

**New Dawn Charter High School
Prospectus Charter Application/January 31, 2011**

Lead Applicant: Sara M. Asmussen, Ph.D.

I. EXECUTIVE SUMMARY¹

New Dawn Charter High School (New Dawn) came about based on the needs of Sunset Park, in Brooklyn's CSD 15² to serve students who are over-aged and under-credited, particularly those who are English Language Learners (ELL) and/or have already dropped-out of school. A transfer high school will address these needs. Many on the New Dawn planning team are currently at John V. Lindsay Wildcat Academy Charter School (Wildcat) which is both a NYC Transfer School and a Charter School. For 18 years, Wildcat has served over-aged and under-credited students in NYC, providing them with significant supports in the community, culminating in a NYSED diploma. Wildcat graduates enroll in college at a higher rate than graduates in New York State. Building on the model currently at Wildcat, New Dawn will meet the needs of this very under-served population of students.

Mission Statement: New Dawn Charter High School will provide over-aged and under-credited students 15 - 21 years of age living in Sunset Park, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program. Within the framework of the education program, three programs will be offered: 1) Interventions for those with fewer than 11 credits, and for those with more than 11 or more credits: 2) Internships in the community and 3) College enrollment.

Key Design Elements & Unique Characteristics: While the educational program at New Dawn will be based on the Wildcat program—and our experience at Wildcat will contribute heavily to our new model—New Dawn will be a separate 501(c)3 with an independent Board of Trustees and not an expansion of Wildcat. Students will attend school 180 days in year 1 and at least 215 days in consecutive years. The scheduling plan includes the following key points: 1) the school building will be open from 8:00 AM to 6:00 PM; 2) classes will be in session from 9:00 to 5:00; 3) on-line computer access will be available from all areas to facilitate research; 4) students with fewer than 11 credits will complete an intensive program of academic and social/emotional growth; 5) students with 11 credits or more will be involved in internships in the community and college through a program developed in conjunction with CUNY's BMCC; 6) embedded professional development in differentiated instruction and classroom management will be used; 7) core subject teachers will meet everyday from 3:30 to 5:00 for the purpose of common planning and professional development in the School Improvement Engine (SIE); and 8) at the end of the first year, staff will have the summer to regroup and prepare for the next year. There is a rigorous recruitment plan to reach the Spanish-, Chinese-, and Arabic-speaking communities in the neighborhood.

The entire school model will be based on the School Improvement Engine (SIE) in use by all consortium schools involved in a \$10.5 million project funded by the U.S. DOE's Teacher Incentive Fund called Partnership for Innovation in Compensation for Charter Schools (PICCS). The SIE includes all curricular,

¹ The name of the school has been changed from "New Dawn Charter Transfer High School" to "New Dawn Charter High School" as the first name was just too awkward sounding.

² Crotty, T. & Pendleton, T. (2009). *The learning to work initiative Year 4: Mid-year report continuing innovation*. NYC DOE's Office of Multiple Pathways to Graduation downloaded from <http://schools.nyc.gov/NR/rdonlyres/CDF2070-B132-418C-A14F-5580BD65A2A1/0/Y4MidYearReport.pdf> on November 13, 2010.

assessment, student tracking tools and procedures necessary for the implementation of a data driven culture, allowing teachers to use real-time data to inform instructional decisions. To graduate from high school, students at New Dawn will take and pass all the appropriate Regents exams as well as complete all high school credits as specified under the NYSED Part 100 Regulations, specifically Part 100.5—Diploma Requirements and Part 100.2—General School Requirements, with particular attention to Part 100.2q—High School Program Offerings. Following are the unique aspects of the educational program.

Curriculum and Instruction. New Dawn will adopt the Wildcat curriculum which has been approved by the authorizer, audited by an external agency, and undergone extensive review. Under the SIE, the curriculum is digitalized so teachers can map their lesson plans directly to the curriculum and the NYS Core (ELA and Math) Learning Standards, allowing for the flexibility to update the curriculum as the NYSED develops further Core Standards in other subject areas. Assessments align back to curriculum and learning standards for the purpose of tracking student proficiency and informing instruction.

Intensive Grade 9 Intervention. Based on a review of NYC DOE data, the group most difficult to serve is over-aged students with 10 or fewer credits. To meet the needs of this group, New Dawn will provide an intensive social/emotional component to the educational program which will entail an educational program requiring students to take only four core credits per semester during their freshman year. The rest of the day will be spent in advisories that are divided into three sections, Ad1, Ad2 and Ad3. During Ad1 social work services, tutoring, and homework help will be available. Psychological and medical services will be provided by a partnering community hospital. During Ad 2 students will design and complete a community project and participate in a pre-college program offered through CUNY's Borough of Manhattan Community College (BMCC). Ad 3 will consist of physical education, health, and the arts.

General School Program. Designed for students with more than 10 credits, there are two tracks: internships and college. The Internship Program is based directly on the Wildcat model whereby students work in community businesses. The College program is being designed with BMCC. Both programs are integrated back into the educational plan through the use of common units of study.

Individualized Learning Plans (ILP). The digitalized ILP integrates into the entire SIE, allowing students to develop their own learning plans with short and long-term goals that map back to the curriculum and assessment program. Students, with the help of staff, drive this goal setting activity providing them with a tool to take control of their own education.

Capacity to Effectively Run School: The planning team has years of experience with all areas of charter schools including education, finance, construction, facilities, and compliance. **Sara M. Asmussen**, Ph.D., is the current Dir. of Compliance & Accountability at Wildcat and is responsible for all student tracking as well. **Ronald Tabano**, CEO/Principal of Wildcat, is responsible for a budget of \$9.5 million, a staff of 54 and a balanced budget in a UFT Charter school paying market rent at two sites. **Ed Peterman**, AP and former teacher at Wildcat, is a certified administrator and has responsibilities for the curriculum and teacher evaluations. **Lisa DiGaudio**, Dir. of Curriculum & Instruction at HLA is a certified administrator and former teacher, is responsible for all instruction at HLA. **Marco Castro**, formerly from Mexico City, now resides in Sunset Park and is involved with Spanish speaking community and will be the liaison to this community. **Samir Souidi**, formerly Senior Research Analyst at Wildcat, is a native of Morocco. He is fluent in both Arabic and French and will serve as the liaison to the Arabic community in the neighborhood. **Leslie Winter**, former ED of the Achilles Foundation has held several senior-level positions for the city and NYU dealing with real estate and currently buys commercial properties. He will assist New Dawn with procuring space.

This group of individuals has the both the capacity and experience to develop and implement New Dawn Charter High School.

II. STUDENT ENROLLMENT

As a transfer school the number of students at each “grade” level fluctuates by semester depending on how many students graduate and who applies for the lottery. Therefore, the numbers below represent estimates of the number of students in each grade under the following parameters: 1) due to the excessive needs of the students who have only accumulated 0-10 credits (9th grade), there will be a separate lottery and the numbers of students in this grade will be capped much as in a traditional charter school at the numbers presented below; 2) the other three grades will be open lottery and those numbers will depend on who is applying; and 3) regardless of the number of students in grades 10-12, the total census will never exceed the total of each year (i.e., Yr1 = 150 total students; Yr2 = 250 total students, etc.).

