic derived from content standards. Learning expeditions feature linked projects that require students to construct deep understandings and skills and to create products for real audiences. Learning expeditions support critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service. The elements of a learning expedition are specifically addressed in the Education Program section of the application. These elements include: standards, literacy, assessment, critical thinking, numeracy, compelling topics, guiding questions, character, student products, service, adventure.
- 2) Active Pedagogy** – Engaging, research-based, effective instruction focused on student inquiry and literacy across the curriculum. Teaching and learning are active and engaging in *Launch* classrooms. Common practices are used across subject areas and grade levels, such as: Protocols, Workshops, Mini-Lessons, Modeling, Representing Thinking, Questioning and Following Student Thinking, Using Exemplars and Models, Multiple Drafts, Revision and Critique, and Reflecting and Debriefing. Literacy skills serve as one of the primary vehicles for learning across the curriculum. At *Launch*, literacy skills are integrated and taught in all learning expeditions in all major subjects.
- 3) Culture and Character** – Community, respect, safety, adventure, professionalism and family comprise the culture at *Launch*. School culture is developed and supported through a strong character-building program. Teaching practices and school wide structures ensure that all students are well known by adults and peers. The faculty articulates and promotes a set of character traits that are taught throughout the school. Teachers foster student character through challenging academic work, service, and the expectation that students are courteous, respectful, and compassionate. Student achievement, culture and character are enhanced at *Rise Prep* through the crew system, a unique advisory system that is a powerful tool for learning. Often, time in crew is spent supporting character education, portfolio work, adventure and literacy.
- 4) Leadership and School Improvement** – Success at *Launch* is supported by strong and collaborative leadership that uses data to drive school improvement and links the EL philosophy to the school as a whole. Leaders create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture.
- 5) Structures** – Clear structures are in place that provide time for both student and teacher learning and development. The schedule will integrate blocks of class time, opportunities for integration of the disciplines, and common planning time for teachers. The schedule accommodates project work, fieldwork, service learning, and flexible groupings of students. Teachers will use extended preparation, common planning and structured professional development to analyze student data and determine instructional priorities. Professional development through Expeditionary Learning is provided on the national, regional, network and school level.

### **Technology**

Through the generous donation of Jonathan Harber, CEO of SchoolNet and *Launch* board member, *Launch* will be implementing the SchoolNet Instructional Management Suite free of charge. This powerful education software, utilized by many large districts around the country, will allow *Launch* to “link data analysis and reporting to formative assessments, standards-aligned curriculum management, teacher gradebooks, professional development management, and parent portals” (SchoolNet website).

### **Special Education**

*Launch* is dedicated to providing services to students with special needs. *Launch* will employ a Special Education Coordinator who will work with the Committee on Special Education (CSE) to ensure that IEP’s provide the least restrictive environment for students to learn. The Special Education Coordinator will work with Special Education and General Education teachers to ensure that student’s needs are being met in accordance with a student’s IEP and all applicable laws.

### **English Language Learners**

Students who are not proficient in English (Limited English Proficiency (LEP) or English Language Learners (ELL)) will be provided with the support necessary to not only gain the language skills necessary to succeed in school, but will also be given the support to meet or exceed state learning standards in all subjects. *Launch* will offer targeted instruction for ELL students from certified ESL teachers. ELL students will receive either full-time or part-time ESL instruction based on their level of need. In general education classrooms, teachers will be trained in the Sheltered Instruction Observation Protocol in order to meet both the content and language needs of ELL students.

### **Extended Learning Time**

*Launch* will work on an extended day and extended year schedule. Students will be in school from 7:45am to 4:30pm each day. The school year will run from the first week in September through the second week in July. More time on task will allow *Launch* students to make even greater academic gains from year to year. Extended day, extended year also allows for greater autonomy and flexibility in implementing the comprehensive tools of the EL model, increasing effectiveness for the students.

## **Governance**

The *Launch Expeditionary Learning Charter School* Board of Trustees is the governing body of the school, responsible for both oversight and policy-making. The proposed size of the board will be no fewer than seven members and no more than thirteen. Standing board committees will include the Executive Committee, Finance Committee, Education and Accountability Committee, and Personnel Committee. The board will be responsible for evaluating the effectiveness of the Executive Director.

The Board of Trustees will grant authority for day-to-day operations to the Executive Director. The Principal, Director of Operations and the Instructional Guide will support the Executive Director in this task. The Principal and the Instructional Guide will implement curricula and assessments and support staff through comprehensive and targeted professional development. The Director of Operations will be responsible for ensuring that all non-academic aspects of the school are running smoothly and supporting teaching and learning. The Executive Director will be responsible for managing and evaluating the Principal and the Director of Operations. Seven teachers will be hired in the start-up year, each of which will also serve as a crew leader or grade advisor.

Length of terms on the Board are determined by the Bylaws as follows:

### **Term of Office.**

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school shall be one (1) year, unless the child leaves the school.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee’s election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because

of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

## **Students**

### **Enrollment Planning:**

During the first year, *Launch* will serve students in the sixth grade, with four classes of twenty-five students in each grade, for a total of one hundred fifty students. We will add one class each year until we are at full capacity in year six, with up to seven hundred students in grades six through twelve. The first five years of growth (through renewal) are demonstrated in the growth model below, accounting for attrition:

Growth Model

<b>Grade</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
6	100	100	100	100	100
7		90	90	90	90
8			81	81	81
9				100	100
10					90
11					
12					
<b>Total</b>	<b>100</b>	<b>190</b>	<b>271</b>	<b>371</b>	<b>461</b>

It is *Launch's* goal to recruit a student body that is representative of our community school district, and one that has equal to or greater than the district average of students with disabilities and ESL students. To do this *Launch* will:

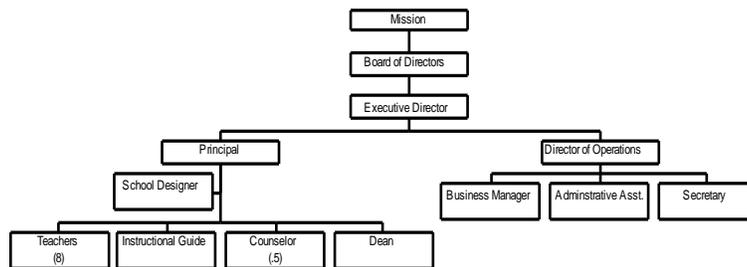
- Develop marketing materials that contain a description of the special education, ELL, and related services that the charter school will provide directly
- Highlight in marketing materials Expeditionary Learning's capacity for engaging and meeting the needs of English Language Learners students and students with disabilities.
- Provide all marketing and application material in both English and Spanish based on the demographics of Community Board 3 (CB 3) and CSD 16
- Meet with CB 3 and Community Educational Council 16 (CEC 16) to discuss the needs of the community and identify locations in the community to target recruitment
- Meet with the Committee on Special Education (CSE) for CSD 16 to inform them about the school, learn about community needs, and leave promotional and recruitment material at the office to be provided to families of students with disabilities
- Leverage partnerships with CBOs such as CAMBA and Children of Promise to facilitate recruitment and identify locations and organizations in the community to target
- Provide a Spanish translator at recruitment events and information sessions
- Provide assurance in marketing materials that all communication to parents will be available in Spanish and translation will be available at school functions
- Provide assurance in marketing materials and at informational sessions that English Language Learners and students with disabilities will have access to all programs offered by the school and available to general education students

In addition to the strategies described above to recruit a student body composed of equal to or greater than percentages of students with disabilities and English Language Learners, *Launch* will do the following to secure enough applicants to fill the school:

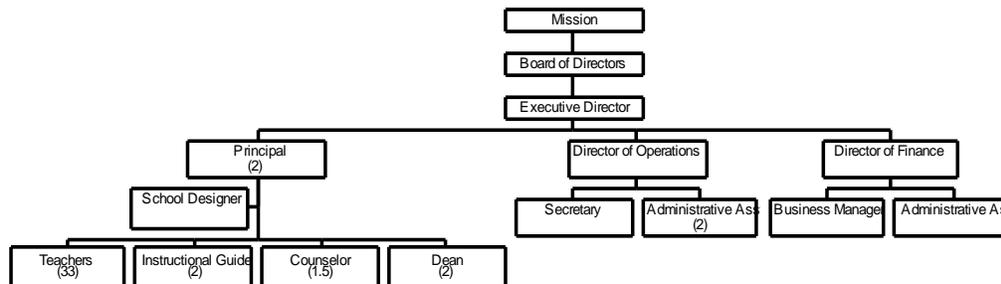
- Attend and participate in community events organized by local elected officials, community based organizations, and other cultural institutions to inform families about Launch and garner parent and student interest and excitement through presentations and marketing material.
- Present to PTAs of elementary schools within CSD 16 and work with school leadership and counselors to promote Launch as school of choice for students leaving 5<sup>th</sup> grade
- Present at meetings of CB 3 and CEC 16 to inform the community at large about the opening of the school and the Expeditionary Learning model
- Work with NYCOP to coordinate positive press coverage on radio, television, and in local and neighborhood newspapers including the placement of advertisements
- Create an internet presence through a school website and Facebook group as well as engaging with neighborhood blogs such as bedstuyblog.com and community forums such as brooklynian.com

## Personnel

### Year 1 Organizational Chart



### Year 5 Organizational Chart



The **Executive Director (ED)** reports directly to the board and is responsible for ensuring the effective implementation of policies established by the board and this charter. The ED manages the Principal, DoO, and DoF and makes final decisions including but not limited to hiring, budgeting, and resource allocation.

The **Principal** is the instructional leader of the school. In year four a second principal will be hired as the instructional leader for the high school. The Principal supervises and evaluates all instructional staff and ensures that the educational program is meeting the goals of the charter through professional development, curriculum design, and staff accountability.

The **Director of Operations (DoO)** reports directly to the ED and is responsible for ensuring the effective management of the non-instructional functions of the school. The DoO manages admissions, student records, food services, the generation of required reports, and other operational and compliance responsibilities. The DoO will supervise and evaluate non-instructional staff, including the Business Manager until a DoF is added to the staff.

The **Business Manager (BM)** reports initially to the DoO and eventually the DoF. The BM, working closely with CSBM, is responsible for managing the business operations of the school, including purchasing, payroll, reporting, and banking.

The **Director of Finance (DoF)** when hired will assume the financial responsibilities that were shared previously by the ED and CSBM, including but not limited to supervision of the school budget, tax filing, management of the annual financial audit and reporting to auditors, and supervision of banking.

The **School Designer (SD)** is an expert in the expeditionary learning model, provided to the school by New York City Outward Bound (NYCOB) and supported by a grant from the Bill and Melinda Gates Foundation. The SD will work with the school leaders prior to school opening to develop the educational and professional development programs, and will spend several days a week in the school upon its opening to assist in implementation.

The **Instructional Guide (IG)** is an instructional coach on-staff full time at the school funded initially by the Gates grant through NYCOB. The IG provides professional development to share best instructional practices, guides curriculum, lesson, and expedition planning, and provide feedback to teachers and the Principal based on classroom observations.

The **Instructional Staff** - including teachers, counselors, and deans – work directly with students to develop their academic skills and character. Instructional staff are responsible for ongoing assessment of students’ needs and developing standards-based lessons and expeditions to meet these needs through classroom instruction and the crew program.

