

FULL APPLICATION SUMMARY

Proposed Charter School Name	South Bronx Community Charter High School
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District of Location	District 7
Opening Date	August 2016
Proposed Charter Term	5 years, 2016/2017 to 2020/2021
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	Year 1: Grade 9, 110; Year 2: Grade 9-10, 220; Year 3: 9-11, 325; Year 4: 9-12, 425
Projected Maximum Enrollment and Grade Span	425 students in grades 9 through 12

Mission Statement

The mission of South Bronx Community Charter High School is to promote **student excellence** through an emphasis on academic, interpersonal and professional skills in a supportive and responsive learning environment. SBCCHS students graduate with a positive sense of self, ready to design and realize their futures in college, community, and career.

Key Design Elements

Inspired by local and national movements to address disparities in student outcomes, like the New York City Young Men’s Initiative and My Brother’s Keeper, SBCCHS envisions a future where all young men and women are achieving high levels of academic success. SBCCHS’ combination of competency-based learning, supportive staffing, cultural responsiveness, and adaptive operations promotes student excellence and empowerment.

Competency-Based Learning. SBCCHS’s competency-based approach focuses on clear, actionable learning targets, such as the ability to read analytically and practice social responsibility. These competencies demonstrate academic, personal and professional readiness. Competencies are aligned to the Common Core and are assessed through students’ fulfillment of performance tasks—rigorous and engaging projects. SBCCHS teachers use technology to personalize learning and support students’ movement at their own pace. Through common planning time and a team approach to teaching and learning, teachers are able to share focus on a common set of competencies. This provides students multiple opportunities to practice and master core critical thinking, problem solving, writing and social skills across subjects. SBCCHS draws on the demonstrated success of established competency-based programs, such as Boston Day and Evening Academy, in Massachusetts, which enrolls underserved students and achieves excellence as measured by state exams and college attendance.

Supportive Staffing. Recent and compelling research indicates that social and emotional learning complementing a rigorous academic program is critical for student success in college and beyond.² SBCCHS uses a robust staffing plan that provides two adults in each classroom and allows for an expanded school day. Learning coaches — staff with youth development expertise—work alongside teachers to provide one-on-one conferencing, small group tutoring and progress monitoring. Learning coaches support students’ social and emotional skill development through facilitation of SBCCHS’ advisory focused on college, career and leadership development. They impact total learning time in and out of the classroom through relationships with students that are positive and supportive beyond the four walls of a class. This staffing model also increases the collaborative planning time available to content teachers.

Cultural Responsiveness. Meaningful engagement is the key to student retention.³ SBCCHS uses culturally responsive education practices to promote students’ sense of belonging, positive school culture and attendance. Culturally responsive education is predicated on the notion that students achieve when they are valued and encouraged to express their identities. At SBCCHS, this includes incorporating student choice and voice in curriculum; examining personal identity through a weekly rites-of-passage program that is facilitated by learning coaches; holding students accountable through restorative practices as an alternative to zero-tolerance discipline; and hiring staff from, and reflective of the community.

Adaptive School Operations and Management. SBCCHS is designed to be an adaptive learning environment. SBCCHS adheres to the principles of innovative design: using data and feedback from students to continually refine our practices for improvement. At SBCCHS, staff will conduct improvement cycles—the regular testing of practices informed by data collection and analysis. Likewise, staff and leadership are expected to reflect on and improve their practices in intentional, collaborative and continuous ways. A growing network of high performing charter schools, including Summit Public Schools in California, employ this approach to ensure a culture of adult learning that is attuned to students’ needs.

Community to be Served

South Bronx Community Charter High School intends to serve students in Community School District 7, which is comprised of Mott Haven, Melrose, Morrisania and Port Morris.

South Bronx Community Charter High School

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY
A. Mission Statement and Objectives

Mission Statement: The mission of South Bronx Community Charter High School is to promote **student excellence** through an emphasis on academic, interpersonal and professional skills in a supportive and responsive learning environment. SBCCHS students graduate with a positive sense of self, ready to design and realize their futures in college, community, and career.

School Objectives:

- Promote student mastery of integrated competencies for success in college and the 21st century workforce
- Create an environment conducive to students’ sense of belonging and empowerment
- Develop a community of educators and staff committed to improving professional practice and collaborating to maximize results

Further Objectives of Charter Law:

Charter Law Purposes	SBCCHS Charter Schools
Improve student learning and achievement	SBCCHS promotes an instructional model that is both mastery- and competency-based. It graduates each student ready for college so that s/he can succeed in work and life.
Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure	SBCCHS is focused on serving Black and Latino youth in the South Bronx who are statistically at greater risk for academic failure, leading to higher rates of dropping out, unemployment and incarceration.
Encourage the use of different and innovative teaching methods	SBCCHS breaks the mold of traditional high schools by using problem- and inquiry-based approaches that require students to demonstrate their competencies in fulfillment of a learning task, enabled by personal technology.
Create new professional opportunities for teachers, school administrators and other school personnel	SBCCHS provides new professional opportunities for faculty and staff via a graduated professional pipeline extending from early career professionals focused on youth development, through multiple levels of teacher positions that culminate with a leadership status earned through demonstrated results improving student and adult learning.
Provide parents and	The students we intend to serve have limited high-

students with expanded choices in the types of educational opportunities available within the public school system	quality options in their community. SBCCHS will provide families with a new choice of culturally responsive education to meet their needs.
Provide schools with a method to change from rule-based to performance-based accountability systems	SBCCHS uses a competency-based approach, which focuses on demonstration of student mastery, holding students and staff accountable for measurable outcomes. As a result, SBCCHS will be accountable for achieving ambitious goals, including those in the NYSED Charter School Performance Framework.

B. Key Design Elements

Background: Inspired by local and national movements to address disparities in student outcomes, like the New York City’s Young Men’s Initiative and My Brother’s Keeper, SBCCHS envisions a future where *all* young men and women are achieving at high levels of academic success. Our educational program and its four principal elements are specifically designed to advance this vision. We view education as a means to economic security and productive adulthood. Subsequently, we help our students to develop the abilities to design their own futures using a transferable skill set that includes problem-solving, collaborating and leading.

At SBCCHS every student is held to a high standard of performance. We provide each one with the personalized support s/he needs to succeed and we, adults and students, co-construct strategies that continuously enhance our community. At SBCCHS all learning is transparent. The design and use of our competency framework allows every student to know his or her learning target and what is needed to advance, improve and achieve. At SBCCHS, students are working at different paces consistent with their needs. They receive individual and small group feedback and have frequent access to adult support. SBCCHS students are assessed based on their ability to apply knowledge and skills to real-world problems and situations. They are provided multiple opportunities for revision and reflection and supported in developing social-emotional skills and mindsets that contribute to persistence and their ultimate success. At SBCCHS, students have a positive sense of self, being able to articulate their worth, strengths and abilities.

South Bronx Community Charter High School represents the integration of four core design elements and we draw implementation insights from schools like EPIC North, EPIC South and Nelson Mandela High School for Social Justice which all share common elements and aims. Our four elements are: competency-based teaching and learning; cultural responsiveness; supportive staffing; and adaptive operations and management. We believe, based on research and through practical experience implementing the three new high schools, that SBCCHS’s distinguishes create the conditions for high student achievement, excellence and success. From their first year of operation, EPIC North, EPIC South and the Nelson Mandela High School for Social Justice have early indicators of success to substantiate this claim. Two critical data points are student attendance and Learning Environment Survey

results. In their first year of implementation, all three of the EPIC Schools outperformed local larger schools with similar student demographics. We anticipate similarly positive results regarding student academic performance, once those data are available for analysis.

1. Competency-Based Teaching and Learning.

- *We believe that a high school diploma should signal competence and readiness.*
- *We believe that grades should clearly communicate what students know and are able to do.*
- *We believe that learning pathways should be shared and transparent to students.*
- *We believe that students should be challenged and supported to learn at increasingly independent levels over time.*

The challenges that Competency-based Education (CBE) addresses are many. They include students being graduated with significant gaps in learning because of ineffective assessments, limited opportunities to learn, and narrowly focused priorities that neglect the complex skills and mindsets needed for success. Unfortunately, these conditions are far too prevalent in schools where many low-income students of color arrive below grade level and teachers with good intentions structure recuperative learning around the “essentials,” that undercut the totality of postsecondary readiness.

CBE is also a supportive approach for students with disabilities and English language learners because it inherently offers more opportunities for personalization. We draw from the demonstrated success of competency-based programs like Boston Day and Evening Academy in Massachusetts, a nationally recognized school that enrolls struggling students and supports them to achieve excellence as measured by state exams and college attendance rates.

Our instructional model is wholly organized around helping students to learn, practice, and demonstrate mastery of 19 competencies that are aligned to the New York State Learning Standards, inclusive of the Common Core State Standards, and derived to help students master the skills and knowledge necessary to pass PARCC-aligned Regents exams, graduate from high school, and complete at least two years of college and/or a career internship of their choice. Each competency is an aggregate of smaller skills called attainments. Our competencies, for example, “Think critically and design solutions,” comprises multiple attainments like, “I can distinguish between fact and opinion.” Together, they guide and define student learning. SBCCHS’s competencies and attainments unpack standards from their traditional form into actionable skill clusters that can be arranged by interest, level or experiential use. Because of this flexibility, our competencies allow for deep personalization. Students are able to work on learning targets in arrangements that meet their needs and teachers are able to more easily collaborate across disciplinary lines.

It is important to note that our competencies and attainments consist of both academic and social emotional learning targets. We believe that in order for students to accomplish postsecondary success and achieve, they must be equipped with a comprehensive set of skills that include academic and social emotional abilities. Examples of these social emotional abilities include the know-how to manage relationships, develop oneself, stay healthy, and practice social responsibility. We contend that these skills are widely absent from most classrooms. However, at SBCCHS, all learning, school wide is organized around the fulfillment of these skills. Each student receives progress reports indicating his or her status

towards fulfilling learning goals. Reports are provided on a 4-point scale rubric and we have drawn from the best practices of programs like Casco Bay High School in Maine, to create reports that ensure colleges know what students have accomplished and are able to do.

The rigorous expectations of our competency framework hold every student accountable for achievement. Though paths and paces of learning may vary, every student is expected to master a full complement of competencies and attainments to be graduated. At SBCCHS, it is not about “just” earning credit but rather, it is about learning skills. Students receive frequent updates and feedback between progress reports and technology, our learning management system and student netbook computers, enable all to stay abreast of a student’s progress.

2. Cultural Responsiveness.

- *We believe that it is important to honor student identity.*
- *We believe that strong relationships between staff and students are at the core of an effective learning model.*
- *We believe student empowerment and investment are essential to building authentic community.*
- *We believe learning experiences must provide a window and mirror for students.*

While appropriate for all schools, regardless of racial and ethnic composition, culturally responsive education is especially important for those cultures that are marginalized in education and society, e.g., Black and Latino youth, and particularly males. We realize that students in our target population face unique challenges including “stereotype threat,” an anxiety caused by the negative perceptions of others about one’s ability; but, research has shown this can be mitigated through specific strategies (Sherman et al, 2013) like the one’s SBCCHS will employ.