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K					
1st					
2nd					
3rd					
4th					
5th					
6th					
7th					
8th					
9th	30	40	70	80	80
10th	40	70	110	140	140
11th	40	70	110	140	140
12th	40	70	110	140	140
Ungraded					
Totals	150	250	400	500	500

A. Target Populations

Community Demographics: Widespread poverty and lack of adult education contribute to the desperate need for a transfer high school in Sunset Park, Brooklyn, particularly one that focuses on students with an ELL status and students with special needs. While the entire borough of Brooklyn is underserved, Sunset Park is particularly underserved. Sunset Park is bordered by the wealthier communities of Park Slope to the north, Bay Ridge to the south, Borough Park to the east, and by the New York Harbor to the west. It is a largely ethnic, immigrant community comprised of people from Mexico, Puerto Rico, and the Dominican Republic, as well as other Central and South American peoples (Hispanic = 50.9%); a sizable number of European immigrants (white = 22.1%), a good number of Asian immigrants (19.7%), and a smaller community of African Americans (9.3%).³

The beautiful tree lined streets and stately limestone homes belie the reality of the poverty of the neighborhood as reflected in the demographics of the residents. Of the 120,810 residents in the community, the majority (56%) make less than \$35,000 a year. Of the total, 27% of the household incomes are below \$15,000, with 28.4% of children under 18 (or 33% of the families) living below the poverty level. The effects of poverty are exacerbated by the fact that 48.3% of the children are born to single moms.⁴ An analysis of the education level of the citizens of the neighborhood shows that 48% of the adults lack a high school diploma of which a full 56% have less than a 9th grade education. The fact that so many of our parents are lacking an education puts our students at risk of dropping out of school.

³ Office of Sara Gonzalez, City Counsel District 7, Sunset Park, Brooklyn, New York.

⁴ Ibid.

In fact, only 12.8% of the households make over \$75,000 and only 4% of the homes are owner occupied.⁵ Even though this community reflects a wide diversity of cultures new to this country, it is better known as the community to which the adult entertainment industry relocated during the Times Square “clean up” of the 1990’s--contributing to the ongoing struggles of the neighborhood.

Needs of Students: Students who are eligible to attend transfer schools are some of the most at-risk students in NYC. Students from Sunset Park are even further at-risk due to a variety of issues including poverty, language barriers, and special needs. This is reflected in the Title eligibility of the DOE public schools in the neighborhood. According to the NYSED Charter School Comparability Analysis,⁶ the free and reduced lunch rate for CSD 15 in 2008-2009 school year was 71.3%. New Dawn will actually have a free and reduced rate of 85% which mirrors the rate of the Sunset Park elementary schools (82%).⁷ Language is another issue that impacts students. A full 42.7%, of the residents in Sunset Park are foreign born and of the 111,236 individuals who are 5 or older, 41% or 45,620, are not proficient in English⁸ and 79% speak a language other than English at home.⁹ New Dawn will have an enrollment of ELL students of 15% which is higher than the neighborhood high school. The drop in numbers of ELL students from elementary school (18.9%) to high school (6.7% in the district and 10% in Sunset Park) is likely due to students’ passing the NYSESLAT. Finally, the population of students with disabilities is very large in this community. While the Comparability Report included in the application packet from NYSED does not include special education numbers for Districts, the NYC DOE Progress report indicates a great need in this community with 21% of the students at the only high school in Sunset Park having this classification. New Dawn will have an enrollment of at least 24% IEP students. Below is a table with results taken from the Comparability Report and the NYC DOE Progress Report Data¹⁰ supported by evidence from the NYC DOE web sites for each of the schools.¹¹

	NYSED Comp. Report CSD 15	NYC DOE All 422 High Schools	NYC DOE Transfer High Schools	NYC DOE CSD High Schools 15*	NYC DOE Sunset Park High School	NYC DOE Wildcat	New Dawn Proposed
% F/R Lunch	71.3%	NA	NA	70.7%	60.0%	85.8%	85.0%
ELL	15.6%	NA	11.0%	6.7%	10.0%	4.4%	15.0%
Percent IEP	NA	14.4%	12.0%	17.3%	21.0%	24.3%	24.0%

*Results for F/R Lunch and ELL were taken directly from the NYC DOE websites for each of the schools in the District.

Target Population: While the school itself is to be based in Sunset Park and staff will conduct an extensive outreach to the community, the school as a charter school will be open to any student who is failing in a more traditional school or who has dropped out of school, with first priority given to community students. The target population will be those students who are over-aged and under-credited. No New Dawn student will be attending high school for the first time, and students will not be recruited from Middle Schools. The age range will be 15 to 21 years of age and will include students who are

⁵ New York City Government Census, <http://www.nyc.gov/html/dcp/pdf/lucds/bk7profile.pdf>

⁶ From <http://www.p12.nysed.gov/psc/startcharter.html> downloaded on January 3, 2011 from *Demographic Comparison Tables*.

⁷ NYC DOE’s Progress Report results for all schools downloaded from <http://schools.nyc.gov/Accountability/tools/report/default.htm> on December 22, 2010.

⁸ New York City Government Census, <http://www.nyc.gov/html/dcp/pdf/lucds/bk7profile.pdf>

⁹ U.S. Census (2002).

¹⁰ NYC DOE’s Progress Report results for all schools downloaded from <http://schools.nyc.gov/Accountability/tools/report/default.htm> on December 22, 2010.

¹¹ Taken from a variety of web pages found at <http://schools.nyc.gov/default.htm>

classified as living in poverty, English Language Learners (ELLs) and students who have been identified as having special needs (IEPs). We know we will be able to attract these students since Sunset Park and the bordering neighborhood of Windsor Terrace have been identified as high-need communities for students who have dropped out, particularly students classified as ELLs.¹² Further, based on Wildcat's current student population, of the 471 students in the school, almost 30% are identified as students with disabilities¹³ and 4.4% of the students are ELLs. This is more ELL students than 59% of the other 43 transfer schools in the city.¹⁴ To meet our goals, a comprehensive outreach plan has been developed.

Recruitment Plan: New Dawn recruitment will entail a multi-pronged approach and will include reaching out to schools in the community, community centers, group homes, businesses, parents, and any number of places where our target student population or their families congregate. The first step is to build community support and name recognition. To this end, having people available who speak the various languages is absolutely essential. We currently have a Spanish speaker on the Planning Team who has already begun outreach to the Spanish speaking community. A second member of the Team speaks fluent Arabic and has strong connections to many NYC Arabic communities. An individual working with the group speaks Cantonese and a local dialect. Our materials are already published in English, Spanish, Cantonese, and a Chinese regional dialect and are being prepared in Arabic. We have been reaching out to the CSD 15 Superintendent, local community board, CBOs, hospital, businesses and the area Assemblyman. Through this we hope not only to gain community support, but spread the word about the services of the school.

The second step in the recruitment process begins once the school is chartered, reaching out to students in need. This group is somewhat elusive because the majority will probably not be in any school; however, there are a number of places where we will be able to gain access to these former/future students. First, we will do the very traditional recruitment of advertising in the many local papers, including those published in languages other than English, as well as distributing fliers in locations where people in need will see them, in the languages appropriate to that area. These locations include libraries, laundry mats, community bulletin boards, etc. Second, we will reach out to existing high schools from which our students would have dropped out, meeting with guidance counselors and principals, as well as working with the NYC DOE and district office to identify potential students. New Dawn will not only enroll drop-outs, but in-school truants and students who are over-aged and under-credited currently at these high schools (usually students with IEPs and ELL status). For years Wildcat staff has been attending "fairs" at high schools looking for placements for their struggling students and this has been a very effective means for recruiting students. Third, there will be a plan in place to recruit students from other civil service, CBO and health care facilities in the neighborhood. This will be targeted to families as well as students and will include outreach to churches, immigration support groups, medical offices, Lutheran Hospital, the Community Board, NYC Police Department Community Relation Board, and CBOs serving the Spanish-, Chinese-, and Arabic-speaking communities. Fourth, we will reach out to locations where the students in need of services themselves will congregate, including local pool halls, internet cafes, cantinas, coffee shops, and youth service organizations. We already have these locations identified and we will recruit existing Wildcat students through the Wildcat Internship Program to conduct this outreach for us. These students will be fully trained and monitored to complete this aspect of the recruitment phase.