**Budget/Facilities**

- **Provide the amount of the proposed first year budget.**
  - Using the DOE budget template and assumptions the proposed first year budget for public facilities is as follows:

Revenues	<b>\$1,864,938</b>
Expenses	<b>\$1,725,930</b>
Net Income	<b>\$139,008</b>

- **Identify expected revenue sources beyond those of the school’s per pupil allocation.**
  - New York City Outward Bound is the Institutional Partner of *Launch Expeditionary Learning School*. NYCOB received a Bill and Melinda Gates Foundation Grant to open small, Expeditionary Learning Schools in NYC. *Launch* will receive \$520,000 over five years, \$190,600 of which will be received in the first operational year. NYCOB will provide documentation of the funds and a Letter of Intent stating that, if chartered, *Launch* will receive these funds.
- **Identify any loans that are part of the proposed budget.**
  - No loans are part of the proposed budget
- **Describe the facility if one has been identified. Indicate when the facility is expected to be ready or what stages the school is in terms of securing the facility.**
  - We have not identified a private facility, but are scheduled to meet with Civic Builders to discuss possible private facilities options. A *Launch* board member that specializes in Real Estate law is helping to spearhead this effort.
  - *Launch* remains flexible regarding the community where it will site, as long as it is serving children in need. The planning team hopes this will assist the DOE in locating any possible public space that may be available.

**Community Support**

*Launch’s* decision to site in CSD 16 was a recent one. We have contacted CAMBA and they are interested in partnering with *Launch*. We have also met with Morty Ballen of Explore charter school who has helped us strategize about gaining community support. We plan to attend CB3 meetings the week of 4/5. Evan Kilgore works in CSD17 and is leveraging parent contacts from CSD16 to assist in garnering community support. Understanding that a school

can only be successful when the principal stakeholders, parent and students, are supportive, the planning team will spend a significant amount of time in CSD building community support

## **Mott Hall Charter School**

### **Executive Summary of Proposed Charter School**

#### **Address the following:**

##### **Applicant**

The lead applicant for the Mott Hall Charter School is Bob Lesser, the Director of New School Development for Replications, Inc, a non-profit school start-up and support organization with a ten year track record of launching new schools based on the Mott Hall model and for the past two years of providing on-going academic, operations, and accountability related support to schools as a Partnership Support Organization. The planning team for the Mott Hall Charter School includes the current Principal, grade level lead teacher, and social worker from Mott Hall Bronx High School, a non-selective, IB accredited DOE public school located in CSD 9. The planning team also consists of key members of Replications, Inc. staff including Replications' Director of Instructional Support and Director of Development.

##### **Curriculum/Assessment/Instruction**

At Mott Hall Charter School we believe that a rigorous academic program is required to prepare our students to meet the increasing demands of high school, college and career. Thematically we are focused on International Mindedness supported by the International Baccalaureate MYP framework. In all content areas, teachers will use the LCI model for curriculum development, which will be assessed by predesigned periodic assessments and data systems to analyze student achievement, and a strong advisory system will induct all constituents into our value system. MHCS will provide both targeted interventions and heterogeneous group experiences. A strong literacy program sets the foundation for our students to access knowledge in all classes. For students struggling in reading we will offer a research based and field tested intervention such as Scholastic's Read 180 program. At MHCS, all learning activities and assessments are based on New York State and International Baccalaureate Standards.

##### **Special Needs Students**

Mott Hall Charter School will ensure that English Language Learners (ELL) and students with Individual Educational Plans (IEPs) have the additional resources they need to thrive. Our goal will be to mainstream these students into the most challenging and least restrictive classes possible. We will ensure that students receive all necessary accommodations to enable them to meet State standards. The MHCS Special Education teacher will work closely with other teachers to help them understand the needs of the

students with IEPs and help implement the best teaching practices. MHCS will provide English Language Learners with the support they need to ensure they excel. When ELL students require additional English language instruction, the school will take advantage of its Saturday program to provide additional ESL instruction. Our ELL instructional model will be the SIOP model, in which all MHCS teachers will receive training. Additionally, all non Spanish speaking staff will receive immersion Spanish training.

### **Technology Infusion**

MHCS will infuse technology into instruction in two ways. First, a focus of MHCS is technology literacy, ensuring that our students have the skills to navigate an increasingly complicated digital world. During their three years at Mott Hall Charter School, students will be proficient with digital technology including on-line research and news sources, blogging, podcasts, and creating websites and videos. Secondly, MHCS staff will use technology as a tool to improve instruction and reach students in a way that best supports their learning needs.

### **Governance**

- Provide information on the number of trustees, the selection process, and the length of terms.

The Mott Hall Charter School Board (MHCS) will be comprised of no less than five and no more than eleven trustees. Trustees will be selected based on their commitment to the mission and vision of the MHCS and the community as well as expertise in areas of Board responsibilities (including finance, operations, legal, facilities management, educational accountability, etc.). Proposed founding Trustees will be interviewed by the planning team to determine if s/he objectively meets the agreed upon criteria. Once the founding Board of Trustees is established, the Board Nominating Committee will lead the nomination of new Trustees.

MHCS Trustees will serve three-year terms, and may be re-elected for up to three consecutive terms. Trustees completing three consecutive terms may be re-elected to the Board one year after the end of their third term.

- Provide information as appropriate on any special provisions regarding subcommittees or restrictions on Trustees.

MHCS Trustees will serve on a minimum of one of the following Committees: Executive, Finance & Operations, Educational Accountability & Student Affairs, Grievance, and Nominating.

The Board of Trustees will also reserve nonvoting seats for one MHCS parent and one MHCS teacher.

## **Students**

- List the number of students and grades in the first year and the fifth year.
  - In its first year Mott Hall Charter will serve 100 students in the 6<sup>th</sup> grade.
  - By its fifth year Mott Hall Charter will serve 300 students in grades 6-8.
- Identify how students will be recruited.

Students will be recruited through a broad outreach effort including presentations at public and private feeder schools, open houses at the school, outreach meetings with local CBOs and houses of worship, and if needed, advertisements in local newspapers.

- Identify what population the school expects to serve.

Mott Hall Charter School students and families are anticipated to come from the neighborhoods in either CSD 8 or 9. These areas are predominately Hispanic/Latino and African American with significant numbers from both districts designated English Language Learners (mostly Spanish speaking) and Special Education. Children in these districts are among the most underserved and at-risk of academic failure in New York City.

- Identify any special admission preferences.

Not applicable

## **Personnel**

- Identify the members of the first year administrative staff. Identify any special job requirements. Describe the proposed personnel needs.
  - First year administrative staff includes the school Principal and Director of Operations
  - First year staffing includes a Social Worker, 2 ELA, 2 Math, 1 Science, 1 Social Studies and part-time Special Education, ELL, Art and Physical Education teachers.
- Identify the proposed staff as the school expands.
  - By its fifth year staffing includes a Social Worker, 5 ELA, 5 Math, 4 Science, 4 Social Studies, 1 Special Education, 1 ELL, 1 Arts/Music and 1 Physical Education teachers.

## **Budget/Facilities**

- Provide the amount of the proposed first year budget.
  - \$3,235,048

- Identify expected revenue sources beyond those of the school's per pupil allocation.
  - Beyond per-pupil funding and the Federal CSP grant, Replications will seek philanthropic support from charter funders including the Louis Calder Foundation, Charles Hayden Foundation, and Altman Foundation.
- Indicate the budget or surplus expected in the first year budget.
  - \$1,446,662
- Identify any loans that are part of the proposed budget.
  - We do not plan to seek any loans at this time.
- Describe the facility if one has been identified. Indicate when the facility is expected to be ready or what stages the school is in terms of securing the facility.

Our preferred facilities plan is to work closely with the New York City Department of Education's Office of Portfolio Planning to find appropriate space in an existing City school building that is either currently under-utilized or has a school that is phasing-out due to under performance. As a contingency plan we are also working with SCA realtors to identify other sites in the district including commercial real estate, dormant parochial schools, and community centers or housing developments that may be willing to host a high-quality middle school. Our minimum requirements for a non-DOE site include:

- ADA compliant barrier free access
- Minimum 22,500 square feet (12 classrooms at 600 square feet each, additional 1,500-2,000 square feet rooms for library and multipurpose functions)
- Low floor (B-5) and generous fire egress stairs
- Minimum column bay of 25 feet and minimum slab to slab beam depth of 14'
- Accessibility to public transportation
- Explain any plans for construction of a permanent facility or expansion of the proposed facility.
  - We plan to contact organizations such as the Non-Profit Finance Fund which provides financing and Civic Builders which provides turnkey real estate services for charter schools to learn more about long term facility solutions including development and new construction options.

### **Community Support**

- Briefly describe community support.

Strong community support is the foundation for any new school. The Mott Hall model is well known in the community, based on the success of the original Mott Hall School, Mott Hall 3, Mott Hall Science and Technology Academy, Mott Hall Community School and Mott Hall Bronx High School in

nearby districts 8 and 9. Replications, Inc. is known by community leaders and parents in these districts. We are in the process of further building our connections with local non-profits, community leaders, and parents in support of the Mott Hall Charter School and will continue efforts to meet with these stakeholders. Our intent is to not only inform and share information, but to elicit feedback and participation in the creation of the school. We have created a short survey asking community stakeholders what is most important to them in the creation of a new middle school.

## **NEIGHBORHOOD CHARTER SCHOOL OF HARLEM**

### **Executive Summary of Proposed Charter School**

#### **Applicant**

The Lead Applicant, Ruth Meyler, is an attorney by profession. She has been involved with charter schools as a trustee and employee for more than ten years. She served on the board and as Chief of Staff of Gateway Charter High School in San Francisco before moving to New York. Gateway has a specialized program for students with learning disabilities and Ruth was very active in improving services for these students. After moving to New York, Ruth was one of the founding trustees of Leadership Prep Charter School in Brooklyn. She is also a trustee of St. Hope Leadership Academy Charter School in Harlem.

#### **Curriculum/Assessment/Instruction**

##### *Basic Educational Philosophy*

We will offer a rigorous academic program with a balanced approach combining intensive direct instruction in necessary knowledge and skills with development of problem solving, independent learning and critical thinking skills. Our Social Studies and Science Curricula will be content-rich. We will offer a strong Arts program.

##### *Curriculum*

Balanced Literacy (Teachers College) supplemented by Text Talk. Everyday Math supplemented by TERC Investigations. Houghton Mifflin Social Science. FOSS Science. Core Knowledge to supplement and add more challenging content in all core subjects where appropriate.

##### *Standards*

New York State

##### *Testing Program*

Terra Nova

##### *Services to Special Education and Limited English Proficient Students*

- Specialized inclusion program for high functioning students with autism spectrum disorders (ASD) modeled on the DOE's ASD Nest program;

- Two ASD classrooms in each grade each with 12 students in kindergarten and 16 in first grade and above; four ASD students in each class, rising to five in third grade; two teachers in each ASD classroom, one with special education certification;
- Lottery set-aside for ASD students.
- Extensive outreach program to reach low income families with children on the autism spectrum (under-served by the ASD Nest program;)
- Screening program to verify that a student is on the autism spectrum and sufficiently high-functioning to access the general curriculum with appropriate specialized supports. The program will be conducted by the YAI Autism Center;
- Special education students admitted through the general lottery will be served in the ASD classrooms if appropriate or in a third, general education classroom in each grade;
- The general education classroom will have two teachers and will be staffed as a CTT classroom if needed to serve the school's admitted students;
- The school will provide application materials in Spanish and target Spanish-speaking venues such as churches in recruiting students. The school will comply with legal requirements in serving LEP students, including administering the Home Language Questionnaire and the NYSESLAT. Specialized staff will be hired if needed to serve the school's admitted students.

#### *Special Features*

- Specialized program for high-functioning students with autism spectrum disorders (see above)
- A longer school day and school year providing more time for instruction;
- Two teachers in every classroom allowing small group instruction and differentiation for individual student needs;
- Specific instruction in self-regulation and social and emotional skills for all students.