Within the fabric of SBCCHS is a deep commitment to culturally responsive education. In everything we do, we are mindful of the ways that communities have been alienated over time. To counter those experiences, we appreciate and celebrate each student’s special worth and lived experience as assets. Each student is a valuable and necessary member of our school community. We show this through our promotion of student leadership activities and in the ways we construct and deliver curriculum, conduct assessments and form adult-student partnerships. We resist deficit and inferiority narratives and equip our students with the skills to combat negative images, influences and messages on their own. We create emotional and psychological safety for our students so that their community membership is secure and confidence and abilities are high.

Our Rite of Passage (ROP) program, a small, single-gender group that meets weekly to discuss current events and life issues, invites students to explore personal, interpersonal and societal concerns. ROP provides students a sheltered space for critical talk and examination of themselves, their communities and the world around them. ROP groups are multi-year and provide a stabilizing community for students. ROP is especially important as a culturally responsive practice of SBCCHS because it addresses a vital aspect of college and career readiness for Black and Latino students, that is, how to maintain self, experience others and find recourse in settings where difference, prejudice, stereotypes and bias exist.

An additional example of how SBCCHS integrates cultural responsiveness into the life of the school is through our use of restorative practices. Instead of zero-tolerance discipline policies, SBCCHS enacts restorative practices as a method for dealing with incidents. A Restorative

Practice response involves the community at large determining school norms and then responding in ways that prioritize learning and healing over discipline and enforcement. SBCCHS students who violate school norms and the community members who are harmed are brought together in a process of ownership and repair. We believe that this approach helps to foster investment in community values and empowers students to actively hold each other accountable.

3. Supportive Staffing.

- *We believe that we can assess social and emotional learning (SEL).*
- *We believe that SEL skills are contextual and best demonstrated when embedded into learning and integrated across domains.*
- *We believe systems and structures (including staffing roles) must reflect a new integrated skills focus.*

As Nagoaka, et al. (2014) write, “ Clearly, knowledge development is a good thing—and few people disagree that knowledge is one of the essential foundations of success. But recently we are seeing a backlash against the overly narrow focus on academic content knowledge and skills that have dominated educational policy for the past two decades. Parents, teachers, and others are now arguing that, by focusing so narrowly on what and how much students have learned, we have lost sight of the personal qualities or characteristics that drive young people to engage in learning and work hard in school.” The assertion being made is a call to broaden definitions and scope of college and career readiness. Research further suggests that these skills, metacognitive, social emotional and others have the potential to impact student achievement and are teachable (Mayer 1998; Pintrich 2002). Subsequently, at SBCCHS, we are deeply committed to providing our students with a holistic education that integrates both academic and social emotional learning.

Beyond merely shining a light on these often missed skills, we staff our school in such a way to provide every student with the support he needs to develop holistically through interactions with, access to, and support from caring adults. At SBCCHS, we provide two adults in every classroom, a teacher and Learning Coach. The Learning Coach, a unique SBCCHS position, has educational and/or youth development expertise and works alongside a teacher to provide students with one-on-one conferencing, small group tutoring and progress monitoring of SEL skills development. The Learning Coach is attuned to students’ social emotional skill goals and needs, and in addition to providing in-class support, facilitates our Rite of Passage and CORE Advisory programs. By pairing teachers and Learning Coaches together, we are excited about the opportunities that both will have for professional growth, collaboration and shared leadership.

4. Adaptive Operations and Management.

- *We believe that user-centeredness and co-creation are imperative in an authentic learning organization.*
- *We believe that failing forward, leveraging lessons and manage mistakes, are vital for success in the 21st century.*

SBCCHS is designed to be an adaptive learning environment. We apply the insights of Brandt (1998) who found that schools that operate as learning organizations share a set of essential qualities including:

- having an incentive structure that encourages adaptive behavior,

- maintaining challenging but achievable shared goals,
- having an institutional knowledge base and processes for creating new ideas,
- exchanging information frequently, getting feedback regularly and
- being sensitive to the external environment (social, political and economic conditions)

We look to schools like High Tech High, Brooklyn Lab School and Summit Public Schools in California to develop ourselves as a learning organization. Borrowing from the principles of design thinking we test and iterate new ideas and practices. A practical example is our curriculum tuning process wherein colleagues evaluate the merits of each other’s proposed performance tasks and projects and give suggestions for improvement in line with a set of common criteria.

Regarding our value for failing forward, SBCCHS believes that a culture of resiliency must be modeled. Staff and leadership therefore exhibit practices of growth mindset, trial and error, persistence, reflection, and continuous strategy building. An example is our use of frequent student surveys to assess our collective embodiment of the school’s our core values. *How much does each student feel empowered? Is learning being personalized? Do students feel included in the community? Are we reinforcing one another’s continuous growth? Are learning and our overall conduct culturally responsive? Is collaboration a routine approach we use to performing and completing our work?* Results from these periodic surveys are shared with the entire school community and collective strategies are developed to improve our ratings. Similarly, at the classroom level, teachers conduct routine improvement cycles that involve defining a problem, generating and testing solutions, and analyzing outcomes of changes in practice based on student measures.

As an adaptive learning organization, we are committed to attending to the needs of all of our students and not resigning to fixed approaches based on convenience or tradition. In our mastery-based system focused on competencies, we are asking our students to defy complacency. Likewise we as adult members of the SBCCHS learning community are responsible for the same.

C. Enrollment, Recruitment, and Retention

Target Population: SBCCHS will enroll students citywide but is especially interested in students from CSD 7, namely the Melrose and Mott Haven neighborhoods of the South Bronx. In CSD 7, high quality school options are few and many middle school families are in want of a culturally responsive school that prepares their children for college and career success. The needs and demographics of the South Bronx match our mission and aim to prepare all students for academic excellence through an emphasis on academic, interpersonal and professional skills in a supportive and responsive learning environment.

Projected Campus Enrollment Over the Charter Term						
Grade	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9th	14-15	110	110	110	110	110

10th	15-16		110	110	110	110
11th	16-17			105	105	105
12th	17-18				100	100
Total		110	220	325	425	425

Rationale for Enrollment Size: When fully enrolled, we will serve 425 students in grades 9-12. In fall 2016 we will begin with an incoming 9th grade class and add one grade per year until we reach a full 9th-12th grade student enrollment. We will enroll as described to maximize the benefits of being a small school while ensuring financial stability for our model, which places two adults in every classroom. Though research suggests that school size, by itself, has a tenuous relationship with student achievement; it is important to note that for low-income students, the benefits from smaller schools including fewer drop-outs, higher attendance, better teacher and student morale, less behavior problems and more student and parent involvement are factors contributing to student success and achievement.

How Vacancies will be Handled. At SBCCHS we do not intend to enroll students who would enter in 11th or 12th grade because our competency-based model and graduation requirements would complicate their timely completion. When there are vacancies in the 11th or 12th grade, we may consider expansion of additional seats in the lower grades (9th and 10th) in order to maintain our school wide enrollment target. Currently, we anticipate attrition at a rate of approximately 5% based on information available from other Borough schools.

Recruitment Plan to Broad Cross-Section of Students. Students from across the city may apply to and enroll in SBCCHS, however a particular focus will be given to families from CSD 7. SBCCHS has already begun preliminary recruitment via our community meetings and events. Pending approval, we will deepen our efforts at recruitment by undertaking an expansive marketing strategy that involves the use of diverse media outlets to raise awareness about the school. We will work with middle schools to reach prospective students and families and our coordinated efforts will involve communication with counselors and administrators to identify those students who might be interested in and benefit from our highly personalized, culturally responsive model. We will connect with families, middle schools, New York City Housing Association Tenant Associations, youth sports leagues, after-school providers, community organizations, health care providers, faith-based communities, and others. Our marketing materials will be translated into multiple languages, most prevalently Spanish, and clearly explain how our school welcomes and serves students with disabilities and English language learners. We will also employ bilingual school personnel, including our proposed Youth Development Director, ELL Specialist and Learning Coaches, who can assist with recruitment and outreach. We will highlight the ways SBCCHS incorporates student support and explain how individual pacing is a strength and distinguisher of our competency-based approach.

Interested families contacted through these means will submit an application electronically or

in hard copy by April 1st. In the event the number of applications received exceeds the school’s capacity, a random lottery will be conducted by April 15. There will be no restrictions to enter the lottery other than grade eligibility. SBCCHS will have an absolute admissions preference for already enrolled students, siblings and residence in the district of location. In accordance with state law, applications for students who live in CSD 7 will be drawn before those of residents from other districts. When all seats are filled the remaining students will be placed on a waiting list in the order in which they were drawn for potential enrollment should a seat open. We will enroll new students in the 9th and 10th grade. See *Attachment 1 – SBCCHS School Admissions Policy* for further details about the schools admissions and lottery policies.

Enrollment and Retention Targets: We anticipate that our enrollment and retention efforts will exceed targets set by the state. We are confident of demand based on the information gathered from parents of PS 5, Girls Prep and Mott Haven Academy. Unanimously, over 200 parents and students reported on our SBCCHS survey that the South Bronx needs a new quality high school and that our elements are what is needed. In summary, over 90% of responding parents rated personalization, small student teacher ratios, social-emotional support, alternatives to suspension, and specialized support for ELLs and Students with Disabilities as important to highly important features of an ideal school for the community.

CSD 7 suffers a nearly 50% high school dropout rate. However, the fact that we will engage students in owning their learning, applying their learning and integrating their learning, inspires confidence that we will be a welcome addition to the community. Our combination of cultural responsiveness and commitment to mastery through our competency-based approach provides a promising pathway for students who might otherwise struggle to stay engaged and graduate high school with the ability to carry forward their dreams.

State Targets for CSD 7

	Enrollment Targets	Retention Targets
FRL	73.8%	92.7%
ELL	12.4%	91.3%
SWD	14.0%	92.4%

SBCCHS is structured with retention in mind. A key emphasis of the model is student support and advocacy. Whether it is through interactions with a Learning Coach or participation in our Rites of Passage program students are constantly being developed and encouraged to advocate for themselves. At SBCCHS, we see this as an important ability to cultivate in our students, that is, the ability to get their needs met. Anticipating that many of our students will enter the 9th grade academically below grade level, we realize that remediation will be extensive. However, by supporting students to own their learning, we are helping them to build effective advocacy skills that can be employed in future settings.