¹² Crotty, T. & Pendleton, T. (2009). *The learning to work initiative Year 4: Mid-year report continuing innovation*. NYC DOE's Office of Multiple Pathways to Graduation downloaded from <http://schools.nyc.gov/NR/rdonlyres/CDFA2070-B132-418C-A14F-5580BD65A2A1/0/Y4MidYearReport.pdf> on November 13, 2010.

¹³ NYC DOE's CAP program.

¹⁴ NYC DOE's Progress Report results for Transfer School downloaded from <http://schools.nyc.gov/Accountability/tools/report/default.htm> on December 22, 2010.

Finally, it is absolutely important in the Sunset Park community that we have people “on the ground” reaching out to community residents as part of the recruitment plan. Sunset Park, while very ethnically diverse and large, actually operates on a small town basis. The businesses in the community are all small businesses (no chains, no big firms) and as such, the owners actually know the people in the community. Therefore, we must make these people part of our recruitment efforts. One aspect that is very centralized to Sunset Park is the “card table” on the street approach, which we will use and will be staffed by people speaking the language of the area. Child Care Plus, Time Warner, drug rehabilitation facilities, the NYC fire and police departments have all used this technique with great results. This approach involves setting up a table on the street (5th Avenue for Spanish and Arabic speakers and 8th Avenue for Chinese speakers), talking to people and distributing materials. By combining these efforts, we feel certain, based on the needs of the community, that we will be able to recruit our targeted students and reach full census.

In addition to its general recruitment efforts, New Dawn will employ a focused set of strategies and techniques to recruit students with disabilities at a rate comparable to or greater than the number enrolled in CSD 15 high schools. We know from our experience at Wildcat (IEP = 29.8%) that our biggest referral source for special education students will come from district high schools trying to place their struggling students or trying to find placements for students who have already dropped out. Further recruitment efforts designed to interest special education students and their families include: (1) print advertisements that include specific information about the Special Education program, (2) special open-house sessions held in the community geared towards parents of Special Education students, and (3) one-on-one meetings with members of the staff with any parents of Special Education students who express interest in learning more about how New Dawn can meet the particular needs of their student.

To reach students with ELL¹⁵ classifications, New Dawn staff will reach out to the ELL coordinators in CSD 15 high schools to identify students who are over-aged, under-credited and struggling or have already dropped out of high school. As discussed above, marketing and outreach materials will be distributed in areas of the community where non-English speaking individuals reside and congregate. Much of the community speaks Spanish, Chinese, or Arabic, and New Dawn will reach out, in those languages to CBOs, service providers and/or individuals that might work with students classified as ELL.

Lottery: To assess the effectiveness of the Recruitment Plan, the number of lottery applications will be closely monitored on a weekly basis. While the school will adhere to the April 1 lottery deadline, we know from experience that a large majority of the students who enroll at Wildcat and are successful do not submit applications until the August prior to September enrollment. This lack of attention to deadlines is one of the many reasons our group of students struggles with school. In our experience, students who submit applications by the April 1st deadline have either found other options or have no interest in attending school once orientation begins five months later. However, the Board of Trustees will monitor the number of applications received on a weekly basis. If at least 5 applications a week are not received (30 weeks from the start of school September 2011 to lottery on April 1), the outreach attempts will be greatly increased, including public appearances at different institutions (hospitals, day care, after school programs, elementary schools, churches, libraries) to alert people to the existence of the school. Historically, Wildcat has never reached numbers high enough by April 1 (all students who submit applications by then are accepted to the school) to have ever held a lottery, however, every seat in the school is filled by September. We do not want to produce another barrier to high school admittance, so if there are not enough applications by the April 1 date to require a lottery, all students will be admitted to the school and students will be enrolled on a first come, first enrolled basis until census is reached.

¹⁵ When referring to ‘ELL’, this includes all non-English language classifications such as LEP and ESL.

Provision of Services to Special Education Students: The percentage of students in this category will be greater than the percentage in high schools in CSD 15, and New Dawn 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. All applicable federal laws, including the Individuals with Disabilities Education Act (IDEA) will be followed. The School shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. 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 students' school district of residence.

New Dawn will provide instruction to special education students in the most inclusive environment possible, subject to the requirements and restrictions included in each student's IEP. The School will provide support services to students to ensure that IEP mandates are met. Performance levels will be supported and documented through the Educational Benefits Plan in each IEP. The School will not place a student in a learning environment that is inconsistent with the IEP, nor will it limit its acceptance of students with disabilities to students with IEPs that require a full inclusion program. In accordance with the State Education Law Section 2853(4) et al, the School will provide services required by the IEP, either directly, by contract or by agreement with the school district. If New Dawn requests that the district provide a self-contained class room for a student, it will work with the district to place the student in a self-contained class operated by the district at a location other than New Dawn, if that is appropriate to the needs of the student. If it is determined by the school district CSE to be the appropriate placement for the student, and if New Dawn requests that the school district provide such services, a self-contained class or resource room must be provided by the school district. We are very lucky to have the Lillian Rashkis High School 371, a District 75 school with 100% special education students, in the Sunset Park community. We are hopeful that we can work with Lillian Rashkis to develop strategies whereby students do not have to leave the neighborhood to receive services. New Dawn and the district CSE will work with the parents to design a program that implements the IEP, addresses the student's needs and is integrated into the School's educational programs. New Dawn and the CSE will work with the parents to develop an IEP that meets the student's needs and design a program that is integrated into the charter school's educational programs and makes use of charter school and school district resources.

Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if 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. Special education students, when appropriate according to their IEPs, will receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and therapists will come to the regular education classroom, when appropriate, to provide services to small groups of regular and special education students. A special education teacher, paraprofessional or aide may sit with them to help implement the goals of their IEPs. Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs.

If New Dawn is unable to directly provide services to the extent necessary, it will seek individuals to provide services from CSD 15. The services to be provided may include, but are not limited to: speech language pathology and 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 employ a full-time special education teacher in its 1st year. As the school grows, additional special education teachers will be hired to ensure compliance to Educational Law based on the number of students with IEPs. The special education student to special education teacher ratio will benefit special education students by ensuring that sufficient time and attention will be provided for each student.

New Dawn will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. New Dawn special education staff will provide consultation and support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school community. New Dawn classroom teachers will be knowledgeable about the needs of students with disabilities; informed of their responsibilities for particular students; receive the support they require to implement a student's program; and implement any modifications or accommodations in their classes in accordance with the students' IEPs. Teachers will receive ongoing training regarding the education of special needs students beginning with and including the pre-opening professional development phase and prior to the opening of school each year.

In the case of students suspected of having undiagnosed disabilities, New Dawn will adopt a referral process that implements all procedures as outlined in the regulations of the NYS Commissioner of Education for initiating a referral in accordance with Part 200.4 of the Regulations. A referral may be made by a teacher, parent or person in parental relationship, a professional staff member of the School, a physician, a judicial officer, a representative of a public agency, or a student over 18 years of age. The Regulation identifies specific requirements for referrals initiated by professional staff members and will be followed. All staff will receive training in these procedures.

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the local educational agency—the school district of a student's residence (*see* 34 CFR §§300.22, 300.312 and 300.340 *et al*). New Dawn will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student.

