

## I. EXECUTIVE SUMMARY

### **Mission**

The mission of K.E.Y.A. (Keep Empowering Youth Achievement) Performing Arts Charter School (hereafter referred to as “KEYA”) is to provide the underserved, at-risk students of CSD 29 in grades 6 through 12 with a rigorous academic education, along with a professional performing arts preparation. With our Personalized Academic Plan, we will prepare students for college or an entry into an artistic career.

### **Key Design Elements**

We believe that we will provide an incredible educational opportunity for our students by 1. Using the performing arts as the entryway to a rigorous college preparatory academic program; 2. Engaging highly qualified and dedicated staff; 3. Developing a personalized academic plan for each student.

#### *1.) Performing arts as a catalyst*

We believe that pairing performing arts with a rigorous academic curriculum is a good part of the formula we need to ensure student success. The planning team’s research has shown there is a positive correlation between performing arts and excelling in academic areas. One web site concluded “There is evidence to suggest that involvement in Music, Dance and Drama can improve your concentration levels in other subjects, as well as adding a new depth of knowledge and understanding to other subject areas. There are also spiritual and psychological benefits, as the performing arts encourage self-discipline, self-expression, calmness and fulfillment.”<sup>1</sup> In a report done in 2009 the NYC DOE concurred with our findings. The report stated,<sup>2</sup> “The New York City Department of Education (DOE), strongly suggest that the arts play a key role in keeping students in high school

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<sup>1</sup> [http://www.osfc.ac.uk/courses/perf\\_arts/index.asp](http://www.osfc.ac.uk/courses/perf_arts/index.asp)

<sup>2</sup> [http://www.cae-nyc.org/arts-education-report/executive\\_summary](http://www.cae-nyc.org/arts-education-report/executive_summary)

and graduating on time. In several national studies over the past decade, students at risk of dropping out cite participation in the arts as their reason for staying in school. Research has also shown that arts education has had a measurable impact on at-risk youth in deterring delinquent behavior and truancy problems while also increasing overall academic performance.

2) *Dedicated and Highly Qualified Staff*

KEYA will provide all staff with professional development such that they will concur with our school vision and be prepared to deliver high quality effective instruction to a variety of students. We will provide the teachers with the tools they will need in order to differentiate instruction, so every student is reached. All teachers will share the vision that every student can learn, and it's their job to make sure not one student misses out on the information that's given. Every teacher will be provided with training so they can administer the initial assessments for ELL and students with disabilities. All staff will be motivated to help the students to participate in the activities in the school to ensure a timely graduation. All staff will have a common goal of ensuring that all students succeed.

3) *Personalize Academic Plan (PAP)*

The initial Personalized Academic Plan is developed from the results of a preliminary round of diagnostic tests administered during orientation, and a parent questionnaire. These data are used to produce a written plan that will guide instruction for the first six weeks. It will provides a clear picture of a student's individual weaknesses so we can target interventions where they are needed and provide challenges and enrichment to enhance their strengths. We will use a variety of teaching methodologies to remediate and re-teach as necessary to ensure mastery of a subject. Subsequently, the plan will be reviewed and updated based on new information from testing, along with

current teacher observations about every six weeks to ensure that the plan is targeting current strengths and weaknesses. Mastery is our goal in all areas. The PAP will allow us to closely monitor each student's progress and ensure improved academic performance. We will not waste time on unsuccessful interventions, nor continue to provide instruction in areas where mastery has been achieved and students are ready to move on to the next level. With PAP, we maximize time on task, improve student's attitudes about learning and increase their self-confidence and boost their self-esteem which is extremely important for fragile at-risk adolescent.