Recruitment ELLs. SBCCHS’ team members and staff will continue to conduct multilingual outreach in feeder middle schools. The outreach will include the dissemination of materials in multiple languages as well as our holding of bilingual information sessions at different times

and in various accessible public locations in the community. We will continue working with organizations like Safe Passage and the Unaccompanied Minors Program at Catholic Charities, which serve undocumented youth in the South Bronx, as well as Mercy Center, BronxWorks and East Side Settlement House. According to NYC DOE data for the Bronx from the 2013-2014 school year, we know that 8,927 ELLs were in middle school and 11,259 were enrolled in high school. These figures represent 22.4% and 28.2% respectively on the Borough's total middle school and high school populations. Given these concentrations where nearly every 1 in 5 middle school student in the Bronx is an English language learner, and the connections we have established with local organizations, we positively anticipate being able to reach the enrollment target. We will staff to oversee this recruitment process and enlist support from parents who may have access to non-English speaking communities for assistance with outreach. We will also attend community board meetings, distribute bilingual materials and conduct information sessions with interpretation and translation services available.

Recruitment of Students with Disabilities. SBCCHS team members and staff will continue to engage with middle school counselors and special education teachers in CSD 7 to explain our support model for Students with Disabilities. In addition to our efforts with Mott Haven Academy, a charter elementary in CSD 7 and St. Dominic's Home which serves foster children, many of whom require and are eligible for special education services, we will expand our contacts to other schools and communicate with counselors, area PTA groups, and others to notify parents of students with IEPs about SBCCHS.

Recruitment of Students Eligible for Free and Reduced Price Lunch. Because over 90% of students in CSD 7 qualify for free and reduced price lunch, the majority of SBCCHS' community engagement within District 7 is apt to attract adequate representation of this population of students. Specifically, we will continue to build on our connections to community organizers working with local tenant associations through Bronx Defenders and undertake door-to-door canvassing in NYCHA developments including: St. Mary's Park/Moore Houses, Melrose Houses, Andrew Jackson Houses, John Adams Houses, Bentances Complex and Bronxchester Houses.

Retention English Language Learners (ELLs). SBCCHS teachers will integrate literacy across the curriculum drawing from the best practices and successful strategies of the Internationals Network for Public Schools, which has effectively supported English language learner across content areas. Instruction will follow a tiered model with SBCCHS curriculum being delivered to all students, targeted supplemental interventions being provided to students experiencing difficulty, and intensive interventions being extended to students with marked learning difficulties. Instructional teams will monitor each student's progress using data collected from assessments to develop and/or revise individualized learning goals, adjust instructional groups, and recommend additional interventions for students who are not experiencing progress. SBCCHS's project-based approach provides both cooperative learning and individualized support to boost academic achievement for ELLs. In instances when there are students who speak the same language and one is more proficient, they may be paired or grouped so that we can leverage peer support. Consistently however, SBCCHS bilingual staff including Learning Coaches and an ELL Specialist will provide support to general education teachers to employ successful ELL strategies including home language support and sheltered

content instruction (SIOP).

Retention Students with Disabilities. SBCCHS' personalized, competency-based model provides all students with personalized learning plans. SBCCHS uses a rigorous Response To Intervention (RTI) model and all students have access to differentiated supports including assistive technology, Learning Coaches, targeted support and tutoring. In addition to these supports, students with disabilities will receive services from certified special education teachers. SBCCHS will prioritize trust building with families of SWDs. We will recruit certified special education teachers and other professionals who believe that all students can achieve and provide specialized instruction and accommodations to identified students within a full inclusion setting.

According to 2013 CSD 7 performance data, just 33% of students with disabilities in the Bronx graduate high school. Support from Learning Coaches and a Lead Teacher certified in Special Education ensure that SWD will receive timely and thoughtfully developed Individual Education Plans, personalized support, and necessary specialized services. We will proactively consult with the Committee on Special Education for advisement as well.

Students Eligible for Free/Reduced Price Lunch: SBCCHS will provide early college and workplace learning opportunities that will dramatically increase first generation college-going students' exposure to college and career rigor. This will support both retention and transition issues by fueling students' aspirations. SBCCHS will focus on working with all of its students to practice growth mindset and minimize the feelings of frustration and hopelessness that often culminate in students dropping out. As a culturally responsive school, we will acknowledge the lived realities of our students and work to cultivate a community of academic strivers. We provide referrals to services as needed including housing, etc. Learning Coaches, supervised by a social worker, will develop close connections to students and their families to be able to connect them with local services as needed. Facilitating connections to after-school programs will be another way of providing support to low-income students and families. Finally, by ensuring that teachers are well supported to work with a range of students through meaningful professional development and dedicated collaboration time, we increase the likelihood that all of our students will stay connected through relationships with skilled, committed, and enthusiastic faculty and staff.

D. Community to be Served

The South Bronx has the distinction of being the poorest congressional district in the country. In Mott Haven and Melrose, the two principal neighborhoods in CSD 7, more than 40% of families live in poverty (Institute for Children, Poverty and Homelessness, 2014). Only about 30% of the population has completed a high school diploma or equivalent. Geographically, Mott Haven and Melrose are bound by the Harlem River, East River, and Hunts Point and Morrisania reaching north. Certainly, as a marginalized community CSD 7 is not exempt from the national disparities that beset Black and Latino students across the country including trends like the performance of African American and Latino 17 year-olds in reading and math approximating the performance of White 13 year-olds (National Center for Education Statistics) In CSD 7, just 10% of elementary and middle school students tested proficient in reading and only 13% of elementary and middle schoolers tested proficient in math. Both these results are the lowest of any district in the City and the District's average attendance rate

of 87% means that students, on average, miss more than one day of school every two weeks.

Community Description: Generally, the South Bronx is a high-needs, low-income community. As Sarah Ryley writes in her March 2015 article, *Parents in South Bronx school district, NYC's worst, struggle to find promising options*, “In the city’s worst school district, where test scores are dismal and bright futures grow dim, education depends as much on a student’s home life as on homework. Neither offers much promise for the 19,200 South Bronx kids who attend public schools in long-foundering District 7.” Describing the conditions of public education faced by students and families in CSD 7, Ryley and colleagues conclude that the pickings for quality school options are slim and that the educational challenges are exacerbated by the social and economic troubles facing the District’s students and families.

Community School District 7 - Characteristics

Black	27%
Latino	70%
Free and Reduced Lunch	93%
LEP	18%
SWD	24%
8th Graders Proficient in ELA	10.3
8th Graders Proficient in Math	8.7
Black Graduation Rate	53%
Latino Graduation Rate	46%

% of Regents Passage (All Students) CSD 7

Math	41%	Science	42%
Writing	80%	Global Studies	50%
Reading	52%	US History & Government	49%
ELA/Math APM	7%		

School District Descriptions: CSD 7, the target community for SBCCHS serves predominantly Black and Latino students. Presently the district enrolls 19,200 students in NYC DOE schools grades K-12 and 6,300 students across 20 public charter schools, four of which are high schools: KIPP Academy, New Visions Charter High School for Humanities, New York Charter High School for Architecture, Engineering and Construction and University Prep High School. Additionally, the district houses four well-known private and parochial schools including: All Hallows High School, Cardinal Hayes High School, St. Pius V and Monsignor Scanlan.

Ninety-three percent of the district’s total student population qualifies for free and reduced lunch. The academic performance of 8th graders finishing middle school is especially low. On 2015 state tests only 10.3% of 8th graders scored proficient or better in ELA and 8.7%

proficient or better in math. Moreover, graduation rates for Black and Latino students in the District hover around just 50%. Barely half of CSD 7 students are passing their Regents exams and the median College Readiness Index (percentage of students who have graduated with a Regents Diploma and have met CUNY's standards for college readiness in English and mathematics) is even more alarming at 7%. That means far less than 1 in 10 students who are graduating from high schools in CSD 7 are considered college-ready and ready to place into credit-bearing college-level coursework.

Meeting the Need: SBCCHS is committed to college and career readiness. Michelle Jackson points out in her book *Determined to Succeed? Performance versus Choice in Educational Attainment*, the choices students make at an education transition, e.g., high school graduation, are influenced by both their performance, which serves as an indicator of future success, as well as the student's perception of the future costs and benefits of various choices. SBCCHS is designed to address both the "performance" effect through personalized learning and the "choice" effect, through robust advising and supports include CORE Advisory.

Assessing Support: SBCCHS's commitment to CSD 7 is grounded in the support we have found in the community. Feedback from regular interactions with the staff of area schools (PS 5, Mott Haven Academy, Girls Prep) and parents of prospective SBCCHS students, as well as students themselves leave us no doubt as to the widespread support the community has for a new high school option that practices cultural responsiveness and prepares students to be ready for college and success in life and careers.

Partnering with Other Public Schools: SBCCHS is inspired by the design elements of three new NYC DOE high schools recognized as EPIC. The EPIC schools, EPIC North, EPIC South, and the Nelson Mandela School for Social Justice are located in Richmond Hill, South Ozone Park, and Bedford Stuyvesant respectively. Because these schools share core elements and philosophy, due in part to SBCCHS team members helping to co-design and co-found these three new schools, there are multiple opportunities for partnership and collaboration. Much of the professional learning at each campus can be shared among staff. This includes participation in teacher affinity groups, shared professional development offerings and the exchange of curricular resources. SBCCHS and the three EPIC schools plan to coordinate student events including symposia and other showcase events that feature student work in exhibitions to the community. Given the similarity in aims and practices among these schools, inter-visitations may also happen for staff and leadership to learn from implementations in different settings.

E. Public Outreach

Outreach: South Bronx Community Charter has undertaken efforts to engage with key community members and stakeholders regarding the design and planned arrival of new charter school is CSD 7. Beginning in February 2015 and still ongoing, members of the SBCCHS applicant group and planning team, who were former school design fellows from the New York City Department of Education's Expanded Success Initiative, used their background in design thinking to conduct conversations with students and parents. Members engaged in informal interview style conversations with students and parents to understand their experiences and wants regarding a quality high school option. Past conversations revealed that students and families alike placed significant emphasis on staffing. They were

interested in the school employing professionals and staff who were invested in every single student's success, qualified, approachable and understanding. Members of the design team took these points to shape our commitment to supportive staffing and the necessity for staff to be steeped in culturally responsive educational practices. These practices include knowing how to effectively engage students, communicate with families and cultivate partnerships. Some of SBCCHS early round outreach meetings also included conversations with organizations like Bronx Defenders, East Side Settlement House, and SoBro to glean from these organizations their perceptions about community needs and the local education landscape.

In authentic design fashion, members of the SBCCHS applicant group conducted design huddles within the community to test our working ideas about particular SBCCHS components like our instructional model, use of competencies, and staffing plans, assigning a Learning Coach and teacher to each classroom. At Mott Haven Library, where one such huddle took place, neighborhood students, parents, and design team members discussed the job description for a Learning Coach role and mapped area organizations that could be approached as potential learning partner organizations.

As the model for SBCCHS continued to crystallize, applicant group members continued having informational meetings with organizations including Hunts Point Alliance, Safe Passages, Children's Defense Fund, The Point, HIVE, Knowledge House and St. Dominic's Home. These conversations helped both with the refinement of program ideas as well as increasing the SBCCHS reach for future recruitment sources.