New Dawn will provide substitute coverage for teachers to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP. New Dawn will ensure that the teacher is knowledgeable about the student's needs and will help implement any modification or accommodation as determined by the CSE. Every teacher of a student with a disability will be provided a copy of the student's IEP. Training will be provided by the special education staff for teachers to ensure that teachers fully understand the IEP of each student and its instructional implications. With support from the special education staff, general teachers will be able to establish modifications in the general education classrooms.

Quarterly progress reports and report cards regarding the progress of each student and his or her IEP will be provided to the parents and to his/her district of residence. The School's special education staff will interact with the students' district(s) of residence in a number of ways, including seeing that referrals are made for students suspected of having a disability; fulfilling reporting requirements of the resident district; ensuring that all appropriate school staff participate in meetings of the resident district CSE; and establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the IEP are being provided.

Provision of Services to ELL Students. New Dawn will not discriminate against ELL students in its admissions policies or practices, and it will comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 and the Federal Equal Educational Opportunities Act of 1974. In

addition, as stated above, it will make proactive efforts to build awareness of the charter school and of the opportunity for parents to enroll their students within the CSD 15 by having a presence in areas of the neighborhood where large numbers students classified as ELL's reside.

Once enrolled, the School assures that ELL students will not be assigned to classes for students with disabilities because of their lack of English skills, and parents whose English proficiency is limited will receive notices and other information in their native language. The School will establish an ELL student enrollment target each year, in consideration of the School's prior year's enrollment figures for such students and the school district's prior-year enrollment figures for such students. This figure will be at least the same as, or higher than, the figure determined by the Authorizer. The School will then adapt and document its student recruitment strategies to support achievement of the ELL student enrollment targets.

New Dawn's process for identifying ELL students and the method for determining ELL status is as follows: (a) If English is the only language spoken in the home as indicated on the Home Language Questionnaire then the screening process need not continue; (b) If the home language is other than English or the student's native language is other than English, ATS (the DOE student tracking system) will be checked to determine if the student has already taken the LAB-R and had been identified as an ELL student, if yes, then the student will receive ELL services; (c) if not on ATS, then appropriate school staff will informally interview the student and the parent in English, or when necessary in their native language; (d) if the student speaks a language other than English and speaks little or no English, then the School will administer the Language Assessment Battery-Revised (LAB-R)—a score below the designated proficient level is limited English Proficient (LEP), thus eligible for services; (e) after placement into ELL services, student progress in English is measured annually with the NYSESLAT. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit services. Any student classified and receiving educational services as a ELL student who subsequently tests above the established cut-off point will be deemed to be no longer in need of ESL services.

The School will implement a *Freestanding English as a Second Language (ESL)* program to provide instruction in English, using both push-in and pull-out. In a push-in model an ELL teacher works with students during content instruction in collaboration with the classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. In the pull-out model, ELLs will be brought together for English-acquisition-focused instruction by the ELL teacher outside of the general classroom. The topics being discussed in the content class will be the topics used in the pull out.

Teachers also utilize special instructional strategies sometimes referred to nationally as Sheltered English Techniques (SET) or Specially Designed Academic Instruction in English (SDAIE) for delivering content to ELLs in English. At New Dawn, students will receive instruction from their classroom teacher and, as needed, discrete ESL instruction from the highly qualified ELL teacher. DMPCS will use the new standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that ELL students meet the same standards as the general student population. PD for teachers and administrators in instructional methodology appropriate for language learners will ensure that the materials and facilities available to ELL students are equal to those of the general population. Appropriate materials will be available for ESL instruction.

New Dawn ensures that ELL students will not be excluded from any activity based on an inability to speak and understand English. Parents whose English proficiency is limited will receive notices and information from the School in their native language to encourage participation in the School. Further, New Dawn will undertake a training program for teachers who are directly involved with ELL students. The staff development program will enhance staff appreciation for the ELL students' native language and

culture, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELL students. New Dawn will guarantee that materials and facilities for the implementation of the ELL instructional program will be of the same quality and quantity and not be inferior to those materials and facilities available to English proficient students

III. SCHOOL DESIGN

The educational model has been designed to meet the needs of those students who have dropped out of more traditional high schools who are over-aged and under-credited. As a general overview, New Dawn Charter High School will serve students who are 15 to 21 years of age in grades 9 – 12. New Dawn's educational model will be based on the model currently in use at John V. Lindsay Wildcat Academy. The model, with modifications over the years to reflect updated educational theory, has been in place for the last 18 years and includes a robust internship program. New Dawn's model will include many aspects of the existing curriculum such as heterogeneous grouping; differentiated instruction; small classes; parent and community involvement; internships; interdisciplinary teaching strategies; cooperative learning; thematic projects/units; performance based instruction; and authentic assessment of students' progress. The existing curriculum has rigorous standards and is based on and aligned with the New York State Learning Standards as well as the Common Core Learning Standards. New Dawn will also make some major modifications to the Wildcat program model to include the development of ILPs, an intensive program for students with fewer than 11 credits, and early college participation.

The majority of classes will be built on an academic intervention model with 15 to 20 students in each class allowing teachers to instruct on a multi-skill level, using techniques that ensure that teaching is differentiated among different levels of learners. For the last four years, the four educators on the Planning Team have all participated and been trained in a multi-million dollar school improvement model funded through a national US DOE Teacher Incentive Fund called PICCS (Partnership for Innovation in Compensation for Charter Schools) based at CEI-PEA. The PICCS School Improvement Engine (SIE) will be implemented at New Dawn. The PICCS SIE includes the PICCS Warehouse which provides the ability to map the curriculum, allowing teachers to digitally develop their lesson plans aligned with the curriculum; develop common assessments that align back to both the curriculum and NYSED Learning Standards; and track student performance over time. This system is flexible enough to easily accommodate new Common Core Standards as they are released by NYSED. Using data to inform instruction is a major component of the SIE. All these strategies and tools culminate in a teacher and school leader evaluation using objective, measurable outcomes. Wildcat has seen major improvements in teacher and student performance during its four years of participation in the program.

Students will attend school a full 180 days the first year and at least 215 days per year in consecutive years. The scheduling plan includes the following key points: 1) the school building will be open from 8:00 AM to 6:00 PM; 2) classes will be in session from 9:00 to 5:00; 3) on-line computer access will be available from all areas to facilitate group project research; 4) students with fewer than 11 credits will complete an intensive program of not only academic growth, but of social/emotional growth; 5) students with 11 credits or more can become involved in internships in the community followed by attending college through a program developed in conjunction with Borough of Manhattan Community College (BMCC); 6) embedded professional development in the areas of differentiated instruction and classroom management will begin from day one and be ongoing; 7) the schedule will be arranged so that core subject teachers can meet everyday from 3:30 to 5:00 for the purpose of common planning and professional development in the many tools being offered (curriculum mapping, lesson planning, assessment development, student tracking, using data to inform instruction, etc.); and 8) at the end of the first year, staff will have the summer to regroup and prepare for the next year. Below are the specifics of the model as they apply to each category.