#### **Governance**

##### *Number of Trustees, selection process and length of terms*

- The number of trustees authorized by the bylaws is between five and 15. There are currently seven members of the founding board.
- *Trustees must (i) be 21 years old; (ii) support the mission of the school (iii) have an unwavering belief that all students can learn (iv) have experience and expertise in the fields of education, special education, non-profit governance, Asperger's Syndrome or Autism Spectrum Disorder, real estate, law, fundraising, business, technology, finance and accounting, educational administration or community and/or youth development (v) understand the obligations of a charter school board of trustees and (vi) be willing to participate in regular board training.*
- The founding board has been selected based on the above qualifications. In future the Governance Committee of the board will select candidates, study their qualifications and present them to the full Board for approval.
- The board will include a parent of a student in the school.
- The term of office is three years and trustees may not serve more than two consecutive three-year terms. A trustee must take a break of at least a year before seeking re-election.

##### *Special provisions relating to subcommittees or restrictions on trustees*

None

## **Students**

### *Number of students and grades in the first and fifth year*

- There will be 106 students in the first year in kindergarten and first grade.
- We project that there will be 323 students in the fifth year in kindergarten through fifth grade.

### *Identify how students will be recruited*

- ASD students will be recruited through extensive outreach to pediatric clinics, Head Start programs, providers of Early Intervention services, specialist pre-school autism programs and non-profits serving young children such as Resources for Children with Special Needs and Advocates for Children. Typically developing children will be recruited through the same organizations where appropriate as well as through churches. We will distribute brochures near schools and high traffic areas of Harlem.

### *Identify what population the school expects to serve*

- The school will serve high-functioning students with autism spectrum disorders as well as typical children in inclusive classrooms. The Centers for Disease Control have reported that one child in 110 has autism. Of these children, approximately one third have sufficient cognitive ability to access a general curriculum in an inclusive setting with appropriate supports. However, very few such children currently have access to specialized programs that are designed to meet their needs. African-American, Hispanic and low-income children are under-represented in the programs that currently exist, partly because they are often not identified as being on the autism spectrum until significantly later than more privileged children. The school will have an extensive outreach program to find and recruit these children.
- The Applicants would prefer to locate the school in CSD 5 (Central Harlem).
- Central Harlem is a low-income, predominantly African- American and Hispanic community.
- The average poverty rate in CSD 5 schools in 2008/2009 was 74.3%.
- Although there are several excellent charter schools in Harlem, CSD 5 schools continue significantly to under-perform the New York City average. In 2009, scores on the NYS tests in ELA and Math in the third and fourth grades were lower than the NYC average by approximately ten percentage points.
- Although the school will give preference to students living in CSD 5, we expect to recruit ASD students from neighboring districts as well.

### *Special Admission Preferences*

Lottery set-aside for eight ASD students in each grade (see above).

## **Personnel**

*Identify the first-year administrative staff. Identify any special job requirements. Describe the personnel needs.*

- First year administrative staff will consist of a Head of School, a Director of Curriculum and Instruction, a Director of Operations and a full-time Director of Special Education as well as an office manager and a secretary.
- The Head of School and Director of Curriculum and Instruction must have urban education experience. The Director of Special Education must have special education certification and significant experience working with special needs children, with a strong preference for experience with students on the autism spectrum.
- In the first year the school will need to hire the administrative staff described above, fourteen teachers, of whom at least four will have special education certification and a speech and language pathologist. Social work and nursing services will be contracted.

*Identify the proposed staff as the school expands*

- The school will add a Director of Finance and a full-time Social Worker in the third year.
- The school will add additional speech and language pathologists in years two and three.
- The school will need to hire seven teachers each year (two for each of three classrooms and a coverage teacher for each grade). At least two of these will have special education certification.

### **Budget/Facilities**

*Provide the amount of the first-year budget*

The total operating budget varies between \$2,131, 849 and \$2,374,554 in the first year depending on the variables described below.

*Identify expected revenue sources beyond those of the school's per pupil allocation*

- The school has received a planning grant from the Walton Family Foundation and expects to be eligible for a pre-authorization grant of \$30,000 in the summer of 2010 and a post-authorization grant of \$200,000 once the charter is granted.
- The school will apply for federal CSP funding
- The school has submitted a request to the DOE (Michael Duffy) for a supplemental allocation of \$40,328 per ASD student (to replace the allocation of \$19, 965 applicable to special education students who receive services for more than 60% of the day). This supplemental allocation would cover the additional costs associated with providing the specialized services that the school's students with ASD will require.

*Identify the budget or surplus expected in the first year*

We have prepared four budgets with different assumptions and different levels of expenditure.

- Budget A assumes that the school receives the supplemental funding for its ASD students that it has requested and that it is located in a DOE facility. This budget shows a surplus of \$97,377 in the first year.

- Budget B assumes that the school receives the allocation that it has requested and rents a private facility. This budget shows a surplus of \$21,062 in the first year.
- Budget C assumes that the school receives no additional funding and is located in a DOE facility. This budget shows a surplus of \$42,564 in the first year.
- Budget D assumes that the school receives no additional funding and rents a private facility. This budget shows a surplus of \$39,074 in the first year.

*Identify any loans that are part of the proposed budget*

None

*Describe the facility etc.*

We have not identified a facility

*Explain any plans for construction of a facility etc.*

None

## **Community Support**

*Briefly describe community support*

- The planning team set up informational booths at the Link Educational Expo and the Harlem Parents United Education Fair. Parents showed a great deal of interest in the school and many signed the petition of support.
- The planning team held a large information event at the Hue-Man bookstore in Central Harlem at which we made presentations and spoke to parents and community members. The bookstore is a community hub and is owned by founding board member Marva Allen. Many parents attended and signed the petition of support.
- Planning team members attended an event in connection with World Autism Awareness Week and met several Harlem parents with young children on the autism spectrum. All signed the petition of support.
- More than 200 parents have joined the mailing list for our email newsletter.
- The school is supported by The Power of One, a Harlem community organization that works to strengthen small businesses in Harlem.
- The school is also supported by Harlem RBI, the Northside Center for Child Development and Big Brothers, Big Sisters.
- The school is supported by several organizations that work with children, including children with special needs, such as Advocates for Children and Resources for Children with Special Needs.
- Members of the planning team attended a meeting of Community Education Council 5 in April 2010 and explained the plans for the school. The Council expressed its support.

## **NEW YORK FLEX CHARTER SCHOOL EXECUTIVE SUMMARY**

### **Applicant**

The lead applicant and Board member, Salvatore Vasi, is joined by additional Board members Michael Cohen, Victor Geraci, Roger Griffith, and Roberto Gutierrez as applicants for the New York Flex Charter School. The five Board members have the requisite capacities to oversee the school's operations with great competence.

Salvatore Vasi, private investor, brings his background in finance, accounting, and legal contracts to the Board. Raised and educated in New York and a long term resident, he has a deep interest in the education needs of children in this community. His volunteer work has included participating in programs for special needs students.

Michael Cohen, an expert real estate advisor and business leader in Manhattan, assists a wide range of national corporations to acquire their facilities. His experience extends to organizational leadership, business process, and fundraising. His community service has included being chairman of Housing and Services Inc. whose mission is to provide permanent supportive housing with on-site services to prevent homelessness in New York City.

Victor Geraci, attorney, member of the community and a business leader in Manhattan, brings extensive experience in organizational leadership, business process, and fundraising to the Board as well as knowledge of the law.

Roger Griffith, Associate Conservator, The Museum of Modern Art (MOMA), and resident of Manhattan, brings experience working with the MOMA high school program; extensive experience in the cultures and customs of many diverse countries; and nonprofit work experience (both business and service) to the New York Flex Board.

Roberto Gutierrez, accomplished communications executive, brings his skills and experience in organizational leadership, brand management, and messaging to the New York Flex Board. He has worked for universities, foundations, and an education management company. Another vital asset he brings to the Board and school is that he is fully bilingual (Spanish and English).

New York Flex Charter School is partnering with K12 Classroom LLC ("K12") as an Institutional Partner. The Board members have chosen K12 based on discussion and research into public schools using digital teaching resources, concluding that K12 is the premier provider of curriculum, systems, and services. K12 is a technology-based education company that provides curriculum and educational services for digital delivery to teachers and their students in grades K–12. K12 has developed over 185 digital

courses with over 21,000 lessons currently being used by over 70,000 full-time public school students in twenty-six states and more than 30 countries this year. K12 will provide curriculum, instructional materials, digital resource functionality, testing and assessment tools, and teacher training. In addition, K12 will provide other support and financial services if requested by the Board and the staff of the school. Such services may include assistance in budget preparation and financial management, facility management assistance, human resources support, and other tasks as designated by the Board and staff of the school, and as will be more specifically outlined in an Institutional Partnership Agreement.

## **Curriculum/Assessment/Instruction**

### **Basic Educational Philosophy**

An educated person in the 21<sup>st</sup> century is one who not only has a solid understanding of and facility with fundamental concepts from the core academic subjects, but also has the ability to think critically about the issues we face as part of a global community in the age of information and technology. New York Flex will equip their students to be well-educated 21<sup>st</sup> century citizens. We believe that a comprehensive and rigorous curriculum, high expectations, strong instructional support, guidance from experienced teachers, strong commitment from parents (or other caring adults), and access to technology (computer, Internet and digital interactive curriculum) will boost student achievement, serve the unique needs of students and families, and offer a powerful model for effective public education in the 21<sup>st</sup> century.

Our approach to education assumes that students learn best when information is presented through a variety of learning styles. Thus, each teacher lesson and digital resource contains content that is presented through the following modalities: visual, auditory, and kinesthetic. In addition, using K12 digital resources in the classroom, teachers are available to assist students with supplementary materials or recommended approaches should the student have difficulty understanding the content of a lesson. Teachers will provide direct instruction in all subject areas indicated as needed by teacher assessments, embedded assessments, or other performance assessments.

Our use of differentiated instruction and extensive use of assessment data for interventions and support is informed and guided by extensive research. The digital resources provide teachers with powerful data from embedded daily, unit, benchmark, and semester assessments that is valid and reliable, with assessments created by experts. Teachers meet weekly to use this data to plan their classes, collaboratively figuring out which students and standards to focus on, and planning the following week of class groupings and content. And, these resources enable students who are struggling the most to get the most time with teachers while more advanced students can move through the lessons faster, have additional assignments and projects, or take more advanced classes.

### **Curriculum**

New York Flex will offer grades 9 through 12 courses which meet the New York and New York Flex graduation requirements in each of the eleven subject areas: English Language Arts; Social Studies; Science; Mathematics; The Arts; Languages Other Than English (LOTE);

*New York Flex Charter School 2*

Technology Education; Health; Physical Education; Family and Consumer Sciences; and Career Development and Occupational Studies (CDOS).

### **K12 Curriculum (English Language Arts, Mathematics, Physical Education, Science, Social Studies, Visual Art, Music, Language other than English, Health, Technology Education, Career Development and Occupational Studies)**

With appropriate staffing, New York Flex will be able to offer many K12 high school courses and levels of courses from core through honors and AP designed to help students earn their high school diploma and find their own path to post-high school success—whether that’s in college or in the workforce. Students can take up to four years of a world language (depending on the language), and choose from a variety of electives. The teachers will have access to the rich, engaging K12 curriculum content with interesting interactive demonstrations and activities which help students absorb and retain information.

### **Pearson Curriculum (New York State History)**

New York Flex plans to use Pearson’s **United States History©2010** U.S. history curriculum that includes relevant New York historical events. This curriculum aligns instruction to the New York State Learning Standards. Assessments provide preparation for the Regents Exam.