SBCCHS team members also undertook extensive surveying efforts with students and families from and around Melrose, Port Morris, and Mott Haven neighborhoods. At PS 5 Port Morris School, for example, team members presented at its Family Day, Saturday May 9, and staffed an information booth, while also returning at later dates to assist families with the high school selection process and share about the upcoming SBCCHS. These events provided an opportunity for in-person dialogue and connections with PTA Leaders, tenant association representatives, and a range of prospective SBCCHS families. At Girls Prep Charter Middle School and Mott Haven Academy, SBCCHS groups members met with school leaders, staff, students and parents to introduce the SBCCHS model and request help with reaching students and families to inform our design efforts via our survey questionnaire.

Concurrent with these informational meetings, SBCCHS group members met with local elected officials and their staff including Ruben Diaz, Jr. (Borough President), Council Member Ritchie Torres, Assemblyman Marcos Crespo, and Council Member Fernando Cabrera. These conversations with elected officials provided an opportunity to make introductions and to hear from each official their perspectives on the priorities for a new school. Each emphasized English language learner support and accommodations for students with disabilities. Council Member Torres in particular, was especially supportive of SBCCHS's commitment to develop the social-emotional skills of students as a part of their preparation for life. Additionally, SBCCHS team members introduced the model to Bronx High School Superintendents, Elaine Lindsey and Carron Staples. Meetings with representatives of the CEC are planned for September 2015 with coordination assistance coming from Bronx Borough President Ruben Diaz Jr.'s Director of Education and Youth, Monica Major.

On August 6, 2015, members of the SBCCHS planning group conducted another Public Meeting at Bronx Documentary Center to feature the SBCCHS school model, exchange ideas with students and families, and introduce SBCCHS Board members. This public meeting continued a series of prior engagements that SBCCHS had hosted and attended to connect with families and community stakeholders. The August 6 meeting included a presentation of the model, small group dialogue among attendees and school representatives, and the collection of surveys and feedback forms, as well as the dissemination of SBCCHS informational materials.

The August 6 meeting had been advertised on SBCCHS' website and Facebook page, the *Mott Haven Herald* Facebook page, and through extensive community canvassing where over 500 flyers were distributed to individuals, area businesses and churches along the 149th St. corridor, in addition to posts in New York City Housing Associations developments including: St. Mary's Park/Moore Houses, Melrose Houses, Andrew Jackson Houses, John Adams Houses, Bentances Complex and Bronxchester Houses.

Feedback: At the August 6th public meeting, comment forms were available for attendees to indicate what they perceived as strengths of the SBCCHS model, potential concerns, and ideas that were noticed as possibly missing. Attendees were invited to consider staffing plans, schedules and student supports but welcome to comment on other aspects of the model as well. During the presentation and subsequent mingling, questions about the model were raised and duly answered. This latest collection of feedback along with previously collected feedback has given shape and customization to the SBCCHS design. Specifically, insights from stakeholders and families have illuminated three key areas of work: staffing, partnerships, and space.

- Positive support for SBCCHS comprehensive model has been reassuring. In particular, support for the integration of academic and social emotional competencies and the hiring of staff to ensure every student receives individualized attention has been consistently positive.
- The limited identification of learning partners by community members has led us to consider how we as a school community ensure that stakeholders like local businesses, organizations and colleges are engaged to provide students access to diverse expanded learning opportunities. This need has led us incorporate into the responsibilities of our Executive Director a priority on forging institutional partnerships.
- Interest in the production/hands-on element of the school model, recalling how competencies are assessed through students' application of skills on authentic performance tasks and projects, has led SBCCHS planning group to investigate potential properties that can be outfitted to support the range of experiences SBCCHS envisions including production studios and convertible presentation and learning spaces

Going forward, we are eager to continue expanding and deepening community ties with increasing groups of families and partners. The SBCCHS leadership team and Board of Trustees plan to engage a corp of youth ambassadors to assist with recruitment and outreach to peers about forthcoming SBCCHS and develop a Community Advisory Board to capitalize on shared ideas regarding messaging and outreach.

F. Programmatic and Fiscal Impact

Programmatic Impact: Because high school enrollment is not based on geography in New York City, SBCCHS will represent less than 1% of the more than 400 public schools competing for students citywide and is therefore unlikely to programmatically affect any one particular school. If SBCCHS were to draw just from CSD 7 for its entering 9th grade class, this would account for 5% of district enrollment in the same grade.

Given the innovations of SBCCHS and our commitment to operating as a transparent learning organization, we will have a positive impact on other schools. This will be facilitated by possible co-location in district buildings that provide immediate opportunities for collaboration on professional development, extra-curricular programming, and shared services or formal ways that the school engages with neighboring schools and educators. In addition, SBCCHS will deepen connections with local district schools with a focus on pooling resources to support special student populations building on strategies developed by the NYC Charter Center’s Special Education Collaborative.

Fiscal Impact: SBCCHS will have a negligible fiscal impact on NYC Public Schools. Given the annual per pupil funding for NYC is \$14,027, SBCCHS would receive \$1,542,970 in per pupil funds in Year 1, which is a fraction of 1% of the city’s \$19.7 billion Operating Budget (the total budget less pension and debt service costs). In Year 5, SBCCHS will receive \$5,961,475 in per pupil funding based on full enrollment, which still remains a miniscule portion of the DOE budget. SBCCHS will also not have a negative impact on private schools as our target population is low-income students who typically cannot afford tuition and do not attend private schools.

II. EDUCATIONAL PLAN

A. Achievement Goals

Consistent with the SBCCHS mission to prepare our young people for college, community and career, we have outlined ambitious achievement goals while providing differentiated pathways while ensuring college preparedness for all students- including students with disabilities and English language learners.

- Four years after enrollment 85% of students will demonstrate at least a proficient level of mastery in all 19 competency areas as measured by SBCCHS competencies, attainments and performance rubrics.
- By the end of a cohort’s third year, 75% of students will have passed three Regents exams.
- By the end of a cohort’s fourth year, 75% of students will have demonstrated college and career readiness by passing five Regents required for graduation with a score of at least 75.
- 85% of students who enter in the 9th grade will graduate within four years.
- 95% of students who enter in the 9th grade will graduate within five years.
- All students with disabilities will achieve their IEP goals as determined by Annual Review.
- Each year 90% of English language learners will improve by at least one level on the New York State English as a Second Language Achievement Test (NYSESLAT).

- All students will participate in at least one college level course or experience eg. College Now, Advanced Placement prior to graduation as tracked by student records and transcripts.
- Each year, the group of students who have taken the CWRA+ or ACT Aspire will reduce the gap between their score in the previous year, and the College Readiness Benchmark score by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark on subsequent tests and in subsequent grades.
- The average PSAT and SAT/ACT scores will exceed the state average.
- All students will gain acceptance to a two or four year college
- For any student that does not meet the achievement criteria above, s/he will develop a personalized plan that clearly articulates his/her path to graduation from SBCCHS and college readiness, through additional time, extended learning opportunities and other external supports.

B. School Schedule and Calendar

SBCCHS School Day: The average adolescent needs as much as 9.5 hours of sleep but gets fewer than seven hours, according to the National Sleep Foundation. The Center for Applied Research and Educational Improvement at the University of Minnesota has found that the sleep-inducing brain chemical melatonin is secreted in adolescents from about 11 p.m. to 8 a.m., making them more likely to stay up late and then doze during their first-period classes in traditional schools. Based on this compelling research the student schedule will start later and reflect a more professional work day; the typical academic day will begin at 9 AM and run until 4:00 PM. The school will be open at 8 AM for optional study hall and breakfast will be served at 8:30 AM. Students will typically participate in four types of activities during the school day:

- **Studios:** 90 minutes per day, four times per week, over eight weeks. STEM and Humanities interdisciplinary problem-based courses
- **Selectives:** 45 minutes per day, seven times per week academic (3), arts (2) and active courses (2) based on student interest. May be teacher facilitated course or online/independent study.
- **Targeted Support:** 45 minutes per day, six to eight times per week, based on need. Supplemental instruction, such as additional reading support, will take place during Targeted Support periods.
- **CORE:** Brief morning and afternoon check-ins plus a 90-minute weekly gender-based rites of passage group and 90 minute college and career block.

Morning Circle is held daily to develop community spirit where students lead an activity and the ritual of libations, an opportunity to thank those who have helped them to where they are today. An extended morning meeting will be held Friday mornings to recognize accomplishments.

Student Schedules: Schedules will be personalized based on the competencies students need to acquire to graduate and to accommodate college and career experiences. They will change approximately every eight weeks in order to regroup students and target instruction. This approach is based on the DOE Office of Postsecondary Readiness School Time Lab pilot funded by the Dell Foundation and builds on the lessons learned from transfer schools that

deliver content in modularized units, such as the approach developed by Good Shepherd Services' Transfer School Unit. Attachment 3a contains a Day in the Life of a student and sample weekly schedules.

Teacher Schedules: Studio teachers will have extended blocks to dive deeply into complex, interdisciplinary topics. During Studios, Learning Coaches will provide process support to students during individual and group work time. Targeted Supports, which will often involve adaptive reading and math software, will be overseen by Learning Coaches. Teachers will work with small groups of students to deliver quick bursts of intensive skill development or scaffold material to help students succeed in their Studios or explore topics in greater depth. Selectives will be taught by a combination of teachers, Learning Coaches and community partners. Academic Selectives will be taught by teachers while Learning Coaches will facilitate a number of Selectives per year in an area of passion (can be active or arts/media based). Community partners will be utilized for Selectives requiring a specific skill set (such as capoeira or drumming). Once the school is at scale, Selectives will be taught across grade levels eventually allowing for greater degrees of choice. In order to sustain a collaborative teaching environment, there will be ample time for joint planning built into staff schedules. Once a week, teachers will have a grade team joint planning block while Learning Coaches will have a joint planning block with the Youth Development Director. In addition, teachers will have time for joint prep with their designated Learning Coach (2 periods per week) and their interdisciplinary partner teacher (2 times a week). The full staff will come together twice a week: on Monday afternoons from 4:00-5:30 PM for professional learning and Wednesday mornings from 8:00 – 9:00 AM for a staff meeting.

Scheduling Process: Scheduling and programming will be critical to the success of the SBCCHS model. The leadership team has spent the last two years visiting and learning from schools (including the three district schools they founded last fall) that emphasize competency-based education and personalized learning. As members of the DOE Office of Postsecondary Readiness they have access to best practices gleaned from the Transfer School model, which serves over-age and under-credited youth, the Mastery Collaborative, a set of schools that have committed to implementing various forms of competency-based education, and the iZone schools, which had success with digital and asynchronous learning. Schedules will take into account student needs, goals and interests and teacher strengths and expertise. Teachers will meet twice a year to set attainment progressions for courses for the semester. Eight-week course cycles provide an effective balance of structure and flexibility. In order to create cycle schedules, teachers and Learning Coach teams will collaboratively analyze competency data to identify patterns of deficits and credit requirements as well as student learning plans to identify common goals and interests. Faculty will use this information along with competency power strands and clusters to schedule Selectives. All students will be placed into STEM and Humanities Studios. Once these are scheduled, faculty will review individual student's performance and assign Targeted Support. The Targeted Support schedule may change more frequently as students master discrete skills and teachers identify student needs for additional support or enrichment through formative assessment. Selectives will be scheduled last, taking into account student interest.