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

Based on the racial breakdown for students who are Black and/or Hispanic in all of the 44 transfer school in NYC (88%) and the racial breakdown of Brooklyn alone (94%)¹⁶, we are predicting a range of 80%-90% of the students will be Black and/or Hispanic, with a range of 10%-15% of the students from Asian or Arabic backgrounds based on the neighborhood demographics. Therefore, all interventions will have an impact and thus decrease the student achievement gap. Based on our experience at Wildcat, we have developed several strategies which have been effective in increasing student achievement and decreasing student achievement gaps in both reading/language arts and mathematics with these groups (98% of the students at Wildcat are Black/Hispanic). The effectiveness of this can be seen by the fact Wildcat serves some of the most at-risk students in NYC as measured by a peer index of 1.88—the index calculated by the NYC DOE to compare similar schools based on ethnicity, free/reduced lunch, number of IEP and ELL students, 8th grade NYSED test scores, etc. This is more at-risk than all but one of the other 43 transfer schools¹⁷ and is the 23rd most at-risk group of students out of the 424 high schools in NYC. Further, Wildcat students have the lowest 8th grade NYSED ELA and math test scores of any other transfer school. Even with these deficits, Wildcat still received an “A” on the NYC DOE Progress Report¹⁸ based largely on the Student Progress section which is the rate of proficiency on the NYSED Regent exams. The Planning Team believes we can import this model to Sunset Park with the same level of effectiveness. We know from experience that once students pass their Regents exams, they graduate. The Wildcat 2009-2010 Annual Report showed the following pass rates on Regents Exams:

	ELA	Integrated Algebra	Global Studies	US History	Living Environment
Percent Passed	93.7%	92.3%	96.2%	95.2%	97.8%

One reason this curriculum has been so successful with this group of students is due to our understanding of the tension between the need to have over-aged and under-credited students meet all Regents requirements and graduate in a timely manner while providing them with a comprehensive education. While we understand that the four-year 9th grade graduation cohort is not an obtainable goal for a transfer school (thus our being measured on a six-year cohort), we also understand that students need to be more than just prepped for passing the Regents exams and the existing curriculum reflects this belief. The curriculum has been developed, with corresponding assessments, which allow teachers to analyze other skills. In completing their tasks, course work, internships, or college courses each student must demonstrate that s/he is capable of being: 1) a constructive thinker, 2) a self-directed learner; 3) an effective communicator; 4) a collaborative producer; and 5) a community contributor. In order to reach these goals, several innovative aspects of the curriculum stand out.

Students at enrollment are expected to be significantly below grade level. Past experience has shown that 55% of all Wildcat students are significantly below grade level in reading and 90% below grade level in math. This combined with the numbers of ELL students expected requires that New Dawn offer an additional literacy block. An additional literacy class will be added to the schedule of all core subject teachers (*also known as RICA—reading in the content areas*). This will help New Dawn students meet or exceed NYS Common Core Learning Standards for Literacy in History/Social Studies, Science and Technical subjects. The purpose of these classes is twofold: to gain in-depth understanding of the subject area being studied and to improve reading, writing and research abilities. All students have access to the

¹⁶ From <http://schools.nyc.gov/Accountability/tools/report/default.htm> downloaded on January 3, 2011 from 2009-2010 Progress Report Detailed Measures for Transfer High Schools.

¹⁷ Ibid.

¹⁸ From http://schools.nyc.gov/OA/SchoolReports/2009-10/Progress_Report_2010_HS_M707.pdf on 1/3/ 2011

internet to conduct the research. The introduction of RICA into the curriculum provides students with additional writing support and practice while allowing them to obtain credit in a core subject area needed to graduate without extending time to graduation and falling even further behind their cohort group.

Other unique characteristics of the curriculum include the development of Individualized Learning Plans (ILPs), an intensive support program for students with fewer than 11 credits, advisories, a multi-track program towards graduation including community internship and early college enrollment, and community work. While all innovations will impact the achievement gap, these particular strategies are more geared towards graduation and thus are discussed under the next section.

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

The most at-risk high school students are New Dawn's entire target group. We will not recruit from 8th grade and will not enroll students who are doing well in their traditional high school. New Dawn is a transfer school only open to those who are over-aged, under-credited who have either dropped-out of high school or are in-school truants. At Wildcat, the 471 current students come from some 248 other high schools and Wildcat is no student's first high school. Further, at enrollment, 55% of the students are below grade level in Reading and 90% are below grade level in math. This is the same group we are targeting in the Sunset Park community. While becoming proficient and passing the Regents exams is important, this is only one outcome necessary for an increase in the graduation rates. Strategies that will be transferred from Wildcat to New Dawn will include the development of ILPs and the Internship Program. New strategies to be implemented will include an intensive program for students with fewer than 11 credits, advisories, having all students stay in school full-time for the first semester, and the implementation of an early entry college program with BMCC.

Defining 'grade level' and the scheduling of classes is important. Students come to transfer schools with accumulated credits literally ranging from 0 (zero) to 40 credits (in NYC 44 credits are necessary to graduate). However, there are holes in this credit accumulation. For example a student enrolls at the school with 32 credits but does not have one single math credit. So even though this student is technically a 'senior', this student obviously is not ready to take the Integrated Algebra Regents exam, nor can this student participate in senior level math classes. Therefore, this student is assigned to a traditional freshman level math class while at the same time may have already passed the ELA Regents exam and is taking an advanced Literature class. Another common occurrence is the student who enters with 7 credits (freshman) but all these credits are in gym, foreign language, and/or the arts and thus must also start from the beginning. Of course the most common occurrence at Wildcat, and what is expected at New Dawn, as opposed to other transfer schools, is the 16 or 17 year old with 0 credits. Obviously, the student with 32 credits but no math credits is a very different student from the other two examples even though they all need the same math credit. Therefore, New Dawn will have two basic educational plans, one for those students with fewer than 11 credits and one for those who have 11 or more credits.

Intensive Grade 9 Intervention. The data for students with fewer than 11 credits across the city is very discouraging. Of the 44 existing transfer schools in NYC, only 25 actually accept this group of students. Wildcat by far serves the largest number (although not the largest percentage) with 193 out of 298 students (64.8%) in the 6-year graduation cohort.¹⁹ For the purpose of the following analysis, only those schools serving more than 20 students with fewer than 11 credits at enrollment, which also constituted 10% or more of the entire 6-year cohort, were included—leaving Wildcat and 14 other transfer schools. The school with 70% of the cohort comprised of students with fewer than 11 credits out of a total of 23 students in the 6-year cohort is far different from the 15 schools in the analysis. For those schools serving

¹⁹ From <http://schools.nyc.gov/Accountability/tools/report/default.htm> downloaded on January 3, 2011 from 2009-2010 Progress Report Detailed Measures for Transfer High Schools.

a sizable proportion of students in this category, the average graduation rate is 34%. This compares (same schools) to a graduation rate of 48% for students with 11 to 21 credits and to a rate of 69% for students with more than 22 credits.²⁰ This indicates a city-wide problem with this particular group of students. We know from experience that there is something vastly different between the 17 year old with 0 credits and the 19 year old with 20 credits. While it is completely possible for a 17 year old to get from 0 credits to 20 credits by the time (s)he is 19, a 17 year old with 0 credits simply cannot see the light at the end of the tunnel and thus gets discouraged at a much higher rate than students who have had some success. This combined with their general lack of maturity and experience makes this group of students much more difficult to engage in the educational process. Therefore, a special intervention program has been designed specifically to re-engage (or engage for the first time) the students with 0 to 10 credits.

Due to this intensive intervention, the number of students with fewer than 11 credits (grade 9) will be capped each year. During the first year the number will be 30 students and will never exceed 80 students. Students in grade 9 will attend school full-time and are not eligible to participate in internships or the college program, although the work they do will be geared towards future participation in both these programs. When analyzing the credit accumulation at Wildcat for these students, they on average only accumulate 2.3 credits per semester—and this is with gym, the arts, and internship credits included. This compares to the 5.5 credits accumulated by upper class members. Thus students with fewer than 11 credits will be offered only 4 core classes and will attend traditional school from 9:00 a.m. to 12:35 p.m. These classes will be 50 minutes in length. While there are many schools that are providing extended time in certain subjects, this simply does not work with this group. These students are literally not prepared to participate for extended time periods in academic work, and must be gradually acclimated to the school environment (i.e., ‘schoolized’). Therefore, at Wildcat if a student needs extended time in any subject area, they are scheduled for two periods of classes in that subject. The same will be done at New Dawn.