### **Glencoe Curriculum (Social Studies (Government and Economics))**

New York Flex plans to use Glencoe’s **Civics Today: Citizenship, Economics, and You ©2010** curriculum. This curriculum addresses citizenship; local, state and federal government; the American political system; and the free enterprise system.

### **Glencoe Curriculum (Family and Consumer Science)**

New York Flex plans to use Glencoe’s **Applying Life Skills** family and consumer curriculum. This is a curriculum with hands-on projects covering financial literacy with math integration, study and workplace skills, career exploration, building relationships, parenting, Character Counts and Community Connections activities for character development, food and nutrition, cooking, clothing, and home care. *Applying Life Skills* supports differentiated instruction; helps teachers monitor students’ progress through a variety of assessments; provides re-teaching strategies; correlates to Family and Consumer Science standards; and includes teacher prep and scheduling tools.

### **Glencoe Curriculum (Career Development and Occupation Studies)**

New York Flex plans to offer Glencoe’s **Succeeding in the World of Work** course. This course is intended to prepare students for the 21<sup>st</sup> century workplace. It integrates academic standards-based activities with the real-world workplace. It covers topics including workplace skills, technology, and cultural differences. Features built into the curriculum include reading guides, career options, job outlook, and workplace ethics.

## **Standards**

The New York Flex curriculum is aligned to the New York State Learning Standards, Key Ideas, and Performance Indicators to ensure that New York Flex students will meet or exceed New York State's performance standards.

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## **Testing Program**

### **New York State Tests**

To assess our students' mastery of the New York State Learning Standards, New York Flex Charter School students will be required to participate in all required statewide assessments for high school students as appropriate, including the Regents Examination, Advanced Regents Examination, and Regents Competency Tests. New students who speak languages other than English at home take the Language Assessment Battery (LAB-R) test within ten days of starting school to assess their English language skills. Students who receive English as a second language assistance take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. Students who are unable to understand the math, science, and social studies State tests in English may take versions translated into Chinese (traditional), Haitian Creole, Korean, Russian, or Spanish. When tests are not available in the student's native language, the test may be translated orally to the student. English Language Learners who have been in the United States for less than one year are not required to take the New York State ELA test in their grade, but must start taking ELA tests after their first year.

### **Curriculum Assessments**

K12 curriculum assessments are embedded throughout the curriculum for teacher and administrator use. As extensive research shows, good feedback and assessment are critical to efficient and successful learning. Assessments show growth and progress, as well as any specific standards that might need remediation. The assessments also help the school to improve the program by providing information on the effectiveness of specific instructional activities and the curriculum overall.

The program makes use of a variety of formative and summative assessment instruments:

- K12 Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some, or all, of the lesson is advisable.
  
- K12 Unit Assessments show whether or not the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on.
  
- K12 Semester Assessments verify student mastery of key learning objectives for the semester.
  
- Scantron *Performance Series* tests in reading and math are administered each fall and spring to measure growth within each academic year, and to identify students who may need additional instruction before taking the state assessment.

○ Scantron *Achievement Series* will be utilized throughout the year to assure each student has mastered each state standard. Each test focuses on a key subset of relevant state standards. Achievement Series assessments will be used to identify gaps in learning, adjust instruction, and most importantly measure yearly academic growth.

### **Services to Special Education and Limited English Proficient Students**

New York Flex Charter School welcomes the opportunity to serve all students – including those with disabilities and English Language Learners. We will demonstrate good faith

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efforts to attract and retain a comparable enrollment of students with disabilities and limited English proficient students when compared to CSD 2, New York City schools, and other New York City charter schools. All public messaging specific to New York Flex will include the school's support to students with disabilities and English Language Learners, including related services. Information about these services and supports will be distributed throughout the target communities in public meeting areas such as YMCAs and libraries.

At no time will students with disabilities or those suspected of having a disability or being English Language Learners be discriminated against nor denied admission to NYFCS. Any student qualified to attend a New York City public school in the appropriate grade is eligible to attend New York Flex. We have projected a special needs population of 11% matching the proportion of special needs students enrolled in all New York City charter schools in the 2008-2009 school year. We estimate that 15% of our students will be English Language Learners (majority of home language being Spanish) equaling the proportion of ELL students in Manhattan schools in 2008-2009.

### **Special Needs**

New York Flex will educate students with disabilities in the least restrictive environment, with their non-disabled peers, to the extent appropriate and allowed by each student's Individualized Education Program (IEP) prepared by the Committee on Special Education (CSE) of the student's school district of residence and in compliance all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). All special education programs and services at the school shall be provided in accordance with Education Law § 2853(4) (a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the student's school district of residence. New York Flex will use the NYCDOE Special Education Operating Procedures Manual as its guideline for compliance.

Designated area/s will be allotted in the design of the school to allow for pull out services for needed therapies. The services may include, but are not limited to: speech language pathology, audiologist services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early rehabilitation counseling, orientation and mobility services, diagnostic and/or evaluative medical services and student and/or parent counseling. The school will always defer to the Committee on Special Education (CSE) to provide students with support services that are not available at the school or to place students where the best supports can be accessed. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP prepared by the CSE of the student's district of residence.

Students with disabilities will receive all notices concerning school-sponsored programs, activities and services when such notices are distributed to other students. Also, the school will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during normal school hours.

## **English Language Learners**

When students initially enroll in New York Flex, their families will complete a Home Language Identification Survey (HLIS) in a language or format the parent or guardian best understands. This instrument helps to identify students that may be ELL and therefore require additional screening. Any student whose home language or first language is not English is then interviewed by New York Flex staff in English, or if necessary in their native language, to make an assessment of the student's oral proficiency in English. Once this initial screening process is completed, New York Flex will conduct a formal assessment of any student who will require additional intervention by administering the Language Assessment Battery-Revised (LAB-R). Students performing below the designated cut-off on the LAB-R will be classified as ELL students. The parents of any student identified as ELL will receive information about the services and support to their student through a parent orientation.

New York Flex's ELL instructor will meet with the administration a minimum of quarterly and more often as necessary to review the extra curriculum and curricular offerings to ensure full access for all ELL students and families. All appropriate and necessary modifications to the curriculum and extra-curricular activities will be made to ensure equal access for all.

Annually, ELL students will be assessed using the New York State English as a Second Language Achievement Test (NYSESLAT) as well as the NYS ELA Assessment to evaluate their English proficiency. The NYSESLAT will provide indicators of proficiency and determine when a student will exit from ELL services and supports.

All employees will receive professional development in meeting the needs of the students with disabilities and ELL populations.

### **Special Features**

While our student population will represent diverse demographics, across that spectrum, New York Flex aims to serve students who can benefit most from individualized instruction--including students who are bored, want more challenge, want more electives, are behind in credits, want more technology access and resources, or want to be pioneers with a new school.

The educational model is particularly designed to meet the needs of this new generation of students, the "millennial generation" (born between the years of 1976-2000), who have come of age along with the Internet. New York Flex's teachers will be leveraging a powerful set of instructional tools and resources through K12's award winning curriculum, providing 21st Century tools and materials to achieve 21st Century learning objectives. Rather than spending precious instructional time searching for and collecting untested resources, our teachers will have a state of the art curriculum and tested instructional resources available to them at all times in their classroom. This access and training will enable our teachers to differentiate instruction for all students, spending more time with those students who need more support.

Because their models engagingly employ the technology tools students use in their daily lives and, in doing so, challenge them with demanding lessons that “meet them where they

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are”, we believe that with K12 as an Institutional Partner we will develop a school culture which promotes personal responsibility. We will work with our students on individual learning plans matched to their stated academic and non-academic goals. We will provide our teachers and students with the ability to track progress towards these goals on a daily basis. In this way, we will provide students with greater flexibility, but also with an increased focus on personal accountability.

This model of education is ideally adapted to the needs of high school students. With an incredible array of different level courses and electives, New York Flex has a specific pedagogical design to meet the needs of many types of learners and a supervisory model designed to meet both students’ developmental needs for support and at the same time their growing independence.

The school day will be longer than most schools in New York City to accommodate a wider scope of courses than traditionally offered, and to meet the enrichment and/or remediation needs of students.

### **Governance**

**Provide information on the number of trustees, the selection process, and the length of terms.**

The New York Flex Charter School will be governed by a Board of at least five Trustees according to the terms of the bylaws which will be adopted by the Board and will be consistent with the charter application. The New York Flex Charter School Board may elect any person to be a member who, at its discretion, it believes will serve the interests of the school faithfully and effectively. It is the Board’s goal that its members will represent a broad diversity of expertise and interests including teachers, parents, community members and business leaders. The current Board members have track records which demonstrate successful performance in education, business, and commitment to New York City and New York State. Their intent is to recruit other trustees who share their commitment to the New York Flex Charter School and have a variety of experience and talents including:

- Secondary urban education, including at-risk students
- Start up organizations
- Finance, especially school finance
- Law
- Facilities planning
- Community outreach
- Fundraising and partnerships
- Communications, marketing, and public relations

**Provide information as appropriate on any special provisions regarding subcommittees or restrictions on Trustees.**

The Board has ultimate responsibility to determine general, academic, financial, personnel, and related policies deemed necessary for the administration and development of New York Flex in accordance with its stated purposes and goals.

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Within one year of incorporation, the charter school will obtain federal tax-exempt status. The Board will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the Principal and Board Treasurer to ensure that the financial needs of the school are met and that the school is in full compliance with all local, state, and federal laws and regulations that apply to charter schools.

The Board is subject to the requirements of the New York State Open Public Meetings Act. Adequate notice of all meetings subject to the Act shall be given according to that statute.

The Board will be responsible for monitoring the performance of its Institutional Partner(s) under and in compliance with the terms of the Institutional Partner agreement(s). The Board will evaluate the Institutional Partner performance as well as the academic and operational performance of the school.

On at least an annual basis, the Board of Trustees will perform a self-assessment of their success in meeting their goals as a Board—individually and collectively.

**Students**

**List the number of students and grades in the first year and the fifth year.**

<b>NEW YORK FLEX CHARTER SCHOOL PROJECTED ENROLLMENT YEARS 1 AND 5</b>		
<b>GRADE LEVEL</b>	<b>YEAR 1 2011-2012</b>	<b>YEAR 5 2015-2016</b>
<b>9</b>	125	137
<b>10</b>	0	138
<b>11</b>	0	138
<b>12</b>	0	137
<b>TOTAL</b>	<b>125</b>	<b>550</b>

<b>Proposed Charter School:</b>	<b>Parkside Lighthouse Charter School (PLCS)</b>
<b>Preferred Community:</b>	<b>CSD 12- Bronx</b>

Authorizer:	New York City Department of Education
Full Grades (year 1 grades):	K-2 <sup>nd</sup> grade
Full Enrollment (year 1 enrollment):	138
Institutional/Management Partner:	Lighthouse Academies, Inc.
Lead Applicant:	Meghan Kimpton
Lead Applicant Contact Info:	646.915.0025; mekimpton@gmail.com
Proposed Launch Date:	August 29, 2011 (first day for students)

**Summary of Educational Program:**

The mission of the Parkside Lighthouse Charter School is to prepare students for college through a rigorous, arts-infused program. PLCS will grow to serve 322 students in grades K-6 in its first term. The school will be organized in two academies – a Lower Academy (K-4) and an Upper Academy (5-6 in the first term).

PLCS will engage students by infusing the arts into all areas of the curriculum and by building a strong school culture. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connect to their own lives, and when they feel emotionally and physically safe to take risks and learn. Within this context, PLCS will use a combination of carefully researched curricula and instructional practices to help all students master the NYS learning standards.