Calendar: SBCCHS will generally follow the DOE school year calendar, including holidays and vacations with some notable exceptions. Teachers will participate in a three-week Summer Institute from August 15th to the 26th focused on professional development,

planning for the year and facilitation of a Summer Bridge program. The school year for students will begin with a Summer Bridge program, an opportunity for incoming freshman to get a sense of the our learning model and the rigor of learning expected in high school, the week of August 29th, with the formal school year beginning September 6, 2016 and ending June 28, 2017, which provides students with 187 days of instruction. Because SBCCHS is competency-based, courses and programs are not built around semesters but tailored to the needs of students. The school will deliver competency-based progress reports at the end of each 8 week cycle of learning and hold student-led conferences with parents and guardians three times per year, giving families a total of 8 opportunities to check in on student progress. Students, families and staff can also monitor student progress in real time via the Learning Management System. See Attachment 3b for the school's 2016-2017 Calendar.

C. Curriculum and Instruction

Competency-Based Education: In competency-based education (CBE), competencies are the central organizing unit for curriculum design, learning facilitation and assessment. Teaching and learning at SBCCHS is wholly organized around helping students to master specific knowledge and skills—academic, social and emotional—that collectively define what a student must know and be able to do in order to be college and career ready. The SBCCHS competency framework is aligned to the New York State Learning Standards, inclusive of the Common Core State Standards, in order to help students master the skills and knowledge necessary to pass PARCC-aligned Regents exams, graduate from high school, and complete at least two years of college and/or a career internship of their choice. There is abundant research into the relationship between goals and performance, which shows that providing students with clear objectives raises achievement (Slotnik and Smith, 2013). For these reasons SBCCHS employs a competency- based approach characterized by:

- Sustained learning experiences that have an arc and duration (not just small discrete lesson plans and disparate activities);
- Student ownership of learning and an understanding of what's needed to advance/achieve/improve; evidence of students working at different paces;
- Instances of individual and small group feedback being offered by the teacher; meaningful student demonstrations and applications of learning; and, opportunities and expectations for revision and reflection.

The leadership team, in partnership with national experts, teachers and students, developed the competency framework through a rigorous design process--that built off the work of many successful schools and school systems, both district and charter, that are currently employing competency-based education including: the state of Maine, the Chugach School District in Alaska, the Boston Day and Evening Academy, Casco Bay High School and High Tech High in California, by envisioning the end goal: the skills young people need to be healthy, happy, high-functioning and productive adults. This framework is currently in use among three new NYCDOE schools: EPIC North, EPIC South and Nelson Mandela High School for Social Justice, that members of the leadership team helped to design and found.

This broader set of skills and abilities was organized into 19 critical domains, called competencies, a collection that is simultaneously ambitious and accessible for students in a way that standards are often not. The articulation of the competencies very clearly states the practical skills that students are learning separate and apart from language that often obscures

learning. Each attainment is related to the others in its domain and described in simple “I can” language with which students can straightforwardly understand and pursue. These attainments have been mapped back to a series of frameworks including the Common Core Standards (encompassing the New York State Learning Standards), the CASEL Social and Emotional Standards and the Next Generation Science Standards. Additionally they were vetted by experts at the Center for Collaborative Education.

Our framework in sum is represented by the following components:

- **Competencies:** Critical domains of attainments grouped into larger areas of competence.
- **Attainments:** Actionable skills or abilities, both academic and social emotional, that student’s must be able to develop, and apply in multiple contexts in order to graduate college and career ready. Attainments are essential in nature and may occur within and across academic domains and content areas. Being mapped to a number of more discrete standards, they are most closely equated with “power standards” utilized by charter networks such as Uncommon Schools.
- **Performance Criteria:** Rubrics for each attainment describing the level of performance necessary to achieve competency, articulated on a four point scale: 1=emerging, 2=developing, 3=arriving, and 4=advancing.

The following graphic represents the relationships between competencies, attainments and standards.



In the illustration above, the competencies are to read analytically, use media, apply history and analyze data and information. The attainment, a discrete cross-cutting skill that pertains to each of these domains or competencies is “I can recognize how point of view influences the presentation of ideas and information. Subsequently, that skill is mapped to content standards across disciplines, math, English language arts, and social studies. Student

learning is tracked both by competency and attainment fulfillment.

The competencies and attainments will be further refined through horizontal and vertical alignment. This alignment refers to looking across disciplines to determine any gaps or places to make interdisciplinary connections. Learning will address skills and knowledge across domains and teachers will seek to coordinate courses across subjects to reinforce learning. Vertical alignment ensures related competencies are “building upon each other in a meaningful pathway to the college- and career-ready standards.” (Sturgis, 2012). The master set of competencies and attainments will live in a digital pathway to be used by teachers and students to plan teaching and learning activities. The framework will evolve based on feedback from teachers, students, higher education and employers. As trends in employment, technology, and education change, our competencies will adapt to maintain our student’s readiness for college and work. Below are some examples of our competencies (19 in total).



Read Analytically

I can read, decode and interpret text and other media. I can use various strategies to access information from charts, graphs, and diagrams. I can read for meaning and demonstrate understanding through personal response. I can respond to text and media by showing understanding, making connections, and making judgments. I can understand and make meaning from news sources, academic writing, literature and other forms of media to advance my own knowledge, understanding and enjoyment.



Communicate and Be Creative

I can interact with others through verbal, visual and artistic expression. I can use clear, concise, organized language to express thoughts and ideas in front of a group. I can listen effectively and engage others in conversations, in working together and in presenting information and ideas. I can actively respond to participants in a conversation. I can express my thoughts, ideas and emotions through visual arts, music, performance, multimedia or other means of artistic representation. I can use multiple forms of media to convey learning.



Write Effectively

I can express myself in my own unique voice. I can write to communicate, organize, and record information. I can develop and present a logical sequence of ideas using appropriate structure and conventions. I can demonstrate proper grammar use and mechanics. I can synthesize and properly integrate outside resources into my writing. I can edit language and style both independently and with assistance from peers and adults. I can take different positions for different tasks. I can write to express my feelings and views or to persuade an audience. I can appropriately credit sources of information.



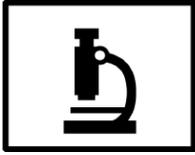
Think Critically and Design Solutions

I can distinguish between facts and opinions. I can analyze, synthesize and evaluate information to guide my actions and beliefs. I can formulate and raise questions. I can assess and draw inferences from sources. I can develop responses beyond what is rote. I can navigate complex situations. I can design and build solutions to complex challenges.



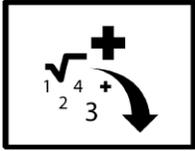
Connect to Environment

I can understand my physical, social and cultural environment. I can interact with and adapt to my surroundings. I can operate in different cultural settings. I can explain the impact of personal and collective actions on communities, environment, and society. I can correctly apply concepts of cause and effect and correlation.



Investigate Scientifically

I can ask questions, do research, and make hypotheses. I can test my hypotheses, analyze results, and draw conclusions, and I can use this information to deepen my understanding of the world around me. I can apply the scientific method beyond the science classroom to investigate real world problems.



Apply Numeracy

I can think and express ideas in quantitative terms. I know how numbers connect and relate. I can estimate and figure out the correct solution when I see a problem. I can create and evaluate mathematical expressions and equations for a given situation. I am numerically literate and can use my skills in a variety of contexts to make wise decisions.

Curriculum Scope: SBCCHS encourages the use of integrated and thematic curriculum and instruction, because we believe it offers a better model of real world application than the segregated domains of traditional subjects. Any course can address any competency; for example, a Selective course on genetics could address a writing competency or a CORE class could explore polling or election data, thereby addressing a math competency. Nevertheless, by aligning the competency framework to state standards and graduation requirements, SBCCHS’s curriculum will cover content from required courses, including English Language Arts, Math, Science and History as well as Physical Education and Foreign Language. At the beginning of each year, staff members come together to construct a long-term plan: each year-long course is built around ten to twelve attainments and the recurrence of attainments among courses is encouraged to provide students multiple opportunities to practice and master essential skills.

Curriculum Development: At SBCCHS the curriculum planning process always starts with a question: What attainments do students need to acquire? Teachers come together during staff training and once after each eight-week cycle to plan curriculum. By analyzing student mastery, the number of students needing particular attainments is determined and learning paths and projects are then built around a discrete number, taking into account which competencies are prerequisite for others and which should be taught simultaneously. As prerequisites for Regents exams, foundational English, Math, Science and Social Studies competencies will be emphasized in 9th and 10th grade, though integration between these and other subject areas will occur in all years. Staff will use analysis of the attainments to develop a long-term scope for the year, which allows for multiple opportunities to encounter these attainments across the year. They will also take into account that overarching plans will become malleable as certain students excel and others need extra support. For instance, the purpose of a Targeted Support focused on the attainment “Understand ratio concepts and use ratio reasoning to solve problems” may be to move a small group of students from “emerging” to “developing” in three weeks, with the intention of getting them to “arriving” or “advancing” through subsequent instruction. Complex or in-depth topics may require multiple 8-week units to complete.

Unit plans utilize a common template using the *Understanding By Design* Framework with some modifications to account for asynchronous project-based learning. The plan clearly describes:

- Desired Results: Attainments students will master, specific content standards, essential questions and enduring understandings, more discreet knowledge and skills, and a cultural relevance description. Each performance task/challenge includes a minimum of

one social and emotional learning attainment.

- **Assessment Evidence:** An authentic, multi-part performance task, or challenge, that students complete to demonstrate mastery of attainments including evaluative criteria, evidence options and application.
- **Learning Plan:** Key tasks, that increase in complexity and build towards to summative challenge, with planned resources and scaffolds

SBCCHS staff will utilize a tuning protocol (see attachment 8a) to promote the continual refining of units of teaching and learning. Teachers and Learning Coaches utilize the tuning protocol during common planning periods, capitalizing on diverse expertise and points of view in order to iterate on project design and ensure high quality curriculum across all domains. Built into the digital pathway will be systems to document the efficacy of each learning experience based on student and reviewer feedback, outcome and performance data, work samples, researched best practices, implementation experiences, and other qualitative data. For example, teachers may find that certain attainments were not effectively mastered in a particular unit and decide to either modify the unit or address the competency elsewhere.