Advisories. After lunch, students in Intensive Intervention will meet in advisories for three periods of Advisories, dealing with self, community, health, and the arts. Each student will develop their ILP (see below) including goals for education, health, social growth and maturity, career development, and community service. During the first advisory (AD1), students will be able to meet with the counselor and/or social worker to develop their ILPs. In addition, Lutheran Hospital will have a School Health program at New Dawn where students will be able to get medical attention as well as psychological services. There will be tutoring available for those in need of remediation or additional support in the core subject areas, and there will be time for assistance with homework. We know from experience that this group of students will not complete homework on their own and are in dire need of social work and psychological help. During the second Advisory (AD2), students will work in small groups on a project in the community. We also know from experience that this is the group most susceptible to gang affiliation and to feeling alienated from the community. Therefore, by having them become involved in their community in a positive way, we will be facilitating feelings of inclusion rather than the isolation so many of the students in this group experience. During one semester this group will participate in the BMCC’s pre-college program in anticipation of attending college later on. Students will also participate in Gym and the Arts in the final advisory (AD3). These activities are being done as advisories to facilitate connections among students as well as a sense of community and support. Once a student successfully completes the Intensive Grade 9 Intervention, they will move into the general program.

General School Program. As previously stated, this program is designed for students with 11 or more credits. For the first year this will be 120 students. On top of the regular 9:00 a.m. – 3:30 p.m. core classes (six classes), these students will participate in physical education and the arts from 3:30 – 5:00. This is the structure implemented at Wildcat and it works well. The big difference from traditional

²⁰ From <http://schools.nyc.gov/Accountability/tools/report/default.htm> downloaded on January 3, 2011 from 2009-2010 Progress Report Detailed Measures for Transfer High Schools.

schools is that these students will spend every other week either in the community working on an internship (currently the signature program of Wildcat); or some portion of their academic time at BMCC enrolled in college. These students will progress, depending on how many credits they have accumulated at enrollment, from the Intensive Program to participation in the Internship Program to the College program, all of which is tracked on the ILP.

Individualized Learning Plan (ILP). The PICCS Warehouse provides a section where students can develop their own ILPs. Teachers, administrators, counselors, and parents can track student progress towards their goals. This ILP is meant to be used as a tool that puts the student in charge of their education. We know that this will be a training process for students who are not used to having control in many aspects of their lives. However, it is the first step in becoming a self directed learner and the ability to make good decisions. All students at New Dawn will have an ILP and all teachers and counselors will have access to this ILP to make comments and conduct follow-up.

Internships. An important factor contributing to the success of Wildcat has been the interplay of academic studies and the school's internship program. The internship program at New Dawn will reinforce the School's approach to academics by providing students the opportunity to be active and work cooperatively while simultaneously developing job skills. Aside from the socialization aspect of internships, they cement community involvement while teaching the "soft" job skills so many of our young people have problems with today: getting to work on time, appropriate dress and behavior, dealing with co-workers and supervisors, etc.

The Internship Program is integrated into the overall program by using a thematic approach. Thematic projects will be based on the subject area teachers determining the themes that are consistent between internships and their subject areas. These issues will be addressed through written work produced by the student which reflects the connections between the internship on which they are participating and some aspect of their class work. The criteria include:

- Is the task authentic in that it emphasizes a process encountered in the real world?
- Is the task essential? Does it hit upon the core of the curriculum or the "Big Ideas?"
- Is the task engaging in that it requires the student to actively participate in demonstrating mastery?
- Does the task require a complex integration of learning?
- Is the task complex? Does it call for a sustained and in-depth inquiry often leading to other problems or questions of importance?

New Dawn/BMCC College Program. Originally, the internship program at Wildcat was used as an enticement to get students who have dropped-out of school to return and as such has been a very successful tool. However, more and more at Wildcat we are hearing from some students with more than 30 credits, that they really would rather attend school full time. To address this need, New Dawn will develop a College Program through a collaborative effort with Wildcat and BMCC. We already have an agreement in place and the negotiations for this program are currently underway. Students with more than 30 credits (and even for some students with fewer credits based on individual need) will be eligible, and encouraged to participate in the College program. Newer results have shown that students in the inner city who are struggling with school actually find early college enrollment the enticement to remain in high school.²¹ This is supported by actual experience. Time and again students struggle at Wildcat, barely obtaining their high school diplomas, and then try college and absolutely blossom. We want to ensure that all students have the opportunity to attend college in a supportive environment. By implementing a College Program we will be able to support students with the transition.

²¹ Edmunds, J. A. (2010). *A Better 9th Grade: Early Results from an Experimental Study of the Early College High School Model*. A Policy Brief. Greensboro, NC: SERVE Center; and short report: <http://www.serve.org/FileLibraryDetails.aspx?id=179>

Students at New Dawn will take all the Regents exams to graduate as well as complete all high school credits as specified under the NYSED Part 100 Regulations, specifically Part 100.5—Diploma Requirements and Part 100.2—General School Requirements, with particular attention to Part 100.2q—High School Program Offerings. As a result of New Dawn’s commitment to a data driven culture, assessment results will be used throughout to ensure students are showing growth in proficiency. Through these strategies, New Dawn will maintain high rates of high school graduation for all students. Based on the years of experience at Wildcat and the needs of the community, we believe that this school design will result in positive outcomes for the struggling students of the Sunset Park community, particularly those with an ELL status or those with IEPs.

c. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable).

While an important aspect of the educational community, this is really not an area we at New Dawn feel we can impact. It is not a group we work with, although struggling middle school students are absolutely the students who will enroll at New Dawn as can be gleaned from the NYSED ELA and math test scores in 8th grade for existing Wildcat students. We simply will not recruit or enroll students from the 8th grade and thus do not feel this category is applicable.

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

New Dawn will implement a rigorous data driven culture to inform instruction which is described in III.e. below. The assessments used are described as follows:

Assessments

Name of Assessment	Purpose	Grades Administered	When Administered
Scantron Performance Series Reading	Identify reading fluency, competency, reading comprehension and development levels	9-12	September and June
Scantron Performance Series Mathematics	Identify number fluency and mathematical skills for grade level	9-12	September and June
Teacher developed assessments & quizzes	To determine learning in a variety of areas (ELA, math, Social Studies, Science, Health)	9-12	As needed based on lesson plans
Language Assessment Battery – Revised (LAB-R)	To determine English proficiency.	9-12 as identified by the Home Language Survey & Staff Assessment	Within 10 days of the student’s enrollment.
New York State English as a Second Language Achievement Test (NYSESLAT)	To determine when students identified as ELLs become fluent in English.	9-12 if required by LAB-R	April/May*
NYSED Regents Exams (ELA, Math, Global, Science, US History as well as other advanced for	To assess high school students mastery of NYS Learning Standards and graduated from high school.	9-12 Students will take the Regents until they pass.	January, June, August*

Advanced Regents Diploma)			
NYSED RCT exams (ELA, Math, Global, Science, US History)	To assess the mastery of NYS Learning Standards for graduation for students with IEPs who have failed the Regent exam.	9-12	January, June, August*
Preliminary SAT (PSAT)	To assess student verbal/math skills	10-11	February
Subject Area Unit Assessments; Common Assessments	To assess mastery of topic areas with core subjects To assess that all teachers are following the New Dawn curriculum and scaffolding	9-12	Ongoing

*New Dawn will administer these NYS Assessments as prescribed by NYS on the dates that are required for each school year.