There are several core elements of the Lighthouse Academies design which we believe foster high student achievement as evidenced at Bronx Lighthouse Charter School. These are:

- Arts Infusion
- Standards-Driven, Rigorous, Research-based programs
- More Time on Instruction
- Assessment to Drive Instruction
- Professional Development
- Social Curriculum and SHINE

The core elements fuse together to form our school model. The Lower Academy focuses on building solid academic skills in content areas in order to prepare students for the more rigorous Upper Academy. Once students enter the Upper Academy, the focus is on application of skills and developing their ability to collaborate and solve more complex problems and complete more expansive projects.

## **Pivot Charter High School**

### **Executive Summary of Proposed Charter School**

#### **Applicant**

The co-applicants wholeheartedly subscribe to the notion that high school transformation occurs when a rigorous instructional program, high expectations for all community members, personalized relationships, youth participation and development, effective management, and a relentless attention to accountability on all levels intersect. Both also have a clear focus on student achievement and outcomes leading to graduation and successful entry into higher education or career opportunities, reinforcing the school's strong "college or career"-going culture.

Ben Harris graduated cum laude from the University of Central Oklahoma in 1997 with a bachelor of arts in Political Science after attending school on a full academic and leadership scholarship. During college he was the youngest student body president in the history of the school and was also awarded the Truman scholarship, which is a national graduate school scholarship awarded based upon dedication to public service and outstanding academic and leadership performance. Mr. Harris went on to graduate with a Master of Public Administration focused on Public Finance from the Maxwell School of Public Affairs at Syracuse University. After graduate school Mr. Harris ultimately co-founded an online education company, Advanced Academics in April of 2000 and successfully raised approximately \$12.5 million in private equity to finance the start-up. The company is still in operation today and was recently acquired by Devry University. Mr. Harris remains with the company today as a consultant on business development and regulatory matters. Mr. Harris resigned from the company in 2003 to accept a position in the administration of Florida Governor Jeb Bush as the Chief Information Officer for the Florida Department of Children and Families. After six months in this position he was promoted to Deputy Secretary in charge of all operations and technology for the agency. Mr. Harris oversaw a \$3 billion budget and approximately 23,000 employees and successfully oversaw the privatization of the child welfare system, a nationally recognized innovation in social services. After resigning from the agency in July 2004 he returned to Oklahoma in January of 2005 Mr. Harris began consulting by initially becoming a partner in the consulting firm of Turner Government Operations, a boutique firm of national experts on welfare reform, as a senior consultant that assists states in privatizing their welfare systems and tying work to benefits more closely. In addition to providing consulting services to Advanced Academics, Mr. Harris also provides services to organizations looking to restructure or grow through merger and acquisitions. He also serves on the board of directors and is a shareholder of a privately held air filter manufacturing and service company.

Dr. Matthew Ainley currently serves as the Chief Knowledge/Technology Officer of Believe HS Network Inc., an emerging CMO based in North Brooklyn where he is responsible for designing and implementing appropriate technology and knowledge/data solutions to support the growth, directives and policies of the educational program. His duties include strategy formulation, opportunity evaluation and tactical planning in relation to the technology platform of the BHSN and its constituent organizations. Dr. Ainley has been deeply involved in education reform, specifically in the NYC charter school sector for the last five years. His charter school experience includes experience as a high school physics teacher, chief technology officer and chief operating officer at the Williamsburg Charter High School, where he was responsible for the day-to-day operation of the school including budget development, grant compliance, human resources, policy making and providing professional development to staff members. Dr. Ainley holds a Masters Degree of Physics from University of York in the United Kingdom, a Doctorate of Philosophy of Computational Physics, NYS certification as a School District Leader (SDL), NYS certification as a School Building Leader (SBL) and is currently pursuing his 2nd Doctorate of Education Leadership from Concordia University. Dr. Ainley's achievements include the Duke of Edinburgh Award and the City and Guilds Award for Spoken English. Dr. Ainley's educational and technology background make him the ideal candidate to merge the two disciplines in the establishment of a 21 Century learning solution for NYC Students.

### **Curriculum/Assessment/Instruction**

- **Basic educational philosophy (i.e. constructivist, college preparatory)**

Pivot Charter High School (PCS) will prepare self-motivated, competent, life-long learners for the 21<sup>st</sup> century via a rigorous and personalized learning delivery system. PCS will employ a blended learning model that allows the spectrum of NYC students (those who are advanced, those who are low performing or struggling and those who seek credit recovery) access to a high-quality

high school option that aligns to their individual learning style. This model will include a combination of a direct instruction and project based learning environment, innovative online learning methods, college level coursework, life experiences and cultural support systems to ensure all students gain the knowledge, skills and trajectory that are valued in the modern workplace and necessary for future success. Students graduating from PCS will demonstrate critical thinking skills, self dependency, self-efficacy, mastery of content, effective communication skills, and a stake in the local, national and global community. While many students graduate high school, most do not have the skills and competencies needed to succeed in college, resulting in a lower retention rate for students in college. PCS aims to mitigate this trend through its educational program and demonstrate that the status quo is simply not acceptable.

- **Curriculum (i.e. Core Knowledge, Direct Instruction)**

PCS will employ a research based online curriculum developed by Advanced Academic Inc (AAI) that is bridged and augmented for face-to-face instruction and aligns itself to individualized student learning modalities and competencies, while creating opportunities for teachers to play an active role in shaping a unique curriculum. AAI is a subsidiary of DeVry University and has been providing online curriculum to school districts in 30 states throughout the United State, including 30 school districts within California.

Three core approaches will be integrated to support student learning: Fundamental Competency Block (FCB); Project Based Modules (PBM); Independent Learning Platform (ILP). FCB allows the school to assess fundamental academic competencies and modalities, provide remediation to achieve an equitable baseline for each student's academic track and advance high achieving students towards project and independent learning. PBM will incorporate small group learning and study that will span across content areas, allowing students an increased level of independence, while threading content in a cohesive manner, fostering critical thinking capacity. ILP will allow student to learn and master critical thinking skills in a self-sustaining manner, incorporating fundamental and collaborative experiences to achieve an advanced level of self-sustaining achievement. We believe this model allows for a natural progression of knowledge acquisition and application, akin to that of college and life. This model also allows for a more targeted implementation of intervention strategies for struggling and at-risk students.

- **Standards (NYS, NYC, New American)**

AAI courses in all core subject areas are aligned with NYS Content Standards in order to ensure success for all students in meeting the requirements of state-required standardized exams. These standards will serve as a guide in developing school goals and in making academic decisions. More than 90 semester-length courses, including Advanced Placement, electives, and foreign languages will be offered to students who enroll in the School. Core courses are externally certified for their alignment to state content standards by Six Things, Inc., a third-party correlations and standards alignment company.

- **Testing program (Iowa, CTB)**

Every course offered by the Charter School, regardless of the field of study, is developed by instructional designers under the guidance of subject area experts. Each course has built-in assessments at both the unit and course levels. PCS will employ and utilize multiple forms of assessment that include diagnostic, formative and summative assessments. These diagnostic, interim, portfolio/embedded assessments and exit exams will be used to assess, monitor and accelerate student progress throughout the instructional phase and used to provide feedback to

both students and teachers. Charter School teachers will perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Progress data will be collected at the class, unit, and course level through teacher-developed and standardized assessments that include norm-referenced assessment for Literacy and Numeracy (i.e. Terra Nova, NWEA, NEAP) to establish a baseline upon student's arrival and to measure annual growth.

- **Services to special education and limited English proficient students**

PCS believes that a blended, all-inclusive instructional model avails specific opportunity for students with special needs, including English language, those with disabilities and those who need academic intervention support. We aim to utilize instructional and adaptive technology to increase curriculum effectiveness, participation and progress by applying these platforms and principles to all aspects of the model, and more specifically, core instruction. PCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students' school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"). All students that are English Language Learners will be placed on a trajectory to become proficient in the English language utilizing a structured English immersion program with all the necessary supports and modifications.

- **Special features (longer school day and year, smaller class size, portfolios, interdisciplinary classes, looping)**

- College Atmosphere: Through the implementation of curriculum, group and independent study, school culture and norms, the setting of expectations, external experiences and supports, PCS will serve as a model of bringing the post secondary institutional experience to today's NYC high school student.
- 24/7 Support: To provide assistance to students 24/7, PCS will utilize its student support team, which handles both educational and technical issues. All personnel can be reached by phone via secure instant messaging or e-mailing systems.
- University Accreditation: PCS plans to request affiliation with several universities and colleges such as DeVry University, City University of New York, State University of New York, as well as private institutions to receive course accreditation.
- Course Transferability: Through partnerships with accredited secondary schools, PCS offers transferable credits with real-time certified instruction that can be applied directly toward receiving a high school diploma from a local school district or charter school.
- Programmatic & Human Capital Efficiencies: The PCS model allows for greater efficiencies and more targeted approach to student and teacher support. We believe that more time on task for students in a college atmosphere, increased innovative targeted assistance, increased flexibility, instructional and adaptive technology, effective data application, and student/teacher capacity expansion and development all serve as the perfect storm for increased performance, progress and student achievement.

## **Governance**

- **Provide information on the number of trustees, the selection process, and the length of terms.**

The Board of Trustees shall serve as the governing authority of PCS and be ultimately accountable to the authorizer for meeting the terms set forth in the charter. The primary responsibility of the Board will be to govern PCS so that it meets the mission of the school as it relates to its academic success, fiscal viability and organizational fortitude.

The founding board will consist of 5 board members and can have no fewer than 5 members and no more than 11 members at scale. The board in accordance with regulation will not have more than 40% of its membership affiliated with one entity. The Board will operate in accordance with a set of by-laws and in keeping with open meetings law requirements in accordance with statute. The board will consist of five standing committees: Executive, Finance & Operations, Development, Academic Accountability, and Engagement. The Board will hold at least 10 meetings annually and conduct its business at regular meetings and at such committee meetings as may be necessary. For each new Trustee, he/she shall be elected by the vote of a majority of the Trustees then in office.

The Board may elect any person who in its discretion it believes will serve the interests of PCS faithfully and effectively, however will make all efforts to retain a portfolio of members with diversified experience and skill-sets conducive to the needs of the school. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year. The term of office of a Trustee elected to fill a vacancy begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

- **Provide information as appropriate on any special provisions regarding subcommittees or restrictions on Trustees.**

The Board may create committees for any purpose, and the Chair of the Board shall point members to designate the chairs of such Boards. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Chair of the Board.

## **Students**

- **List the number of students and grades in the first year and the fifth year.**

At inception PCS will serve 125 students in grade 9. At scale, in year 5, PCS will serve 600 students in grades 9-12.

- **Identify how students will be recruited.**

PCS staff members and review the expectations of PCS. PCS will recognize its policy of equitable admissions access to all students in every phase of its admissions process. PCS shall not discriminate against any student based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. PCS shall be open to any child who

is eligible under the laws of New York State for admission to a public school, and PCS shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and Paragraph 2854 (2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry. Interested families will submit applications beginning in January 15 until April 1 (as required in the new legislative provisions of the revised Charter Schools Act), at which point students will be accepted. If the number of applicants to PCS exceeds capacity, a lottery or a random selection process will be conducted by an individual unaffiliated with PCS. This unaffiliated person will be used to assign spaces as described below. The lottery will be held on or about April 15 annually.