South Bronx Community Charter HS Course Types

	Studios	Selectives	Targeted Support	CORE
Focus	Themes in STEM and Humanities constructed around a complex problem or essential question to promote depth and develop critical thinking skills	Interest-based academic, creative and active competencies	Basic skills, foundational knowledge and enrichment	Social-emotional support, college and career preparation and identity and leadership development
Purpose	Student-centered, interdisciplinary problem-based learning focused on deep application	Application of skills and acquisition of content knowledge leading to higher order thinking skills and conceptual understanding	Acceleration of learning; previewing materials and scaffolding for Selectives and Studios	Connection with an adult, development of attitudes and behaviors necessary for college and career success.
Duration	90 minutes	60 minutes	30-60 minutes	30-90 minutes
Frequency	4 times per week	7 times per week	5-7 times per week for a set of specific attainments	5 times per week for consistent contact with a caring adult
Facilitation	Interdisciplinary teams of teachers, Learning Coaches support	Apprentice and Lead Teachers	Direct Instruction- Resident Teachers; Computer program facilitated- Learning Coaches	Learning Coaches
Format	Cooperative and independent learning activities	Whole class and small group activities	Small group instruction or computer-based learning	Small teams, some gender-based time
Assessment	Culminating performance-based projects, including papers, presentations and reports, that demonstrate application	Problem-based assessments that demonstrate mastery	Targeted evaluation of individual competencies; computer-based or written tests and assignments	Problem-based assessments that demonstrate mastery

Curriculum Materials: Because SBCCHS leverages innovative technology and does not

employ a static set of courses with year-long syllabi, it does not require textbooks. Teachers will be expected to select and/or create rigorous materials that are aligned to the competencies, engage students and reflect culturally responsive education. Teachers may use commercial products and programs, such as an Educurious module or a History Alive! Unit, and funds are allocated in the budget for this purpose. The criteria for selecting curriculum materials include cultural responsiveness and clear alignment with SBCCHS competencies, and by extension state standards. Most are familiar with efforts to reflect students' cultures in literature and history. The CRE lens can also be applied to math and science materials by examining the origin of thinking in those disciplines (e.g., the Mayan counting system, Egyptian pyramids, Chinese abacus) and challenging students to solve mathematical or scientific problems that relate to their lives (e.g., models and analogies to number lines, volume or pressure). In agreement with shifts propelled by the Common Core, our curriculum will emphasize engagement with authentic texts, problems, manipulatives and other materials. Using Targeted Support to scaffold content, our students will have the capacity to grapple with primary sources. Finally, SBCCHS will invest in research-based intervention programs and resources to target students with skills well below competency, including Achieve 3000 in literacy and Think Through Math.

Culturally Responsive Teaching: Culturally responsive teaching is based on the beliefs that all culturally and linguistically diverse students can excel when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development in conjunction with access to high quality teachers, programs, and resources (Gay, 2010; Klinger et al, 2005; Ladson-Billings, 1994). The application of CRE goes well beyond basic awareness of surface culture, i.e., aspects of culture that are explicit, visible and taught, such as language, dress, or music. It requires a desire to learn and understand the many differences below the surface, such as rules of conduct, patterns of emotion, body language, non-verbal communication, personal space, and notions of leadership. Professor Gloria Ladson-Billings, a pedagogical theorist, teacher educator and past president of the American Educational Research Association, suggests “Culturally responsive education is a framework that recognizes the importance of including students’ cultural references in all aspects of learning.” Research highlights the effectiveness of cultural modeling, the practice of utilizing students’ cultural funds of knowledge in order to transfer a set of skills used in everyday life outside of school into the academic domain, particularly for low achieving students from nondominant cultures (Lee, 2001). Key components of CRE are:

- **School Culture:** behavioral expectations, leadership and organizational structures and practices, and relationships with families and the community.
- **Knowledge Construction:** role of privilege and power in construction of knowledge and its influence on history and cannon.
- **Self-Reflection:** awareness of prejudices, stereotypes and biases.
- **Pedagogy:** designing learning to benefit all students, regardless of race, ethnicity, gender, language proficiency or ability.
- **Content Integration:** curriculum topics and resources that reflect and provide access to a diversity of cultures.

Deeper Learning: Consistent with the Common Core Standards, SBCCHS’s learning model shifts the cognitive load to students. Teachers design learning experiences using the *Understanding by Design* Framework, working backward from specific attainments to plan how

essential skills will be defined, developed and authentically demonstrated. Deeper learning occurs as these skills are integrated and applied to a novel problem or situation. Students are introduced to the culminating performance task and encouraged to approach it on their own and in their own way. Teachers prepare and provide scaffolds and supports, but they are only deployed as students need them. This design ensures students are engaged at their zone of proximal development, an optimal place for learning where students feel both challenged and supported. This also gives students the responsibility to seek support where they need it, facilitating self-directed and self-paced learning.

Balanced Staffing: A shift to a competency-based academic program that highlights both academic and social and emotional learning requires a more flexible staffing structure, one that leverages diverse expertise and creatively utilizes human capital to personalize support and guidance for students. Through the Learning Coach position, SBCCHS will draw youth development talent to its schools and support these unique professionals as it does teachers, with opportunities for growth, collaboration and leadership. Learning Coaches take the lead on social and emotional and college and career supports for students, creating CORE advisory and Rites of Passage curriculum and providing needed manpower to offer a range of Selectives and flexible student groupings for tutorials. Learning Coaches also support teachers and students in the Studio classroom, providing one-on-one and group support as students as students work their way through complex projects.

Technology: While technology is clearly driving change in education, it is no substitute for personal interaction. SBCCHS will use technology in innovative ways, including a digital pathway to support the competency-based program and a related data management system. SBCCHS will provide each student with a netbook computer throughout the school year. These netbooks provide students with essential access to the internet for research and learning, teacher-designed and curated deeper learning experiences, communication tools to enhance collaboration, and a learning management system that tracks student progress in relation to our competency framework. Personalized learning requires ready access to learning targets, curriculum resources, and assessment tools that meet the needs of both students and teachers. SBCCHS's digital pathway allows staff to better personalize student learning and share resources with each other and with teachers in other schools- locally in the district, members of the EPIC network, and schools nationwide. The SBCCHS system integrates our competencies and attainments, students' individual learning plans, learning resources, and assessments and performance data.

The leadership team has established relationships with several providers that have developed learning management systems to support a competency-based instructional model. The team will draw on their experiences selecting computer-based tools for EPIC Schools. Some potential Learning Management Systems include Empower and Schoology. The leadership team is familiar with both of these tools first hand, in addition to mastery-based grading tools such as Jumprope. The Academic Director, in consultation with the leadership team, staff and practitioners from other schools utilizing a similar approach, will select an LMS from a small group of systems in the Spring of 2016 using the following criteria generated with a team of practitioners from EPIC Schools:

Primary

- Provides student and parent access to student progress in a standards-based way
- Teacher-friendly tools with quality support and asynchronous tutorials

- Capacity to record student attendance
- Capacity to import custom rubrics
- User Interface that is easy to understand and use for students, parents and teachers

Secondary

- Communicates seamlessly with HSST/STARS
- import / export Excel files

Technology will also be used as a tool to personalize instruction, including self-paced learning and independent research. Targeted Support will use technology as part of a multimodal approach, e.g., opportunities for computer-based guided practice, small group direct instruction or review with a teacher, peer-to-peer collaboration and support. Examples of relevant intervention and skill building programs include Think Through Math and Achieve 3000. SBCCHS will also supplement its faculty and curriculum with the rapidly expanding universe of synchronous and asynchronous online learning opportunities, such as language courses through Middlebury College or computer coding through Codecademy.com. With access from anywhere, these technologies also empower students to continue learning outside of the school building.

Real World Learning Opportunities: College and career readiness requires exposure to authentic real world experiences. As Hoffman (2014) writes, in recent years, leading psychologists—have argued persuasively that the nation’s high schools are failing to engage adolescents in ways that respond to their developmental needs. Often, students who seem listless and uninterested in math or social studies turn out to be self-taught experts in computer programming, civil war history, music, or some other field of their own choosing, which they pursue with passion and commitment. In order to mature, young people need to participate in activities that take them out of their comfort zones, challenge them, place them among adult workers in authentic settings, and ask them to perform.” SBCCHS will develop opportunities for students to develop and hone their competencies off-campus through partnerships and programs that provide access to higher education courses, job training and apprenticeships, internships and mentorships. In addition to traditional college counselors, our Learning Coaches will focus on cultivating and coordinating partnerships that ensure regular, meaningful college and career experiences. They will work with partners to understand our competency framework and assist them in providing opportunities to develop and assess student mastery of those competencies whether through symposia participation, or college and career related connections.

- **Symposia:** Symposia are learning conference-style events that provide a platform for students to demonstrate their learning to an audience of external evaluators, peers and community members. The goal is for students to demonstrate their best learning and symposia will be planned at least once a year together with other schools utilizing our learning model (currently 3 district high schools in Brooklyn and Queens) as well as local schools in District 7. Session styles include feedback sessions, Teach Ins, Panel Discussions and Gallery Walks.
- **College Experiences:** SBCCHS will adopt and refine the culturally relevant approaches to college readiness as described by Professor Michelle Knight of Teachers College in *College Ready: Preparing Black and Latina/o Youth for Higher Education* (2013). SBCCHS will partner with local colleges and universities to provide a comprehensive college access program. Beginning in 9th grade, students will be exposed to the world of higher education through research, college visits, guest speakers, and tutors and

mentors. Our objective is for students to participate in college experiences throughout their high school career, culminating in participation in credit-earning courses in the 11th and 12th grade, which is a requirement for graduation. This is modeled off of successful schools that have developed scaffolded programs, such as the MATCH Charter School in Boston. Building off of current work in existing ESI schools, another key component of the college access program is parent involvement, including financial assistance and college admissions counseling as well as parent awareness about the college-going experience and impact on families. SBCCHS will explore innovative approaches to college guidance, such as collaborating with Bottom Line, an organization that provides mentoring to help students get into college and support them through college graduation.

- **Career Experiences:** Similar to the college track described above, students will develop career awareness and workplace skills. These will be integrated into the curriculum, through topics of reading and research, as well as opportunities to interact with practitioners in a wide array of careers. Charter schools may employ some non-certified teachers, providing access to a unique pool of potential teachers who bring real-world experience to the classroom. In the upper grades, students will find opportunities for work-based experiences, such as internships and ultimately credit-earning apprenticeships that require an authentic role in a business or organization.

D. Assessment System

A basic principle of a competency-based education system is providing students with multiple opportunities to demonstrate their skills or knowledge, which aligns with culturally responsive education. Assessments will be selected or created for a variety of purposes, including to inform curriculum development, schedule students in appropriate classes, identify students for interventions, inform the evaluation of a particular course or faculty member, and to evaluate the overall education program of SBCCHS. Assessment is also at the core of adaptive operations. SBCCHS will utilize formative assessment and feedback from all stakeholders to inform its continuous improvement.

Intake Process: As soon as students are identified through the lottery process, SBCCHS staff will begin to collect information about their learning proficiencies and needs. They will request records from prior schools, including academic performance, Individualized Education Programs (IEPs), and ELL status. A fundamental principle of culturally responsive education is knowing your students well, and this requires more than what can be learned from records. Learning Coaches will conduct home visits before the start of school to learn more about students and their families. Using a protocol designed and tested with EPIC Schools, they will listen and observe to learn their aspirations, challenges, interests, motivations, hopes and concerns. They will assess the student's access to technology, identify personal support systems, and explore any services the family may be receiving and may need.