While the number of nationally normed assessments for high school students is limited, the Scantron Performance Series has been chosen because so many of the New Dawn students are expected to enroll well below grade level. Scantron PS has been used at Wildcat for years. Scantron PS is a web-based, computer adaptive tool that self-corrects the level on which the student is at, based on the response of the student. Rather than a static paper and pencil test, Scantron shifts the level of questioning and provides very detailed information about student abilities from the report generator. Scantron is a nationally recognized test that has high validity and reliability and is aligned with NYS Learning Standards. The information gleaned from the reports will provide data to inform instruction.²²

Teachers will administer their own quizzes and assessments, which will provide direct information about the need to re-teach concepts or to move on. To assess classroom teaching and learning across the school and curriculum, unit and common assessments in ELA, Math, Science, and Social Studies will be administered. This is good pedagogy and once loaded to the PICCS Warehouse will provide much needed information about where students are struggling and how this aligns to the New Dawn curriculum and NYSED learning standards and core content standards. This data informs the entire school about weaknesses and strengths in the curriculum, lesson plans, and instruction. Finally, prior to graduation all students will take the Regents exams in at least the five core areas, unless specifically prohibited on a student's IEP. IEP students unable to pass the Regent exam may take the RCT exam.

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

As discussed previously, the four administrators and educators on the planning team have all been trained in the School Improvement Engine through PICCS.²³ This model includes the development of ILPs by students, mapping the curriculum, developing common assessments, tracking student performance, and classroom and school leader evaluations. This data all aligns and is then used to inform instruction under the TERC model,²⁴ which is part of the SIE. The results of the implementation of the SIE in the original 10 NYC charter schools has been so successful²⁵ that the US DOE has granted two additional projects totally \$17.5 million to CEI-PEA for implementation of the same model at seven NYC charter schools and six Buffalo charter schools.²⁶ New Dawn will implement all aspects of the School Improvement Engine, including the compensation plan which compensates teachers based on student outcomes. A

²² From <http://www.scantron.com/performance/series/> on April 21, 2010.

²³ From <http://www.piccs.org/publications.html> downloaded on January 23, 2011.

²⁴ From <http://usingdata.terc.edu/> downloaded on January 23, 2011.

²⁵ From http://www.nypost.com/p/news/local/charter_teachers_oar_as_their_pupils_6fjSxF4dFhIIDrAV3ypjSO download on January 23, 2011.

²⁶ From <http://www2.ed.gov/programs/teacherincentive/awards.html#8> downloaded on January 23, 2011.

difference between the PICCS compensation reform plan and New Dawn will be that the New Dawn model will be based on the belief that all adults in a building 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. Therefore, all staff will be eligible to receive an incentive of up to \$5,000 based on student outcomes. The entire SIE aligns with NYSED's Race to the Top program as well.

New Dawn will assess student performance on a continuous basis providing instructional staff, students and parents with detailed data on individual student performance and growth, student cohort performance gaps, and performance comparisons with similar student populations. To support this, the PICCS Warehouse will be purchased for the school as the integrated student data system. The PICCS Warehouse downloads the basic student demographics (and NYSED test results) from the NYC DOE ATS (NYC's student information system) and then aligns this information with the school's curriculum and testing program. Through this software, teachers can develop NYS Common Core Learning Standard aligned units, activities, lesson plans and assessments within the context of the school's core curriculum. This information is then compared with standardized tests (i.e., Scantron), common core assessments, teacher generated tests, and NYSED Regents, which will eventually include the item analysis for the various Regents exams, and then track student progress over time. Administrators can use the combined software to identify gaps and weaknesses in the curriculum and instruction. Applying all this data into the TERC Using Data protocol will provide staff with extensive information and data to inform instruction.

Because the PICCS SIE is an extensive and comprehensive system of using data to inform decision making and instruction, the planning team understands all too well that teachers will need significant professional development in these strategies. To this end, teachers will have professional development, or planning time, scheduled every day for the first year from 3:30 to 5:00 while students are in classes such as physical education and the arts. We know both from our experience with new teachers and our experience with PICCS that this planning and professional development time is necessary for successful implementation and we want the entire data driven decision making system and all tools implemented seamlessly the first year. Following completion of the first year, teachers will spend the summer session reviewing and preparing for the upcoming school year. Working with this group of students is stressful and teachers, particularly new teachers, will need this time to reflect and prepare. After the first year, teachers will teach year round.

The data gleaned from this endeavor will not only be used to inform instruction, but to improve on the curriculum, provide data for various reports (annual, Consolidated, IEPs, as well as others), and provide data for the Board of Trustees to monitor progress under NCLB. Overall, the PICCS School Improvement Engine and its corresponding tools have been very effectively used at Wildcat and will be transferred to New Dawn.

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

New Dawn will partner with all schools in the neighborhood, regardless of performance, including middle schools and elementary schools as part of the community renewal which is occurring in Sunset Park right now. We will share information and resources in several ways: 1) principal meetings, 2) seeking internships in neighborhood schools for New Dawn students, 3) working with Lillian Rashkis (District 75 school, 100% students with special needs) to develop an exchange of ideas and perhaps a sharing of services, and 4) working with the Sunset Park High School to bolster both our programs. New Dawn will share any and all practices with any school that wishes the information. As in the past with Wildcat, New Dawn will work with the NYC DOE and the NYSED to provide information and support to other schools.

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

There are any number of start-up challenges faced by charter schools upon opening. However, the New Dawn planning team members have extensive experience with opening schools, successfully managing budgets, compliance/accountability, data tracking, staff and student recruitment, facilities, and have a full understanding of education and charter law. Planning team members are experienced in all areas of expertise necessary to apply for and obtain a charter. Upon charter, the planning team will look for members with expertise in keeping a school viable, including individuals with legal and fiscal expertise. We feel that the planning team members have the experience necessary to marshal this application through the chartering process.

As stated earlier, the majority of the founding team members currently work at John V. Lindsay Wildcat Academy. Lead Applicant, **Sara M. Asmussen**, Ph.D., is the current Director of Compliance & Accountability and as such oversees all Title programs, use of data, all reporting to the city and state (Annual report, renewals, BEDS reports, etc.), as well as tracking student outcomes and data. She is the Lead Data Coordinator for the entire PICCS project. Through her work with JPS Solutions, she has worked with the development of many charter school applications throughout the city. She has experience managing federal, state, and city grants and budgets as well. **Ronald Tabano**, the current CEO/Principal of Wildcat, has over 40 years experience in education beginning his work as a 6th grade teacher, moving to teaching social studies and ELA at the middle and high school levels, eventually becoming an Assistant Principal. Following this he worked in the community creating job opportunities for struggling adolescents and was a founding member of both Wildcat Academy, which opened in 1992 under the NYC DOE and the first Second Opportunity School (SOS) in the Bronx which opened in 1997. He marshaled Wildcat Academy through the charter conversion process in 2000. Mr. Tabano also started the first New Beginnings School in 1999 in Queens. Today as CEO/Principal of Wildcat, Mr. Tabano is responsible for a budget of \$9.5 million and a staff of 54. Wildcat is one of the few UFT Charter schools that pays market rent and has been able to make their budget even with the per pupil funding freeze under Mr. Tabano's leadership. **Ed Peterman** is the current Assistant Principal at Wildcat. He was the founding ELA teacher at the SOS that Mr. Tabano opened in 1997. He joined Wildcat as an ELA and Technology teacher in 1999 and worked with the school during the conversion process. He became certified by NYS as a School District Leader and a School Building Leader and joined the Wildcat administrative team in 2008. As part of his current responsibilities he worked with teachers, re-mapping the entire Wildcat Curriculum, developed common assessments to align back with the curriculum and NYS learning standards, and does regular classroom assessments and observations of the teachers. **Lisa DiGaudio** is currently the Director of Curriculum and Instruction at Hebrew Language Academy. She joined HLA after teaching 5th and 6th grades at Merrick Charter School. Prior to this she worked on Long Island in a variety of positions, including teaching Social Studies and Resource Room for high schools. As a center director, she worked with students who had dropped out of school and were returning to night school to obtain their high school diplomas. She is a NYSED certified teacher and just received her Initial School Building Leadership and Initial School District Leadership Certifications. All four of the individuals above have worked for the past four years with the PICCS School Improvement Engine. Through this project all are trained on using a variety of computer tools and strategies to map curriculum, develop assessments, track students progress, use data to inform curriculum, and conduct objectively-based classroom assessments among other school improvement strategies.