### **Founding Group Capacity**

The founding group has 6 current members, with another 5 or 6 individuals who give advice and provide support to the core group. These individuals have very varied, relevant and highly complementary backgrounds. Together they have experience as a master teacher, curriculum specialist, and have provided school leadership, board leadership and governance; developers of performing arts programs, including video and sound strategies; human resource management, budgeting and finance, accounting principles and financial forecasting; special education and ESL; community outreach, fund raising and event planning, and many other relevant experiences that will ensure the successful management and operation of the proposed school. We also have representation from a lawyer and a commercial real estate agent who is familiar with the target area. Most importantly, a majority of the members are parents of children who have been in or are still attending a school in New York and have a high stake in seeing that all children are appropriately educated. In addition, several members have strong ties to the political community, churches, non-profit entities, schools and other organizations that we are seeking to partner with to enhance the service delivery of this program. They also have formed ties with a number of charter schools and some independent schools that they can use as benchmarks and as pattern for their programs.

**II Student Enrollment**

**A. Student Enrollment**

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
6 <sup>th</sup>	150	150	150	150	150
7 <sup>th</sup>		150	150	150	150
8 <sup>th</sup>			150	150	150
9 <sup>th</sup>				150	150
10 <sup>th</sup>					150
11 <sup>th</sup>					
12 <sup>th</sup>					
<b>Totals</b>	<b>150</b>	<b>300</b>	<b>450</b>	<b>600</b>	<b>750</b>

## **B. Target Populations**

Our target population will include students who reside in Community School District 29 who are entering grade sixth and who have a desire to participate in a performing or fine arts program. District 29 provides educational services to about 27,000 students who are predominantly African American at 55%. The total population of Community Planning Board 13 where CSD 29 is housed that are under 18 years of age is 60% African American, with Caucasian, non-Hispanic at 11%, non-white Hispanics at 14% and 10% Asian. The 27,000 students in district 29 include 7% ELL, 10% students with disabilities and 76% eligible for free or reduced price lunch. Outlined below is our process for identifying, attracting, serving and retaining these special populations. We will recruit students in numbers based on these statistics.

### Identifying and Recruiting Free and Reduced Price Lunch (FRLP) Eligible Students

According to the NYS District Report Card for District 29, 76% of the students in this district are eligible for free or reduced price lunches. KEYA does not have to make any special effort to recruit students of this type since they make up more than three quarters of the total population, they will be selected in the normal course of recruiting students. Most of these children will be considered “at risk” due to their FRLP designation. Research shows that there is a positive correlation between poor academic performance and lower socio-economic status. (Payne, 2000)<sup>3</sup>. These students are

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<sup>3</sup> Payne, R., DeVol, P., & Smith, T.D. (2000). *Bridges out of poverty: Strategies for professionals and communities*. Highlands, TX: aha! Process Inc.

generally also students whose families appear hard to reach, but we will endeavor to attract these students who we believe will be helped by participation in our program. The at-risk population members are good candidates because they need a reason to remain in school. The Arts offer a good opportunity for young people to display their creativity and get into the limelight. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills. Arts learning can also improve motivation, concentration, confidence, and teamwork. According to information from an arts education report “<sup>4</sup> In several national studies over the past decade, students at risk of dropping out cite participation in the arts as their reason for staying in school. Research has also shown that arts education has had a measurable impact on at-risk youth in deterring delinquent behavior and truancy problems while also increasing overall academic performance’ These are all areas that will assist our FRLP students in moving forward. In order to reach out to possible candidates in this group, we will:

1. Go into the elementary schools in the catchment areas and enlist the assistance of the Parent Coordinator, the PTA President and the principal to provide our brochures, make presentations and provide a question and answer session for interested parents
2. We will go to the churches and social service agencies and provide brochures and invitations to information fairs
3. Conduct a door-to-door blitz of brochures and other materials to make certain that everyone receives the information

#### How Will We Serve and Retain the Free and Reduced Price Lunch Eligible Students

Students in this community are interested in the performing arts and often neglect their lessons while trying to hit it big in