Recruitment efforts towards students and their families will include:

- print advertisements that include specific information about PCS services, Make sure that our printed material is translated on an as-needed basis to languages reflective of the demographics of the community
- distribute materials/flyers to middle school counselors and staff
- Conduct outreach at culturally and linguistically diverse non-profits, after school programs, health care centers and faith based institutions
- Participate in NYC High Fairs
- Conduct outreach at NYC Borough enrollment centers
- Place advertisements and information in newspapers and other media outlets that reach community members
- special open-house information sessions held in the community geared towards parents and students
- one-on-one meetings with any parent who expresses interest in learning more about how the school can meet the particular needs of their child

● **Identify what population the school expects to serve.**

PCS is interested in serving student in the North Brooklyn Section of NYC. More specifically, we have narrowed our preference to one of three districts – CSD14 16 or 32, which encompasses the areas of Williamsburg, Bedford-Stuyvesant & Bushwick, respectively. The data demonstrated below clearly outlines the need for quality educational institutions in these areas. There are no charter high schools located in these areas, with the exception of Williamsburg Charter HS located in CSD14. Whereas D32 has 8 public small high schools, D16 has only 2 public high schools. There is an obvious need for school choice. Each catchment tilts in one direction or the other in terms of SPED vs. ELL students. However on average these districts all have the following similar characteristics: high SPED and ELL populations, high poverty rate as demonstrated by free/reduced lunch figures, lackluster ELA & Math proficiency data for 8<sup>th</sup> grade students, and dismal regents diploma rates. The incoming proficiency and regent diploma rates are especially of concern. This means incoming students will need extensive remediation. Additionally, within the next 1-2 years NYS will dissolve the granting of local diplomas and only grant regent diploma, setting the requirements and standards that much higher. Combine this with the lack of school choice and a culture of status quo, and what manifests is a perfect storm for failure.

**2009 NYCDOE Demographic Data**

2009	Free/Reduced Lunch	SPED	ELL
District 14	61.1%	7.7%	12.5%
District 16	76.4%	11.1%	2.9%
District 32	81.9%	8.3%	17.9%

**2009 8<sup>th</sup> NYCDOE Grade ELA Proficiency Data (2010 incoming 9<sup>th</sup> grade freshman)**

2009	Grade 8 All	Grade 8 Black	Grade 8 Hispanic	Grade 8 White	Grade 8 SPED	Grade 8 ELL
District 14	51.3%	40.1%	50.5%	80.5%	18.0%	8.4%
District 16	43.0%	45.6%	33.1%	16.7%	12.6%	6.3%
District 32	52.4%	65.6%	44.4%	41.7%	13.1%	11.6%

**2009 NYCDOE 8<sup>th</sup> Grade Math Data (incoming 9<sup>th</sup> grade freshman)**

2009	Grade 8	Grade 8 Black	Grade 8 Hispanic	Grade 8 White	Grade 8 SPED	Grade 8 ELL
District 14	69.3%	40.1%	50.5%	80.5%	31.6%	51.4%
District 16	61.2%	45.6%	33.1%	16.7%	29.6%	56.3%
District 32	67.8%	65.6%	44.4%	41.7%	24.8%	50.4%

**2009 NYCDOE Graduation Data**

2005 Cohort	Total HS Graduates	Regents Diploma Graduates	Still Enrolled	Dropout
District 14	73.1%	46.2%	16.9%	6.2%
District 16	58.9%	38.3%	27.2%	8.7%
District 32	59.4%	28.2%	26.1%	12.4%

- **Identify any special admission preferences.**

Admission preference will be given to students considered at-risk of academic failure (as defined by socio-economic indicators and past academic performance) and those that reside in District. PCS defines “at-risk of academic failure” as any student who meets at least one of the following criteria at the time of PCS’s application deadline: (a) a student who scored a 1 or 2 on the most recent NYS ELA exam for which that student’s score is available; (b) a student who scored a 1 or 2 on the most recent NYS Mathematics exam for which that student’s score is available; (c) a student who failed four or more classes in the past academic year; (d) a student who scored below 65% on the most recent NYS ELA Regents exam for which that student’s score is available; or (e) a student who scored below 65% on the most recent NYS Mathematics Regents exam for which that student’s score is available.

**Personnel**

- **Identify the members of the first year administrative staff. Identify any special job requirements. Describe the proposed personnel needs.**

An organizational chart reflecting all levels of staffing and management are presented in the full charter application. As displayed in the organizational chart, the Executive Director reports to the Board of Trustees. School staff is broken down into 3 categories: Administration, Instructional & Support Services. The Administration Team consists of the Executive Director, Business Manager, and Office Manager. Support Team which includes College/Career Coordinator, Academic/Socio-emotional Guidance, Special Needs Coordinator, Parent Coordinator and Dean/School Culture Coordinator. The third group which consists of Content Area Teachers, Special Education Teachers & Specialty Teachers, also reports to the Executive Director. As a support, the school’s Board of Trustees will enter into an agreement with the Advanced Academics Inc. (AAI) for the provision of back-office and instructional services to the school. AAI will work with various staff to support and create successful performance trajectories. For specific details regarding the services to be provided, please refer to Charter Management Agreement located in the charter application

The Executive Director will hire staff members according to rigorous process, and develop an annual performance management plan to include an initial orientation for faculty and staff development of an introductory period for performance evaluation, and finally, an annual performance assessment. The Board of Trustees will review all faculty and staff performance evaluations and performance programs. PCS expects to hire certified teachers and certified administrators as the need arises.

In year 1 the school will have 5 administrative staff members, 9 instructional members and 7 support service members.

- **Identify the proposed staff as the school expands.**

In subsequent years the school will expand by 1 additional grade director and 1 additional administrative staffer in administration; support services by another 5 members; and instructional teaching staff by 28 additional members.

### **Budget/Facilities**

- **Provide the amount of the proposed first year budget.**

The preliminary budget for Year 1 is: \$1.5mn

- **Identify expected revenue sources beyond those of the school's per pupil allocation.**

Based on past experience and capacity we have anticipated access to additional financial resources in the following sources:

- Title I
- IDEA
- ERATE
- NYCDOE Start up Funding
- NYSTL
- CSP Grant
- State Stimulus Grant
- NYC Charter Center Planning & Post Authorization Grants

- **Indicate the budget or surplus expected in the first year budget.**

A budget surplus of \$125-150kk is expected which will be used for enrichment in identified areas.

- **Identify any loans that are part of the proposed budget.**

No loans are anticipated at this point in time, however credit lines will be utilized to enhance cash flow and develop favorable leverage with creditors. Examples would include organizations such as Non-Profit Finance Fund, Funds for City of NY, Commercial Banks, etc.

- **Describe the facility if one has been identified. Indicate when the facility is expected to be ready or what stages the school is in terms of securing the facility.**

PCS is requesting space from the NYCDOE under the following scenarios: a). Incubation for 2 years; or b). Permanent siting as part of underutilized space opportunity or as part of a school replacement scenario. However, and simultaneously, PCS is will seek facilities in the private

market. PCS will seek to secure established space with the appropriate square footage as dictated by our needs. We will engage with developers, realtors, landlords and the Brooklyn Diocese to determine prospective opportunities and viability.

- **Explain any plans for construction of a permanent facility or expansion of the proposed facility.**

PCS does not plan or anticipate any capital projects of significance. We will seek a space that is already or closely outfitted to accommodate a school environment.

### **Community Support**

- **Briefly describe community support.**

PCS has currently obtaining letters of support from NYS Assemblyman Joseph Lentol of the 50<sup>th</sup> District, Brooklyn Diocese, NYS Senator Martin Dilan of the 17<sup>th</sup> District, and the Brooklyn Chamber of Commerce.

## **Urban Dove Charter School**

### **Executive Summary of Proposed Charter School**

#### **Applicant**

Urban Dove is a non-profit youth service organization with over ten years experience working with New York City's at-risk youth. Serving more than 800 youth each year, Urban Dove has helped thousands of children build better futures for themselves and their families. Working primarily in the out-of-school-time hours, Urban Dove has created a powerful program model that uses a combination of academics, life-skills, job-skills, and sports to engage, energize and educate young people in need, with a focus on teenagers. Our programs have shown remarkable results, helping underperforming students learn job-skills, stay in and graduate from high school, enroll in college and stay in college. Urban Dove's award winning curriculum, grounded in research-based principles with a focus on sports-based youth development, will provide a framework for the culture and curriculum of the Urban Dove Charter School.

#### **Curriculum/Assessment/Instruction**

The Workshop Model, which has been the mainstay approach to Transfer School instruction, will be employed to provide a consistent yet flexible structure for teachers to create engaging lessons that have real world relevance for students, make use of their existing knowledge and draw students into ever deeper learning. Literacy and numeracy are infused throughout the curriculum along with technology to prepare students for college and careers after graduation. Project-based instruction will help students further develop teamwork, problem solving and analytic skills and Socratic Seminar, which provides a class discussion framework where higher order thinking and speaking skills are cultivated, will be two of the key pedagogical approaches employed by teachers at Urban Dove Charter School to engage students and accelerate their learning. The school day will also be structured so that all mandatory coursework will take place at the school during the extended day, relieving students of the need to complete assignments at home.

The school will run on a trimester schedule and the instructional program will be aligned to State standards. Students are expected to take and pass all Regents exams required for graduation and the curriculum will be mapped and interim assessments will be administered with these requirements in mind. The school will feature an extended day and an extended year, with a summer curriculum consisting of both academic and vocational training.

The school will use a least restrictive environment model to encourage all students, regardless of ability to be challenged in rigorous curriculum that assumes their ability to go to higher education or vocational training after graduation. Lessons will be designed to connect with the sports being studied and subject area teachers will align their curriculums to support a thematic approach to learning that helps students retain what they have studied and achieve mastery of the state standards. Working with a backwards design model using *Understanding by Design* resources, teachers will develop curriculum that reflects diverse learning modalities and aligns to youth development principals. The creation of school-wide assessments will set standards of expectation based on the New York State standards for all subject areas and the Regents exams. Several benchmark assessments will test the skills students are practicing towards mastery and the analysis of them will inform instruction and individual conferencing with students.

At Urban Dove Charter School, we believe all students benefit from a full inclusion environment, including Special Education students. We will comply with all regulatory special education requirements in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR) and any additional regulations required by the state of New York. We will not discriminate against any student and therefore are committed to working with differently-abled students to complete their high school education.

Like their special needs peers Limited English Proficient students will be fully included in the classroom and will benefit from the support of their fully English proficient teammates. Urban Dove takes the position that LEP students can add to the culture of the school and these students will be taught from the same materials as their peers with supplemental materials as their teachers see fit. Instruction and materials in their home language will be supplied when possible in all non-ELA subjects.

## **Governance**

Urban Dove Charter School will have a founding board of at least seven members. Trustees will be elected to two-year terms, with no limit on the number of terms to be served. Each member will serve on one sub-committee. A nominating committee will be responsible for leading the effort to find, evaluate, interview, and nominate new members to the board, focusing on members who demonstrate:

- Deep commitment to the mission and vision of the school and improving public education opportunities for urban youth through rigorous academic programming and youth development
- Investment in the local community
- Expertise in one or more areas of board responsibility (educational accountability and instructional expertise, financial oversight, school operations, governance, law, facilities,

real estate, etc.) as demonstrated through professional and academic experiences and volunteer work.

- Ability to leverage resources and in-kind support for UDCS

## **Students**

Based on the transfer school model, the Urban Dove Charter School will be non-graded and an enrollment preference will be limited to students between the ages of 16-18 who attended 9<sup>th</sup> grade at another school, but have earned fewer than 10 high school credits (of the 44 required for graduation). Unlike most transfer schools, Urban Dove will not have a rolling admissions process but will accept new students at the beginning of each school year so as to give the school a more traditional feel. Urban Dove Charter School has a target enrollment of 240 students at capacity. Each incoming class will offer admission to 120 students, assuming that 95 will enroll. The school will be divided into a Young Men's Academy and a Young Women's Academy. We will strive to maintain a low rate of attrition, but given that this population faces a range of life challenges outside the classroom, we expect some cohort attrition each year.