Marco Castro, B.A., has lived in CSD 15 for 11 years and in Sunset Park for eight years. Formerly from Mexico City he immigrated to NYC in 1993. He is a free lance photographer who has worked for the Mexican President Carlos Salinas de Gortari, the Mexican Mission in NYC, the United Nations, and Bryant Park Corporation. He recently completed his undergraduate work in Communication and Culture at CUNY. His capstone project was the Mexicanization of Sunset Park which tracked the changing of the icons and culture of the neighborhood over time with the influx of Mexican immigrants. He will be the community advocate for the project ensuring that the Spanish speaking community is represented. His two sons attend P.S. 172 located in Sunset Park. **Samir Soudi**, M.S., currently works for the Population

Council as a Senior Programmer and Database Developer with projects all across northern Africa. Prior to this he worked at Wildcat as the Senior Research Analyst and was involved in many aspects of the school, designing the school's student data system, including the scheduling program for this very educationally diverse group of students. Originally from Morocco, he is completely fluent in both Arabic and French. In addition to his knowledge about transfer charter schools, he will act as the liaison to the Arabic communities in the neighborhood. **Leslie Winter**, M.P.A., M.A., is the former Executive Director of the Achilles Foundation, was formerly the Assistant Commissioner for Planning in the Division of Real Property in NYC and the Director of Real Estate Programs for NYU's Real Estate institute. Currently, he has been purchasing commercial real estate in NYC and is the chairperson or president of two economic development not-for-profits and sits on the Boards of two others.

This group of individuals definitely has the experience and qualifications to run a charter school, each person is able to address one of the areas in which we feel will present start-up challenges. Following is the list of challenges we are expect to be faced with during the opening of New Dawn.

Facilities: The planning team would definitely consider being co-located in NYC DOE space for the two years and have already reached out to the appropriate staff at DOE to begin this discussion. However, New Dawn will be based in its own building eventually. To this end the planning team has already begun work with Civic Builders to identify space and build it to suit. Civic Builders has a long and extensive history of building schools for charter schools, covering all costs and charging the school market rent. Wildcat has always been located in privately owned property and thus do not view paying rent as problematic. The challenge will be if we are unable to co-locate in a DOE property for the first two years, there will be a need to identify appropriate rental space. Mr. Winter and Mr. Tabano both have extensive experience in identifying space in commercial buildings and will lead this endeavor.

Financial Accountability and Program Operations: While New Dawn will be a separate, stand-alone school with a separate Board of Trustees and separate auditors; based on our established relationship with Wildcat, we will have access to all financial documentation, strategies, and procedures. Further, we will be able to use all existing structures such as the Financial Controls, Human Resources, and Staff Manuals. All financial procedures will be transferred from Wildcat to New Dawn. Wildcat has successfully passed every external, fiscal audit (including the circular A-133 audit) that has ever been conducted during its 11 years as a charter school. Programmatically, Wildcat will be sharing the curriculum for the entire school, including the Internship Program with New Dawn. Further, all compliance and custom programmed data systems will be imported to New Dawn as well. The fund raising arm of Wildcat, New Era Transitions (NET) has expanded its mission to including raising money for New Dawn during the start-up year. Mr.'s Tabano and Peterman will ensure that New Dawn has all the resources necessary from existing Wildcat procedures and Dr. Asmussen will deal with the integration of the new systems at New Dawn.

Staffing: As Wildcat is an existing school we do not believe that recruiting staff will be an issue since we know how many teachers are looking for jobs by how many apply to Wildcat. Even though all core teachers will be NYSED certified teachers, chances are they will still be very young, inexperienced teachers. Knowing this ahead of time has been integrated into the New Dawn schedule and professional development plan. First, we know that these teachers are going to struggle with this group of students in the areas of classroom management and differentiated instruction. Therefore, these two areas of professional development will be embedded in the classroom and monitored through the use of the Danielson Classroom Evaluation tool. We also know that the PICCS SIE being implemented requires extensive training. Finally, these teachers will need support and PD on strategies to serve the large number of students with ELL and Special Education classifications expected. This has been accounted for by scheduling common planning and PD time every day for the first year from 3:30 to 5:00. Further, during year one, there will be no summer school. Teachers will have that time to work with the new hires and plan for the second year. We believe this will allow new, inexperienced teachers to become master

teachers at a much faster rate. Mr. Peterman and Ms. DiGaudio will help implement these strategies at New Dawn and will be responsible for the professional development aspects of the school.

Community Recruitment and Integration: It is important that the school have a presence in the community and is able to reach-out to people from different cultures and in their own languages. Mr. Castro will assume this role as liaison to the Spanish-speaking communities as part of an outgrowth of work he has all done in Sunset Park. Mr. Souidi will be the liaison to the Arabic-speaking communities. A volunteer, Jane Sun, who has been working with the planning team will support our work in the Chinese community until such a time that we identify someone from Sunset Park to fill this role. This process has already started and the planning team is receiving support from many areas of the community.

While other challenges will undoubtedly be faced, we believe that the supports in the educational community combined with the experience of the planning team will allow us to meet any challenge effectively.

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

Members of the planning team have already reached out to Anita Skop, the superintendant of CSD 15. She has been supportive and we will include her office in all aspects of the application process as well as the development of the school. We appreciate and need the support of the district and we plan on growing this relationship. This relationship started several years ago when Wildcat wrote a grant for P.S. 172 and Hellenic Classical Charter School (both CSD 15 and Sunset Park schools) to open an after school program. This relationship continues today and New Dawn will become a part of this team. Ms. Skop has been supportive of this relationship and we have no reason to believe this support will not continue to grow. The planning team has reached out to the Office of New Schools and the Office of Multiple Pathways to Graduation through DOE and will continue our relationship with them as well. Further, New Dawn will work closely with the District on reporting necessary data on ATS, working with the Committee on Special Education and will of course take referrals from the District particularly in the areas of special education and English Language Learners.

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

As reported elsewhere in this prospectus, New Dawn is providing a service which is lacking throughout NYC, with Sunset Park being one of the communities in need of a transfer school addressing the needs of over-aged, under-credited students (particularly English language learners) who have dropped out of high school or are at-risk of dropping out. New Dawn will also accept those students with fewer than 11 credits which is a subgroup that desperately needs schools and programs. There are only 44 transfer schools in NYC; only 25 of these schools accept students with fewer than 11 credits; and only 15 except these students in large numbers. New Dawn absolutely serves a group lacking alternatives.