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<sup>4</sup> [http://www.cae-nyc.org/arts-education-report/executive\\_summary](http://www.cae-nyc.org/arts-education-report/executive_summary)

the always elusive music industry, in modelling or as struggling actors. They need to have a reason to give their academic preparation one hundred percent of their attention when it is required and then be equally able to give the same commitment to their professional endeavours. Students will be provided with a personalized academic plan that will help them maintain acceptable academic averages. Help will be available in the form of tutoring, before and after-school homework help, and extra one-on-one assistance during the school day. It is well-documented that participation in the Arts helps students to excel academically. According to [kinderart.com](http://kinderart.com) it's been proven that exposure to, visual art, music, or drama promotes activity in the brain. "Art helps children understand other subjects much more clearly - from math and science to language arts and geography".

#### Identifying and Attracting English Language Learners

According to the District Report Card, the incidence of English Language Learners is only about 7% which is lower than many other districts in Queens and looking at the reports for the two middle schools in the immediate area, there is a probability of 8% at IS 109 and 11% at IS 238. We will use the State Education system for identifying students who first language is not English. The largest groups of ELLs in the target area speak Spanish. There is a small presence who speak Haitian Creole and an even smaller group that speak an Indian dialect at home. The District Report Card shows that about 96% of the ELL students in the district have surpassed the advanced level. As a result, many of the students act as interpreters for the family. Nevertheless, it is our intention to honor the home language of our students so we will, wherever possible, provide information to the parents in the native language. We intend to recruit ELLs in the same proportion as the district in the following manner:

#### Community Outreach

At least two of our founding members are fluent in Spanish and have ties to the Spanish speaking community. We also

have individuals who speak Haitian Creole and various Indian dialects that assist us in an advisory capacity. They will assist in outreach to the community and help advise parents of our unique program and the opportunities that it offers their youth. In addition, since a lot of the ELLs, particularly those that speak Spanish have ties to the Catholic churches in the area, we will focus our outreach efforts on Sts. Joachim and Ann RC church and Our Lady of Lourdes RC church. We can make presentations and distribute materials to both the Spanish and Haitian congregations. We will make a similar outreach effort to the Indian houses of worship.

#### Materials in Native Languages

KEYA will ensure that our promotional materials are translated into both Spanish and Haitian Creole and that our English materials are on an easy to read and understand level. If there is a large Indian language requirement, we will endeavor to obtain materials in those languages as well.

#### How We Will Serve English Language Learners

Upon admission to our program, all families will complete the Home Language Identification Survey (HLIS). If there is an indication that English is not the primary language in the home, students will be tested using the English proficiency test called the Language Assessment Battery-Revised (LAB-R) to ascertain their English language proficiency. If it is determined that they need assistance, the family will be advised of their eligibility for services as an English Language Learner. We intend to use the Freestanding English as a Second Language (ESL) strategy to provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language will be available for the Spanish and Haitian Creole speakers and we are in the process of obtaining individuals who speak the Indian dialects. All teaching staff will be provided with instruction in administration of the various diagnostic and placement tests that will assist in verifying placements for ELL students. However, they will be included in the main stream classes with an emphasis on students developing language and content knowledge in English. Students will obtain additional help

through push in/pull out programs of various types. One such program will be Structured English Immerging (SEI) a program that consists of daily instruction in English Language development involving listening, speaking, reading and writing skills. These services will be provided based on the various English proficiency levels of our students. Our PAP will incorporate the needs of these English language learners so that we are able to identify what proficiency level a student has reached. In accordance with no child left behind requirements a student's proficiency levels will be measured annually by using the New York State English as a Second Language achievement test (NYSESLAT). These scores will allow us to evaluate student's proficiency and progress in core subjects.