The application form will ask for student information, and will be used to determine if the student meets admissions preference criteria. Students meeting the above criteria residing in CSD 22 where the school will be located will receive admissions preference. The process of student outreach will begin with intensive mail and telephone outreach to long-term absentees to introduce them to Urban Dove Charter School and encourage them to return to school. The school will request the long-term absentee list from appropriate DOE leadership by specific zip codes for underserved areas of Brooklyn including Bedford Stuyvesant, Bushwick, East New York, Brownsville, and Flatbush. School administrators will meet with neighborhood based high school representatives and Guidance Counselors to introduce them to the school. The Principal, Athletic Director and Coaches will conduct community engagement presentations and continue telephone outreach to reach those students and their families who are interested in attending Urban Dove Charter School. In addition, UDCS will run several open houses in community based facilities to allow students and families to meet the school faculty and staff. Information regarding the application procedures and timeline will be distributed through all of these venues. The timeline is as follows: By September 30, the application is made available to parents both online and in person at specified location and times. The application deadline will be March 31. For start-up year admissions, the timeline will be compressed to account for a January 2011 authorization. If the number of applicants exceeds the number of seats available, we will hold a lottery during a community board meeting.

## **Personnel**

Urban Dove Charter School will hire the following positions in its first year:

- The **Principal** manages the school's daily operation to ensure smooth, effective, mission aligned practices including but not limited to hiring staff, budgeting responsibly, garnering and managing necessary resources and maintaining the safety of the students and culture of the school. The principal is the instructional leader of the school and is responsible for effectively implementing and managing instruction and curriculum design.
- The **Director of Athletics** is responsible for all aspects of the school's sports, health, and fitness program and overseeing Urban Dove's sports-based youth development model including the hiring, supervision, and evaluation of the coaching staff.

- The **Director of Operations** oversees the day-to-day operations at the school and ensures effective implementation and maintenance of clear systems allowing teachers to focus on instruction of students.
- The **Social Worker** assists students in developing behaviors consistent with the school's core values. The Social Worker is also responsible for contact and feedback to parents for behavioral progress.
- The **Office Assistant** facilitates the smooth operation of the office and gathers data essential for the school day by monitoring attendance practices and serving as an initial point of contact for those entering the school.
- The **Teachers** in the school are directly responsible for instruction and for providing feedback to parents on academic progress.
- The **Coaches** are responsible for implementing Urban Dove's sports-based youth development model which includes teaching students how to practice and play sports, character and leadership development, and group/individual student support and counseling.

As the school expands, additional staff will include: Year Team Leaders (YTLs), an ELL/SPED Coordinator, a Parent/Community, an Office Manager, a Business Manager and an Administrative Assistant

### **Budget/Facilities**

Urban Dove Charter School has a proposed first year budget of \$2,000,000, with a budget surplus of \$30,000 expected in year one. There are no loans as a part of this budget. Above and beyond the per pupil allocation, UDCS expects revenues from New York State and New York City grants, private foundations and fundraising activities of Urban Dove.

UDCS will be located in Gateway National Park. UDCS will partner with the Aviator Sports and Recreation Complex for use of its sports facilities. Aviator is already operational and ready for use. Classrooms, meeting spaces and offices will be located in an already-identified building that is currently unused. The building is in good physical condition, but will need demolition/construction work done to be ready for school use. Adjacent to this building are several other unoccupied buildings that can also be used for expansion needs in the future if necessary. We anticipate the main building to be ready for the incoming class in time for a fall 2011 opening. Urban Dove can take over the building and begin work as soon as there is confidence that the school will be approved.

### **Community Support**

As the planning team for the Urban Dove Charter School has met and spoken with community leaders, parents, and students we have been greeted with a high degree of enthusiasm and excitement about the concept for the school. Members of the community have expressed support for both the proposed school model, as for the need for an innovative approach to serving local youth who have been unsuccessful in their initial high school experiences. The following is a summary of the Urban Dove Charter School planning team's community outreach activities to date:

- Secured a partnership with Aviator Sports and Recreation Complex
- Received initial support from Gateway National Park
- Met with Brooklyn Borough President's office and received letter of support.

- Spoke to Dorothy Turano, District Manager of Community Board 18 and Saul Needle, Chairman of Community Board 18
- Spoke with Councilman Lewis Fidler's Chief of Staff, Reeve Eisen about the school and sent information to the Councilman at his request
- Spoke with State Senator Carl Kruger's office, waiting for meeting to be scheduled
- Sent information on the school to Assemblyman Alan Maisel and Regent Karen Brooks Hopkins
- Met with parents who have children in Crossroads Juvenile Center
- Met with parents of current and past Urban Dove youth who live in Brooklyn

## **Executive Summary Template**

### **VISION CHARTER SCHOOL 6-8**

#### **Executive Summary of Vision Charter School**

#### **Address the following:**

##### **Applicant**

The designated applicant for Vision Charter School (VCS) is Dan Stratton. Dan Stratton has been a member of the Wall Street community since 1981, first as a Yale-educated businessman with exceptional acumen, and today as a pastor and entrepreneur with a vision for using the resources he has been provided to support the community and youth in the Manhattan area. VCS is located in Manhattan within District 2.

Vision Charter will operate under an Education Corporation and partner with the Education Management Operator (EMO) Arrow Academy for education and operational services under the chartering board of VCS.

##### **Curriculum/Assessment/Instruction**

The standard learning model, characterized by: students working from their school or home, predetermined class size, one teacher per group of students, non-flexible lengths of periods or instructional segments, common assignments for all, predispositions about students from teachers, minimal variation in instruction based on academic understanding, and the lack of use of time as a variable in learning, proves to be impractical on many levels, for many at-risk students.

VCS will focus on the learner in low class sizes of 12 students per teacher, mastery learning, digital pacing, character development and results-based professional development.

VCS will provide a comprehensive and quality education experience designed for all students, based on proven methods of instruction in a safe, flexible, non-threatening and adult-supported environment. The foundation of the learning in the charter school setting is mastery learning. Time will become flexible in practice, compared with the structured schedule currently found in most of our classrooms. Mastery learning is a process of instruction. All students have the potential to learn quite well, but differ in the time they require to do so. One priority will be the opportunity for the responsibility of learning to transfer from the teacher to the student.

VCS will use integrated technology that supports the student, blending this environment with a team of master teachers, instructors and staff trained in the most proven leadership and classroom development system in the country. Highlighting the product and design strategy of this application are clear metrics of behavior characteristics, individual constraints and strengths, the assurances of implementation and sustainable monitoring, individual growth plans and data-based hiring processes.

The VCS model is designed to support the advancement of student performance, founded on mastery learning through Benjamin Bloom's research, and supported by Thomas Guskey's research in this field. This framework is

the foundation for VCS because of the results it produces, as well as the need to recognize that at-risk kids are not at the expected performance level when they enter our school gates each year.

The curriculum to be used in VCS is research-based, proven to be effective, and designed to enable each pupil to achieve the performance standard expectations set by the State Board of Regents in New York.

The selection of the appropriate curriculum in the past and in the future must meet six criteria:

- Curriculum is aligned to the New York State Learning Standards.
- Curriculum is interactive and holds student interest.
- Curriculum motivates the students to learn.
- Curriculum lends itself to the “pre-test/post-test model” for baseline purposes.
- The material covered fosters Regent exam and State standards success for the students.
- The material covered demonstrates a scientific learning base.

The 6-8 curricula is standards-based and designed to meet and exceed the State Learning Standards. It is hosted and developed by Compass Learning, a research-based instructional technology company in Texas with nearly 40 years of experience in the field of education curriculum development. All Compass Learning curricula are backed by research, expertise, and experience, and have been proven to increase academic achievement across all content areas in a variety of settings.

Based on current research in both theory and application and with the expertise of nationally recognized experts, the curriculum is developed and correlated to National Assessment of Educational Progress standards, state standards and the standards of national educational organizations such as National Council of Teachers of Mathematics, National Council of Teachers of English, National Association for the Education of Young Children, International Reading Association, National Science Teachers Association, and National Council of Social Studies Teachers.

All courses are aligned vertically within the curriculum. For example, the sixth grade curriculum is a natural progression from the material covered in the fifth grade, and the 8th grade curriculum is a natural progression of the 7<sup>th</sup> grade.

Each grade and course offers spiral curricula that will enrich or remediate students in a personalized pathway that reaches over a four year grade span. All students will also have enrichment, on level and remediation opportunities from resources on the web, direct teacher instruction and teacher mentor support. The blended model allows all three delivery systems to meet each child’s independent needs.

### **Literacy**

The foundation to learning requires a good literacy program and capable staff. Too often we see the 8<sup>th</sup> grade student reading at a 3<sup>rd</sup> grade level, and sitting in a composition class, trying to cover the potentially embarrassing situation by shutting down or acting out due to his/her lack of reading and writing skills.

VCS will have a relentless commitment to literacy competency in each center.

VCS Recognizes:

- Literacy is a lifelong, developmental process with students progressing at various rates.
- Students come to school with a wide range of literacy experiences.

VCS Believes:

- Literacy supports critical thinkers, effective communicators, and lifelong learners.
- Constructing meaning is the focus of all literacy instruction.
- Continuous and varied assessment informs instructional decisions and is an integral part of the teaching/learning process.
- Literacy attainment is a shared responsibility, including students, teachers, and parents.

VCS will provide:

- Stimulating learning environments that develop a student's understanding of literacy as a valuable component of life-long learning, achievement, and enjoyment.
- Consistent center-wide approaches to literacy instruction in all content areas.
- Literacy instruction designed to meet the individual's needs, interests, and strengths.

- High expectations for literacy achievement, as stated in the State Learning Standards.

Assessment is a process that as a major component of the teaching construct is for the benefit of specified stakeholders - particularly students, parents and teachers. VCS’s assessment philosophy serves the dual purposes of assessment-for-learning to address the information needs of students and teachers, as well as assessment-of-learning to address the needs for information about the outcomes and efficiencies of the educational system.

To achieve the standards above, students and teachers must have multiple assessment data points in order to continuously adjust instruction. Of course, the classroom and online assessments present teachers with immediate feedback and allow for constant monitoring of student progress. Students begin with a pretest of knowledge and skills in each of the subject areas. The results provide a diagnosis of the student’s strengths and weaknesses in the tested areas; from that diagnosis, a personalized learning path is developed for remediation, reinforcement and/or enrichment. Personalized lesson plans may be automatically generated in such cases as the Compass Learning curriculum, or developed by the teacher when using other testing tools.

VCS tracks student achievement, evaluates individual progress on specific learning paths, and communicates results to teachers, parents and students through easy-to-understand reports provided through the Compass Learning and comprehensive reporting tools—helping educators meet state and federal accountability requirements. Educators receive reports detailing the progress of students individually and in groups; teachers receive instructional data for decision making, team planning and parent conferences; and parents have access to easy-to-understand information about student achievement and progress.

As essential as classroom and online formative assessments are, there is a need to have an assessment plan that provides a variety of information about our students.

In addition to participation on the State performance exams, students and teachers use the following assessments to gather information about Arrow Academy students.