Diagnostics and Interim Assessment: SBCCHS plans to use computer based assessment systems that provide critical diagnostic and formative assessment data about students' preparedness for Regents exams in Algebra, Geometry and English Language Arts. As referenced in the technology section, students will use their netbooks to engage with these programs as a component of Targeted Support providing differentiated guidance with essential literacy and numeracy skills. Computer-based programs will be selected using the following key criteria:

- Alignment to Common Core Standards and NYS assessments

- Capacity to provide baseline diagnostic data about students reading comprehension and math skills
- Capacity to deliver interim assessments to students at least three times per year and provide staff with immediate access to student performance in an actionable format
- Quality of learning resources to engage and support students at a range of levels

SBCCHS will draw from the experiences and learnings of staff and students at EPIC schools in developing protocols and reporting systems to make effective use of these computer based assessment systems. Programs that meet the stated criteria above include Think Through Math (TTM) and Achieve 3000. For example, Achieve 3000 can provide *College/Career Readiness Reports* that forecasts students' ability to read and comprehend complex text, and thus their readiness for college and career, based on current Lexile and Common Core quantitative guidelines.

The Academic Director and Lead Teacher(s) will facilitate networked improvement cycles with staff where they will set goals and analyze student performance data in teams. SBCCHS will dedicate significant professional learning time 3 times a year focused on analyzing student performance on interim assessments and set goals. All teachers will be expected to establish baseline performance levels for the attainments each course is designed to address; this will be used to create Individualized Learning Plans, measure student growth and evaluate curriculum and instruction.

Summative Assessment: The SBCCHS learning model has a robust emphasis on challenging higher order thinking and complex problem solving skills, consistent with the Common Core Standards. SBCCHS employs strategy for summative assessment with multiple strands. SBCCHS will use an external validation tool such as the College and Work Readiness Assessment (CWRA+) or ACT Aspire. SBCCHS will administer the assessment no more than twice per academic year, utilizing a pre and post protocol.

SBCCHS will continuously tune teachers' assessments of competencies in relationship to the interim and summative data strategy described above. In addition to creating and norming attainment rubrics in partnership with the Center for Collaborative Education, teachers in current EPIC Schools have been tuning these rubrics through rigorous use with the support of their school leaders and the proposed leadership team of SBCCHS. The leadership team has also begun curating exemplary student work as anchors associated with each attainment. These resources serve multiple purposes as:

- Guides to developing appropriate lessons, learning activities and assessment tasks that will produce appropriate levels of proficiency;
- Examples that students can use to grasp what is being asked of them and on which to model their own work; and
- Measures against which student work and demonstrations can be measured.

Once SBCCHS staff is identified, we will review the rubrics and begin the norming process through facilitated training and both subject-specific and inter-disciplinary team meetings. As faculty design their units and lessons, they will use these materials to inform their assessment choices, i.e., determining how to elicit evidence from their students to measure competency. All of these resources will be archived in our Learning Management System and will provide a rigorous definition of what it means to assess and demonstrate competency in each domain.

Students will be able to access this information as well, so they see what proficiency looks like for individual competencies.

State Assessments: Students will take Regents exams when they have demonstrated sufficient competence in the relevant subject. We have set the goal of 75% of students passing three Regents by the end of their second year in order to ensure students are on track to graduation and have sufficient opportunities for college and career experiences in their later years. This personalized approach will build students' confidence that they are prepared to succeed and on their way to college. Learning Coaches will work with students to identify areas in which students may need additional support before they sit for a Regents exam and Targeted Support courses may be used to strengthen those areas and for test preparation. Students with IEPs may take the New York State Alternative Assessment (NYSAA). Students designated as English language learners (ELLs) will take the New York State English as a Second Language Test (NYSESLAT) annually.

Social and Emotional Assessment: Learning Coaches will collect a variety of information about their students through home visits, record review and personal interaction. In addition, Learning Coaches will focus on assessment of non-academic competencies related to building social capital and leadership. These non-academic competencies include academic engagement (behavioral, cognitive, and relational), peer support, academic resilience, and concrete and abstract educational beliefs. These personal and professional competencies will be measured using a tool such as Generation Schools' BeReady Assessment or the NYU's Metropolitan Center for Urban Education's Student Beliefs and Behavioral survey. The assessment will be delivered on a summative timeline utilizing a similar pre-post and longitudinal protocol to measure student growth and the efficacy of the Social and Emotional Learning program at SBCCHS. In addition, the Youth Development Director will oversee the administration of parent, teacher and student surveys twice annually to monitor school culture.

Gateway Projects: In alignment with the project based demonstrations of learning students exhibit at Symposia, each student will complete an interdisciplinary Gateway Project, equivalent to an end-of-grade cumulative capstone project that demonstrates real world application of larger themes and concepts. Gateway Projects are a demonstration of a student's ability to transfer skills and knowledge to novel and complex problems, linking students with their community and serving as means for measuring student progress toward graduation. Projects are evaluated based on the student's identification of an issue, project design and implementation, capture of results, and discussion of impact along with reflections.

Grading: Students in our target population often feel that the grades they have received are based on seat time or the whim of their teachers, rather than being attributed to their own effort and demonstrated achievement. SBCCHS will reverse this trend by using a competency-based system to provide students and their families with information about achievement and growth. Typically students will receive a report on the status of the specific competencies they are working on mid way through and at the end of each eight-week unit; a master report will be generated each quarter that for each competency presents starting performance level, current level and goal level. Students, parents and staff will always have access to competency mastery data through the digital pathway. Throughout the year Learning Coaches will use the data to work with students to set short- and long-term goals in their Individual Learning Plan (ILP). Students with disabilities will also receive reports on progress toward IEP goals that

will be entered into the NYCDOE Special Education Student Information System (SEGIS).

Data Management: In *Re-Engineering Information Technology: Design Considerations for Competency Education*, Liz Glowa notes that the technical characteristics of competency based education require providing transparency into what students have mastered and need to accomplish and robust tracking and reporting of performance (2013). Competencies will be evaluated using multiple measures, and each competency will be associated with teacher-generated assessments utilizing rubrics and qualitative evidence. In addition, teachers have access to assessments associated with commercial programs and online learning software described above as additional resources for evidence of student achievement. This data will also be recorded in an online gradebook as described above.

Given the innovative nature of a competency based approach, SBCCHS will collaborate intensively with EPIC Schools to streamline data reporting systems through planning with the LMS provider, leveraging a critical mass of four potential schools using a similar approach. Data will be used in a multitude of ways:

- **Students** will use data to track mastery of competencies and progress towards meeting graduation requirements. They will use this analysis to set ILP goals and reflect on their strengths and barriers to achieving them.
- **Teachers** will be organized into teams focused on specific sets of students and use data to identify the needs of individual students and coordinate appropriate courses to meet them. Data will inform selection of curriculum material and learning programs. They will also use data to plan and evaluate their own curriculum and instruction.
- **School leaders** will use data to evaluate the overall performance of the school. They will examine the performance of students collectively and specific cohorts, e.g., students with disabilities, English language learners, boys and girls, to determine if specific programs and interventions are effective. They will also use data to identify areas for professional development, evaluate staff and hold them accountable.
- **Parents** will use the data to monitor the performance of their own child and of the school overall. Data will be an important topic of communication between school staff and parents.
- **Board members** will use data to monitor implementation of the model and hold school leaders accountable for meeting internal and external goals. They will use data to evaluate the budget and determine where resources are most required.

E. Performance, Promotion, and Graduation Standards

Performance: SBCCHS will report on student mastery and progress towards competencies via attainments, specific skills, knowledge and abilities. In order for students to earn a full academic course credit, 80% of all course attainments must be mastered. We determine a student's GPA based on the achievement of mastery. A student's status towards completion of 80% of course attainments is tracked and reported. All attainment grades will be housed in the learning management system, meaning that students, families and staff have real-time access to a student's current level of achievement. SBCCHS will issue formal progress reports at the end of each 8-week cycle and hold student-led conferences 3 times per year. Credit, however, is conferred annually, in order to provide opportunities for students to encounter and master attainments multiple times. Students must demonstrate mastery (3.0 on a 4.0 point scale) of an

attainment twice over the course period. Non-passing performance is not averaged and instead gets recognized as a work in progress.

Our grading scale is comparable to the 4.0 scale, which is used in many schools and colleges:

- 1- Does not Meet the Standard (Emerging)
- 2- Approaches the Standard (Developing)
- 3- Meets the Standard (Arriving)
- 4- Exceeds the Standard (Advancing)

For each major assessment, teachers will use common rubrics that make clear the criteria that a student will have to meet in order to receive a 1, 2, 3 or 4. Intermediary scores may be awarded between performance levels of 2 and 3 (2.5) and 3 and 4 (3.5).

Promotion: Our goal is for students to graduate within four years of first entry into high school. At SBCCHS there are no hurdles between grades that induce a sense of failure; instead the entire community is relentlessly focused on the ultimate goal of graduation, college and career. Every student is focused on developing all of the attainments he or she needs to graduate in four years. Students are not promoted from grade to grade and one static set of courses to another; they select courses based on their individual needs, thus personalizing their path to graduation. Thus 1st and 4th year students may find themselves in a Selective together because they are both pursuing the same competencies.

Learning Coaches and teachers will work with students to determine the number of competencies each student has demonstrated and regularly revise strategies in their Individual Learning Plan for acquiring the remainder. Non-passing performance is not averaged and instead gets recognized as a work in progress. They will review a master report quarterly with students. Families will be kept abreast of student progress towards earning sufficient competencies to graduate. The SBCCHS data management system will provide real-time snapshots of student mastery, which can be accessed online. Finally, students who have achieved competency in a certain area may choose to pursue a higher level of competency, particularly if it is in conjunction with other competencies they have not yet obtained. This allows students to use their strengths to address their weaknesses, a key skill for college and career readiness.

Graduation Requirements: Students at SBCCHS will meet and exceed state requirements for a Regents diploma. A student who spends four years at SBCCHS will have acquired at least and likely more than the number of credits required under state law. By taking enough Studios, Selectives, Targeted Supports and CORE students will earn the equivalent credits typically acquired through year- or semester-long single-subject classes in traditional high schools. For example, portions of English credit can be earned by mastering competencies through the combination of a Shakespeare Selective, a writing Targeted Support and a reading Targeted Support. After each cycle Learning Coaches will review with students their competencies and credit equivalents and work with them to develop plans to accumulate at least the following credits to graduate: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, and 3.5 Electives. In addition, a student must:

- Pass the English, U.S. History to Global History Regents exams and a Math and a Science Regents exams

- Demonstrate proficient levels of mastery in all competencies
- Enroll in at least one college level course.