#### Identifying and Attracting Students with Disabilities

Despite the fact that District 29 has only about 8.5% of its 27,000 registered students in special education programs, many of the residents attend programs in other districts. Thus, this small number may be misleading. As a result, we anticipate that candidates for admission will include at least 10% of students with IEPs, as well as another 10% who, though not classified as special education students, will need specialized assistance in reading or math or both. These students will be attracted to the program and may be well-able to participate in a performing arts arena where they have been lacking in a general academic arena. Our program is an opportunity for them to show off and be successful. We will recruit these students in the same ways described above that we will recruit other special populations. In accordance with Federal law KEYA will provide a free and appropriate education (FAPE) to all students who have been identified as having a disability as well as students who have been suspected to having a disability in the least restricted environment allowing them to access the general curriculum. These laws include but are not limited to

- The Americans with Disabilities Act of 1990 (ADA), 42 U.S. Code §12101. et seq.
- The Family Educational Rights Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA) 20 US Code., §1400, et seq. and the 1997 IDEA Amendments

### How We Will Serve and Retain Students with Disabilities

Students with disabilities will be served in an inclusion class structure in our school, with collaborative team teaching as the basis for all academic instruction where they are designated for a special education setting. Unique needs will be supplied through push in/pull out programs or directly in the classroom through the special education instructor. Because we plan to provide every student with a Personalized Academic Plan, our ability to provide appropriate instruction for children in all categories will be easier to coordinate. We will have a special education teacher who will collaborate with the regular education teachers to ensure that students receive appropriate instruction and any specialized support services needed to fulfill their unique educational needs in accordance with their IEP. In addition, because they will also have a Personalized Academic Plan, they will be afforded the opportunity to develop skills in the Performing Arts continuum that do not rely on skills they have not yet mastered. They will be monitored on a regular basis, with updates to their plan about every six-week, ensuring a rapid rise to acceptable levels in a variety of areas.

### III School Design

- a. **Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics**

#### Methods for Assessing and Identifying

Our method for identifying and assessing student needs will be to initially administer placements exams to obtain an understanding of the students' current academic level upon admission. Once the students' level is determined they will receive a Personal Academic Plan (PAP) that will assist us in making certain that all students are provided with the help they need in order to achieve mastery or acceptable levels in reading, math and other content areas where the child is having difficulties. Mastery will be achieved in a variety of ways which will include but not be limited to: push in or pull out programs, collaborative team teaching, individualized and

multimedia instruction, educational games, and a wide variety of graphic organizers, etc.

Teacher lesson plans will be created that will show differentiated instruction to accommodate a wide variety of student needs. We will use Para's and interns to assist teachers in helping students that are falling behind.

Continuing evaluation and analysis will be key ingredients to helping the students achieve their goals. Instruction will always be tailored to address individual student needs stemming from their Personal Academic Plan.

*Tutoring and Early Intervention for students not performing at grade level*

KEYA plans to use Personalized Academic Plan (PAP) to allow us to perform "Right Now Intervention" to avoid students from falling behind. Once KEYA observes there has been a change in a student's academic performance we will address the issue right away with our early intervention services.

There will be students that will enter KEYA that will be performing at grade levels below their current grade. To combat this achievement gap, KEYA will bring students up to and ahead of their grade level by providing tutoring after school and Saturday for those youngsters that could use the extra attention. Tutoring will be provided for students to take advantage of directly afterschool in all the major subject areas. KEYA will also open its doors on Saturdays from the hours of 8am-1pm in order to provide students with tutoring during the weekend hours. Throughout the semester teachers will help identify those students that should take advantage of this tutoring program. This will enable us to further keep track of our student's academic progress and implement

an intervention if necessary. We have also included time in our school schedule for students to receive extra attention in the areas in which they are in need. Students that are not in need of this extra scheduled time will take advantage of age appropriate enrichment programs.