<b>Assessment</b>	<b>Grade</b>	<b>Vendor</b>	<b>Administered</b>	<b>Type</b>
Explore	8-9	ACT	Fall	Summative/Formative
MAP	6-8	NWEA	Up to 4 per year	Growth Over Time
Odyssey Explorer	6-8	Compass	Fall, Spring (as needed)	Student Growth and Placement

Each assessment has a specific purpose and allows VCS to consistently adjust the content of the learning to better serve the student’s academic needs.

Teachers in the school will be able to assess student progress throughout the program, using: chapter tests, lesson quizzes, writing prompts, open-ended response questions, benchmark tests and scored lessons. Parents will receive learning path, progress, objective-based and student writing portfolios of their child.

Students participate in guided or independent learning at their own pace to develop an early learning foundation for literacy and mathematics concept knowledge and skills. The Compass Learning curriculum spirals the concepts in a range of two grades below and two grades above the current level of instruction for the kindergarten student. The classroom teacher will have ongoing personal, small group and large group instruction with strategies for all primary students founded in literacy and mathematics. Each student will be closely monitored to ensure they are on grade level by the end of first grade or targeted for specific intervention. Teachers in primary education will have significant face time with students in independent and small group settings. The teachers within the center will use formative assessments to monitor progress of each student and re-assess strategies for students not understanding learning concepts.

Recent research provides recommendations that can be targeted by this charter school when an emphasis of the school is on the at-risk population. The 2007 research review from the National Dropout Prevention Center identifies 127 studies regarding risk factors associated with dropping out of school and strategies to mitigate the impact of these factors.

The summative results of the studies establish 93 risk factors, found in 24 different categories that are usually impacting the individual simultaneously. This meta-analysis study recommended 23 service/strategy program areas to target, in order to reduce dropout rates (*2007 National Dropout Prevention Center at Clemson University*). In fairness to a school district, these expectations are at minimum overwhelming in practice and budgeting, when it is coupled with the same expectations in other students' curricula and school environment needs.

VCS strives to close the achievement gap, support the foundation of standard proficiency to increase the graduation rate, and ensure every child has meaningful opportunity to pursue rewarding post secondary preparation. VCS is committed to bridging the digital divide, ensuring that the best learning practices are demonstrated in the classroom, and increasing educational opportunities for at-risk students.

VCS will ensure alignment of curriculum, instruction and assessment as it pertains to at-risk student populations, including, but not limited to, students identified as Special Needs through the Individual Education Program (IEP) process, ESL students, students on a 504 plan and students that are not successful in the traditional classroom. All students with disabilities will receive all services outlined in their current IEPs. Vision Charter School utilizes an inclusionary model in special education and Limited English Proficiency (LEP) students will receive all services outlined by a language proficiency assessment team (LPAT). All students in VCS with disabilities and LEP plans will be served by appropriate certified teachers, according to the IEP and LEP time of instruction.

The use of technology in the native language, with individualized instruction that is differentiated and a specialized trained teacher in ELL, helps students develop thinking, writing and speaking skills in a variety of authentic situations in VCS.

The certified trained teacher will use appropriate instruction and address the core curriculum while providing ELLs with interactive means to access that curriculum. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., modeling, demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency. This is commonly referred to as "sheltering" the instruction.

To maximize opportunities for language use and content mastery, ELLs' social and emotional needs have to be met in an environment where they feel safe and comfortable with themselves and their peers. Teachers will create an environment of predictability and acceptance. By providing structured classroom rules and activity patterns, and setting clear expectations, teachers can foster an environment of regularity and acceptance. Specific ideas to accomplish this include:

- incorporating activities that maximize opportunities for language use to challenge students' ability to communicate ideas, formulate questions, and use language for higher order thinking;
- realizing that some ELLs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. It is important to allow each student to listen and produce language at his/her own speed;
- incorporating multiple languages in signs around the school, and displaying pictures, flags, and maps from students' country of origin in the classroom; and making efforts to incorporate diversity into the classroom by inviting students to share information about their background.
- Examples of strategies to be used in VCS are founded on Mastery Learning but complimented by:

Accelerated Learning Techniques, Applied Learning, Arts in Education, Character Education, Differentiated Instruction, Environments for Learning, Graphic Tools, Keeping Fit for Learning, Learning Styles, Literacy Multicultural Education, Service Learning, Technology in Education and Thinking Skills.

The science curriculum will meet the hours of lab requirement and field investigation requirements in a combination of deliverables. The science and classroom teachers at all times have the opportunity to utilize direct implementation of the lab and field experiences through the laboratory tool kits each science course will have as a supplemental resource, use web-based and textbook resources to construct the laboratory and field investigation requirements, or

use the teacher-directed instruction for each laboratory and science experience. Each facility will have a designated science lab for students to use to meet curriculum and learning expectations.

The combined forces of the learning model described above will provide an optimal situation for students, particularly at-risk students, to receive both individual attention and the opportunity for academic success.

VCS is a 6-8 charter school uniquely designed to expand the access to web-based curriculum, to at-risk students. Bridging the digital divide by combining new technologies with a “whole school” philosophy allows students a new path to academic achievement. Students considered academically low-achieving will benefit from our education model and overcome serious cultural factors to experience educational success.

VCS will:

- Ensure students are educated with mastery learning principles and paced with individual learning plans that is accessible 24 hours per day and 7 days per week
- Minimize the learning anxiety that is found in too many classrooms in our schools with the support of 8 instructors per 100 at-risk students forming a team with the sole purpose of reaching every students’ needs
- Increase academic performance and ensure every unit of learning is complimented with a relevancy lesson
- Establish student relationships built upon mutual respect
- Establish learning environments housed within the community to which the students migrate, and in which they seek to be around
- Ensure that teams of master teachers are working within an environment that promotes the internal passion they acted on, when deciding to dedicate their career to children

### **Governance**

The Board of Trustees will consist of five Charter Board members that represent Vision Charter School. Each member serves a term of 2 years. The selection process for the terms is defined by recommendations, interviews and a majority of the board approval process. The Charter Board will assume all responsibilities for oversight of the employees and supervision of the EMO contracted for education services within the school.

### **Students**

Though open to all public school students VCS specifically focuses its efforts to enroll students who are (1) “academically at risk” - performing below grade level in at least one academic content area assessed or (2) living in a home or community that is considered “at risk,” because the family meets the qualifications for free or reduced lunch or supported by a single mother.

BACS plans to enroll 150 students in the first year of operations and expand the school model to 210 students by the fifth year of operation. Students will have an open enrollment option in VCS and recruiting will be through community information meetings, word of mouth and recommendations from professional or education systems within the district and neighborhood.

### **Personnel**

The school model overcomes class size obstacles by providing students with daily on-site master teachers and instructors that average 8 per 100 students. The ratio is 12:1. Naturally, the multi-age school being located in familiar neighborhood building, along with this favorable ratio, creates a supportive atmosphere with the benefits of a complete pacing educational program.

The school has a Director that oversees the operations of the school, master teachers and instructors for students and support personnel to meet the reporting and operational expectations.

To achieve this goal, VCS has chosen to surround the students with the best people possible to create a significant team, versus hoping for a significant adult. This process is being used in children's hospitals across America. A team of doctors assess, prescribe and work with the patient's needs based upon each doctor's individual expertise, supporting the team concept. By utilizing a master teacher and an instructional team supporting each child, the learning model of instruction is transformed. The master teachers, working with various areas of expertise, will assist students and instructors with daily school lessons and curriculum questions, provide suggestions regarding a variety of teaching strategies, track student progress and learning, deliver instruction in large and small groups, and independently support and oversee the student's and group's needs.

Central to student success is the infrastructure and support the organization provides for its students. These include:

- **Master Teachers**—Master teachers are licensed by the state and qualified under NCLB. They monitor the progress of students participating in the program, oversee instructors and offer expertise to ensure compliance with state and district standards. The master teacher works closely with the instructors to customize student learning plans, carefully monitor student success and lead team strategy sessions in assessment data review, relevancy lessons, student needs, community engagement, and model exemplary content pedagogy.
  
- **Instructors**—Instructors are teachers who are responsible for providing support in instruction and learning at a school. Instructors guide students through the lessons and ensure that students are learning. Instructors also collaborate with master teachers and site directors when students are experiencing academic problems, help students manage their time and set goals, monitor student work, and fill out daily attendance logs. This team of professionals creates the accountable and nurturing environment that ensures student success. The instructor plays a key role in providing social growth and development for students, by assisting with their daily lessons and classroom activities both online and offline. They organize outings and other opportunities for students to interact with each other outside the school, such as field trips to museums or the local zoo. Instructors monitor attendance and progress, ensure that students are learning, and work under the close supervision and direction of the master teacher. Instructors provide both encouragement and discipline within an inviting learning environment designed to accommodate a “whole school” philosophy.

The teacher has flexible scheduling opportunities as well. Since the web-based pacing guide acts as a foundation for the students, the classroom teachers are able to become creative in serving student needs. For example, we have historically under performed in reading and writing with the at-risk population of students. In this learning environment, a teacher may choose to conference with each child on the team about the written assignment product for 15 minutes every week, to ensure the desired creativity is being brought out by the author. In contrast, most traditional classrooms would write a few comments on the text and then generalize common errors to the entire class. By personalizing the reading needs and the writing products for each individual student or in small groups, we can anticipate greater progress of learning.

Through the teams of teachers and the computer pacing curricula, we are able to take advantage of teacher schedules, delivery systems can be transformed, and student support is maximized.

Our educational innovations also include The Flippen Group organization. Leaders in the field for working with at-risk learners, premier teacher and leadership development, specialized training for parents and volunteers that is derived in rich research and results.

## **The Preparation of Staff**

The following highlights a few specific scopes of practice that will be implemented in the process:

- Human resource profile tool developed by Flip Flippen with over 10,000 professionals will be used in supporting the process of hiring staff. The tool is focused on 37 behaviors and scaled in over 20 different subsets of these behaviors to determine strengths and constraints, and support decisions for the best fit when hiring staff and when working to develop individuals.
  
- Strategic digital pacing learning curriculum that is guided by a master teacher and school approved resources and text. This pacing system is designed with a one-to-one computer to student ratio.

- Instructors responsible for teaching, supporting and monitoring the whole child concept and learning the entire day. We know at-risk kids need a significant adult to help them make it through the child rearing years. VCS will present a significant team of certified master teachers assigned with instructors, to groups of students for purposes of monitoring, structuring learning environments, designing relevancy, identifying appropriate interventions and modifying lessons and instruction to meet each student's individual learning plan, as well as group learning needs.
- Comprehensive professional development and partnership with The Flippen Group (TFG).

### **Budget/Facilities**

The first year budget is projected to be 2,146,500. The funds not from per pupil revenue are \$175,000 that is provided by Leadership Education Foundation. The projected reserve for the budget is \$70,986.

VCS currently has a facility located at 95 Leonard Street in Manhattan that can house the students in supporting their education and citizenry needs. The facility is available for immediate occupancy and will comply with all defined regulations and codes in housing and supporting youth. VCS does have the opportunity for future expansion, but at this point desires to house students within the existing facility.

### **Community Support**

VCS is a 21<sup>st</sup> century learning model in which schools are designed and grounded in community engagement and ownership. The focus on the school founded in the community that has organized leaders that desire to support and meet the students' needs. VCS has determined will meet first year enrollment projections.

The community in this application has several common traits: students with high likelihood of dropping out of school, students with poor performance on assessments including reading, writing, math, college readiness; and less than needed support from home to ensure success in the classroom. The communities have urban challenges within the neighborhoods, as well as community leaders who champion the need to ensure the school provides every student the preparation for post-secondary education and work certificates beyond a high school diploma.

The end results of this application's and the environment it offers are: small learning communities, an education next door, education success for the most challenging students in the community and taxpayer dollars invested with high efficiency.