**b. Increase high school graduation rates and focus on serving at-risk high school students population (including re-enrolled drop outs and those below grade level)**

KEYA will support students at risk of academic failure by doing the following:

- i. Using the PAP to follow student's progress from middle school through high school will ensure that there are no gaps left uncovered and that any weaknesses are handled before they become insurmountable problems.
- ii. At-risk students will be more likely to complete the program so they are able to participate in the craft of their choice. Students who find success are more apt to stay focused and see the task through to completion.
- iii. Students who enter with below grade-level scores will have to be aware of their goal and the amount of work required to achieve mastery. We anticipate all students graduating on time with a Regents diploma, and a good foundation in the arts.
- iv. We will provide those students who wish to re-enroll with a realistic picture of what would be required to make up the credits they might need in order to graduate. These students will be provided with alternative approaches.
- v. Factors that may have led to under-credited over-aged students would be cutting school, lack of adequate

preparation to understand class work, severe family situations, gang involvement, drug or alcohol abuse or early parenting etc. We plan to address these issues by forming close ties with families; providing a mentor to work with students in these categories; intensive remediation; forming relations with social services to assist with problems like early parenting or lack of funds; health services and remediation services for achievements gap and assist them with finding ways to double up on course work such as online classes, partnering with community colleges for 24 credit GED or special adult classes that students will be eligible for .

- vi. KEYA plans to abide by the Institute's Accountability Plans

c. **Focus on academic achievement of middle school student populations and preparation for transition to high school**

Starting off as a middle school, we will register students ranging from the ages of 9 to 14, when they are faced with changes across all of their modalities: psychological, physical, social, and cognitive. Helping middle school students' deal with these issues will help them with their developments. We will generate a replica of a school environment that encourages teaching and learning while remembering the needs of these students.

*Guidance*

We will have a guidance program that will allow students to have a chance to learn about what it means to be a healthy individual. Guidance will provide students with the chance to discuss emotions and self-assess. Through guidance, we will provide experiences such as role-play to help students understand that they are not alone in the problems they experience. A social worker will be responsible

for providing the guidance services. There will be individual guidance opportunities, as well as small group guidance. Since this is a performing arts school, participation will allow young people to explore their feelings in a safe manner. Visual and creative arts will help youngsters to deal with feelings they don't understand.

*Discipline.* Throughout staff orientation, we will focus on working with the students concerning behavior. Students will be provided with a handbook that will outline disciplinary processes, school rules and other pertinent information that will assist them in navigating the system. The staff will engage students in a setting that encourages them to work hard while pushing them to be ambitious. Sixth graders will be provided with a mentor of an upper classman once we have a full quota of students. That mentor will follow them throughout their school career. Any student coming into the 9<sup>th</sup> grade will be given a mentor from the 12<sup>th</sup> grade. There will also be other mentors who will be provided from time to time in various capacities, such as Long Island Mentoring, and Big Brothers and Big Sisters of New York.

**d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts**

Due to the fact that our educational program is data driven, it is necessary for us to continuously assess and evaluate our students. Students will be given a diagnostic test upon acceptance to the program, along with consistent evaluations, both normed and teacher-made to ascertain mastery of concepts. These include but are not limited to Scantron Performance Series, Leveled Reading Assessment, Benchmark Assessments in Math and Reading, New York State ELA and Math Assessment, and New York State English Second Language Assessment Test. Every teacher and all administrators will be provided with extensive training in administering tests and scoring tests in order to obtain data about our students' progress. The following table shows a timeline that will be utilized in assessing the students during the first year:

Assessment Time Line

Prospectus: K.E.Y.A. Performing Arts Charter School

Time Frame	Students	Assessment Tool	Description
July and August 2012	uncategorized students currently entering grades 6 and 7, as well as special education and ELL	Scantron Performance Series for grades 6 and 7	Computer-adaptive test that quickly pinpoints the proficiency level of students, across a range of subjects that correspond with the specific standards of the state. Accurate student placement; diagnosis of instructional needs,
July and August 2012	Uncategorized students entering grades 6 and 7 as well as special education and ELL	School Motivation and Learning Strategies Inventory	Provides a quick way to identify and target poor study skills, in- effective learning strategies, test anxieties and other impediments to learning
July and August 2012	Limited English Proficiency Students in grades 6 and 7	Language Assessment Battery-Revised	Language assessment battery to identify students who may be eligible for LEP or ELL programs
October 15, 2012 December 3, 2012 January 23, 2013 March 19, 2013 May 7, 2013 June 18, 2013	All 6 and 7 graders	Scantron Performance Series for grades 6 and 7	Instructional adjustments; and measurement of student gains across reporting periods. Determine whether student is making adequate progress with critical skills and current instruction
October, 2012 January, 2013	All 6 and 7 graders	Leveled Reading Assessment	Obtain information on Individual reading level and monitor reading

Prospectus: K.E.Y.A. Performing Arts Charter School

May, 2013			progress – drive guided reading groups and individualize instruction
December, 2012 March, 2013	All 6 and 7 graders	Benchmark Assessments in Math and Reading	Measure student’s proficiency based on grade level performance standards.
April, 2013	All 6 and 7 graders	New York State ELA Assessment	Assess ELA mastery according to NYS Standards
May, 2013	Limited English Proficiency Students in grades 6 and 7	New York State English Second Language Assessment Test	Measure Student progress in English language Proficiency
May, 2013	All 6 and 7 graders	New York State Math Assessment	Assess Math mastery according to NYS Standards
On-going	All students in grades 6 and 7	Informal Classroom Assessments	Teacher-Made Assessments, portfolios and projects

We plan to do a variety of formal and informal testing, such as those described above. The data derived from these tests will be used to create a PAP. Other testing will provide us with benchmarks to strengthen our ability to provide meaningful intervention and develop instructional activities.

e. **Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness**

We feel that creating a leadership team will be a key element in our school reaching strong instructional practice, decision –making, and effectiveness. By creating a leadership team of four, each member will be able to focus on a specific aspect of school operations. Our academic leader will focus on all

educational aspects of running the program. The performing arts leader will ensure that all arts details are executed and pay close attention to them. The business operations of the school will be divided into two sections. One position will be a human resource person dealing with all in-school details such as finances, payroll, disability, benefits etc. The public relations person will handle management of the facility management and all outside details such as partnerships, media, marketing etc.

We will have an aggressive hiring process targeting teachers who have a love for the type of children we will be serving along with the ability to effectively communicate with those students. We will also be checking backgrounds to make sure all new staff are truthful about their qualifications and experience through references and letters of recommendation. KEYA will target these types of teachers by using the following means

1. Educational newspapers and magazines,
2. Over the internet,
3. Through sororities, fraternities and educational associations
4. Colleges
5. Career fairs.

#### *Accountability Plans*

KEYA plans to have a Staff Accountability Committee as part of their Board of Trustees. This committee will assist in the hiring and periodic evaluations of all staff. They will monitor how well the school leaders are providing leadership to the staff as well as how effective the teachers are providing remediation to the students to ensure the students are meeting annual goals. This committee will be involved in the planning of school goals and assessing the ultimate outcome of these plans. Professional growth will be assessed by Reviewing data and test scores for all staff who require professional development hours.

#### *Student Achievement Data*

The student achievement data will be used to update the PAP and to determine what if any remediation or intervention may be required to maintain student growth. These scores will be reviewed at all board meetings and presented by the academic leader through a presentation of changes highlighting the improvement or needs for further remediation plans. The board will then review the plans and give their approval or disapproval with suggestions for further changes.

*Evaluation of effectiveness*

The schools will measure the effects of our overall plan by reviewing the progress of students in every category such as ELL, free lunch students or special education. We will review the test scores to see if full potential is being reached. If students are not meeting mastery levels after remediation and differentiation of instruction we will take steps to investigate whether other kinds of testing might be required or students are having other problems that need to be identified. If we have a student for whom all testing and remediation methods have been unfruitful we will then seek other kinds of testing such as cognitive testing by a comparative psychologist to rule out problems other than learning disabilities or lack of teaching.

**f. Partner with low performing ,local public schools to share best practices**

To the extent possible, KEYA will seek to partner with schools in the area that have been performing below standards in order to assist in providing information about our program. District 29 is in a unique position as being in a district with a number of failing schools. KEYA will partner with low performing schools to create strategies to reach the current population in an attempt to provide remediation in a timely fashion to prevent any further deterioration.

**g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques**

Recruitment and hiring of staff:

We are in the process of pre-interviewing for available positions. The applicants must have similar goals and aspirations. Detailed job descriptions have been drawn up for said applicants. We are currently developing questionnaires and plans for training that will allow new hires to meet the standards that we expect. We anticipate hiring six teachers who are trained to teach in the middle school, at least five performing arts teachers, and a number of paraprofessionals. We will also hire a special ed teacher, a social worker, and a number of clerical staff.

Staff responsibilities:

KEYA will have co-leaders who will make decisions for the academic as well as the performing arts departments. Their responsibilities will include, but not be limited to: ensuring that the teaching staff provides the appropriate level of instruction and remediation of 6<sup>th</sup> graders; handle test evaluation; placement of students in academic classes; placement of students in performing arts classes; and develop a personalized academic plan for the incoming students. Each co-leader will have an assistant for clerical support and to deal with all of the loose ends with which we may need assistance.

Partnerships:

We are in the process of partnering with other organizations such as Broadway Dance Center, Hofstra University and other colleges. These entities will provide a variety of services such as interns and in-kind services. In addition, we are researching current middle schools and high schools to see if there's available spacing in their buildings, as well as looking into buildings that have available space and are zoned for school use.

Technology and infrastructure:

Another start-up challenge will be establishing an infrastructure for information systems and financial protocol. We are looking to hiring a pro bono CPA to assist us in

managing our budget and preparing for the opening of the school, as well as a pro bono architect.

#### Finances:

In addition to the per student payment, we anticipate applying for a number of other grants that will allow us to further integrate the number of services we will provide for our students. Members of our board of trustees, as well as our advisory board, will provide us with assistance in fund-raising and developing grant proposals to obtain additional funds.

#### Professional Development:

Professional development is as important for these individuals as the broader professional development program is for our faculty. We will require our staff to take the NYS certification exams, the NYS workshops, and keep up professional certification hours. We will also provide monthly professional developmental courses, as well as a mandatory two-week preparation in the summer and a three-day training during the winter break.

#### Potential facility:

In regards to obtaining community support, we have met with Greater Jamaica Development Corporation; we plan to partner with elected officials, the borough president and state senators, as well as various businesses and community based organizations. The only other charter school is a k-5 school that's 5 blocks away from our proposed site, making our school unique. Due to extensive building of 1 and 2 family homes, there are an inadequate number of seats in the current schools to accommodate the families that have come to reside in these new homes. In response to this, community planning board 13 has expressed a need for additional seats in this district. We are in the process of developing plans with an architect for a potential facility in Queens Village or North Hollis. This facility has potential for expansion and one of our challenges is obtaining a clean bill of health for this facility. We are in the process of obtaining a Brownfield report and other environmental indicators to ensure that we will be able to use this site. We have developed a contingency plan in case we need to rent a temporary site for the first year and continue our quest for a permanent home as the school grows.

**h. Demonstrate the support of the school district and the intent to establish an ongoing relationship with such district**

KEYA had been in contact with the district to obtain space in the local schools. They have advised us that currently there are no space available in District 29 but several schools are waiting to get back to us. We are currently awaiting our appointment with District 29.

**i. Provide access to viable education alternatives to students in regions where there are a lack of alternatives**

We propose to locate in a district with limited educational alternatives due to the overcrowding, as well as wanting a safe school for students to attend. Many schools have been closed due to the failing grade they have received from the state, and parents would like to send their children to a school that offers a competitive education, which KEYA can provide.