Time Allocations	Minutes per week	Credits per semester*
ELA	360	2
Humanities Studio (1/2)	180	
Reading Targeted Support	90	
Writing Targeted Support	90	
History	180	1
Humanities Studio (1/2)	180	
Math	315	1.75
STEM Studio (1/2)	180	
Math Targeted Support	135	
Science	225	1.25
STEM Studio		
Science Lab		
Physical Education	90	0.5
Active Selective		
Art/Music	90	0.5
Arts Selective		
Selective- rotating content focus	135	1
College and Career Readiness	90	0.5
CORE Advisory	120	1
Rites of Passage	90	0.5
TOTAL		10

** (1 credit=180 minutes per week/54 hours total)

F. School Culture and Climate

SBCCHS promises a different kind of school culture that balances structure and support to ensure students who enter our school leave it college and career ready. A primary reason for opening a small school is the opportunity to establish a school culture that deliberately contributes to academic achievement, one where students feel known, wanted and safe. Research has found that large schools are disproportionately concerned with maintaining control and order and tend to focus on restrictive and punitive discipline policies, which are associated with higher dropout rates. On the other hand, students in small schools are more likely to be involved in student activities, have a greater sense of belonging, and are less likely to drop out (Slate and Jones, 2005).

SBCCHS is designed not just to provide an innovative academic program, but to provide students with a range of social emotional supports that allow them to engage and participate fully and successfully in learning. The SBCCHS approach to culture and discipline is influenced by *Standards and Promising Practices for Schools Educating Boys of Color* developed by the Coalition of Schools Educating Boys of Color (COSEBOC) in partnership with N.Y.U.'s Metropolitan Center for Urban Education; school culture is built on culturally responsive education and youth development principles that address students, families and educators. We believe that attending to the needs of our most vulnerable students, which most often tends to be Black and Latino boys, we can create a strong foundation of support

for all of our students.

Instilled Expectations: It has become a mantra to invoke “high expectations” as a necessary ingredient for successful education, but this too often places the onus on the wrong agent. Many schools develop in their staff genuinely sincere beliefs about the capacities of their students to learn, but fail to actually instill these expectations in their students, which is a necessary pre-condition for learning and college and career readiness. SBCCHS will use a variety of techniques to build student confidence, including providing honest assessment of their competencies in a range of domains, rites of passage experiences that celebrate achievement and growth, and opportunities for independent work and leadership. Our intake process will involve home visits and one-on-one meetings with students and their families before a student joins the school community; this will be used not only to let families know what is expected of their child, but what they can and should expect from SBCCHS.

Culturally Responsive Education: Research has demonstrated what most educators already know, there is a “a strong connection between effective classroom management and improved educational outcomes.” (Losen, 2011) A compelling reason for asking SBCCHS staff to use a culturally responsive lens in their classroom management and discipline practices is the evidence of subconscious prejudice and stereotyping in the treatment of Black and Latino youth. Studies have found that students of color are disciplined more often, even controlling for actual misbehavior, and they are more likely to be disciplined for subjective offenses (Bradshaw, 2010; Skiba et al, 2002). SBCCHS staff will participate in ongoing professional development, including CRE training and frequent observation and feedback from instructional leaders and peers to help them reflect on practice within their classrooms to more effectively connect with and engage students.

Student Support Systems: Based on the Good Shepherd Services model, each student will be assigned a Learning Coach. Learning Coaches will each have a caseload of approximately 25 students; acting as case managers they will focus on eliminating barriers to learning so students can focus more fully on learning. The Learning Coach will be each student’s primary point person, an adult they can count on for guidance, support, and crisis intervention when necessary. Coaches will be experienced in youth development and work with students to set goals, identify obstacles, and devise solutions. We will seek Spanish-speaking Learning Coaches to work with our Latino students and English language learners. We expect many of our students to be dealing with significant personal challenges and traumas, e.g., parenting, neighborhood violence, homelessness, so students having difficulty functioning in a classroom setting will be taught to seek out their Learning Coaches. Some students in our schools are also likely to be involved with the child welfare or juvenile justice systems; Learning Coaches will communicate with case workers and parole officers to coordinate support and minimize disruptions, such as court dates and meetings in the middle of the school day. Learning Coaches will fulfill a critical culture-building role

SBCCHS intends to build on the community schools model in Cincinnati and pilot programs in six New York City schools supported by the UFT, the City Council and the Partnership for New York City. SBCCHS staff will help families find and effectively access social services and work passionately to bring members of the neighboring community together for social events, celebrations, festivities, awards ceremonies, performances and concerts. This is to foster a sense of community that contributes to positive school culture. Likewise, our morning meeting and

libations, CORE and Rites of Passage are other efforts intended to build a positive school culture that proactively and preemptively minimizes occurrences of discipline issues.

Balancing Support and Structure: We will balance structure and support by building a school climate where consistency allows students to feel safe and focus on learning. All school policies and procedures will have a single purpose: establishing and maintaining an environment conducive to learning and student success. SBCCHS staff will spend time during summer professional development reaching consensus around campus-wide and classroom norms. SBCCHS will utilize Positive Behavior Intervention and Supports (PBIS) and Restorative Practice techniques to address student's misbehavior. This approach aligns with our commitment to develop students' social-emotional components of our model.

- Primary prevention strategies are school-wide policies and procedures, including culturally responsive pedagogy and deliberate and consistent routines. Students having difficulty functioning effectively within a classroom will have the opportunity to speak with a Learning Coach or adult, but always with the goal of returning to instruction as quickly as possible.
- Secondary prevention strategies are provided primarily through CORE and targeted support which both provide small group academic support and allow students to actively participate in the academic program.
- Tertiary interventions will include regular one-on-one meetings and more frequent counseling and support sessions. A web of support will be formed through other resources in the building and the community, including social workers, social service agencies, families and friends. Social workers will also provide individual and group counseling for students with IEP mandates and others in need.

A meta-analysis of 213 positive youth development, social-emotional learning, character education, and prevention interventions found that the planned approaches not only improved students' social-emotional skills, attitudes about self and others, connection to school, and positive social behavior, but they also improved students' achievement test scores by 11 percentile points (Weissberg et al, 2011)

Discipline: All of this is not to say that misbehavior will be excused or ignored, but discipline must recognize issues of authority for Black and Latino youth. Inappropriate behaviors are often functional; they serve a purpose for students, such as getting attention or a sense of control. Often "problem" behaviors could have been prevented had adults addressed antecedents and/or chosen a different response. However, when a student's behavior does not meet expectations and disrupts learning, appropriate consequences will be administered consistently and fairly. Students and families will be familiarized with the continuum of consequences through home visits, orientations, CORE meetings and the Student and Family Handbook.

Instead of suspension, which is punitive vs. restorative, SBCCHS will use Restorative Practice techniques, which focus on repairing the offender/victim relationship and restitution, with three goals in mind: accountability, community safety and competency development. Restorative Practice refocuses discipline away from punishment for the sake of control and retribution to teaching students how to control impulses and hone productive social skills. Evidence from the criminal justice system is compelling and districts and schools across the country have achieved positive results using such techniques. Staff will participate in summer and year-round

professional development to build understanding and facility with restorative techniques, including protocols for conflict resolution, responding to incidents, and conferencing. Steps that will be taken to address misbehavior include self-fixes, counseling, reparations, conflict resolution and mediation, and peer jury, which are described along with school rules and expectations in the SBCCHS Discipline Policy in Attachment 4. Despite the best efforts of preventive programs and restorative responses to misbehavior, there will be incidents, such as physical violence, that require immediate removal of students for the sake of community safety. SBCCHS staff will be trained in de-escalation techniques in order to move students from classrooms or public spaces to private offices where they can work with staff, counselors, administrators, family or social service providers.

G. Special Student Populations and Related Services

SBCCHS will organize systems, structures and qualified staff in order to meet the needs of Students with Disabilities and English language learners. As with discipline, practices that stigmatize or segregate students with special needs are not effective; therefore, SBCCHS intends to use an approach based on the principles of inclusion and the schoolwide applications model (SAM), which is aligned with response to intervention (RTI). The principles of SAM are:

- All instruction is guided by the general education program, i.e., no separate track for special needs students
- All school resources are organized to benefit all students
- The school proactively addresses social-emotional as well as academic issues
- All decisions are driven by valid and reliable data
- The school community includes students, families, teachers and staff

Like RTI, SAM uses a three-tier approach to address both academic and social-emotional issues:

	Academic Domain	Social-Emotional Domain
Universal	<ul style="list-style-type: none"> • Culturally responsive instruction • Competency-based teaching and learning • Multiple modes of access to curriculum 	<ul style="list-style-type: none"> • Explicit expectations for behavior • Direct instruction, e.g., anger management techniques • Positive affirmation
Secondary	<ul style="list-style-type: none"> • Small group Targeted Supports • Self-paced, computer-based instruction 	<ul style="list-style-type: none"> • CORE • Group counseling • Simple Behavior Intervention Plan (BIP)
Tertiary	<ul style="list-style-type: none"> • High intensity reading programs • One-on-one academic support 	<ul style="list-style-type: none"> • Crisis intervention • Individual counseling • Multiple Domain BIP • Wraparound Services

Given the student population we intend to serve, it is anticipated that many students will enter below grade level and require interventions to accelerate their learning. The Targeted Support program is specifically designed to provide intense doses of targeted skill-building. Administered in three week cycles, these data-driven mini-courses offer students the opportunity to focus on specific attainments and/or scaffold the content and skills being taught in more complex Studios and Selectives. This may include previewing material, learning vocabulary, practicing foundational skills to support more advanced work or

receiving assistance with that advanced work. In addition, the use of technology provides students with adaptive and self-paced instruction that can be facilitated by a teacher or done independently within and outside the school building. SBCCHS will also employ Tier 3 literacy intervention programs and supplemental curriculum for students with reading levels well below grade level. On the other end of the spectrum, the SBCCHS model allows students to participate in Studios and Selectives in order to enhance existing competency, i.e., move from competent to highly competent, providing appropriate challenge levels for students at all levels.

Frequent assessment is critical to the efficacy of this system. Diagnostic assessments at the beginning of the year and continuous monitoring of performance levels on competencies provide the information necessary to place students in appropriate courses so they are consistently focused on learning gaps rather than repeating material they have already mastered. All students will take state assessments except for those explicitly designated by their IEP, when they will instead take the New York State Alternative Assessment (NYSAA). SBCCHS will also ensure that all students receive the testing accommodations stipulated on their IEP. All English language learners (ELLs) will take the annual New York State English as a Second Language Assessment Test (NYSESLAT).

Special Education and Students with Disabilities: Until recently special education relied on a discrepancy formula for eligibility decisions, also known as the “wait to fail model.” Not surprisingly, this has not served low-income students of color well, resulting in “disproportionate representation of ethnically and linguistically diverse students in high incidence special education programs (mental retardation, learning disabilities, and emotional disturbance)...” (Klingner et al, 2005) The advent of response to intervention (RTI) has shifted thinking towards preventative and integrated approaches. SBCCHS will use a Communities of Practice approach to facilitate the RTI process. In practice, the SWD Learning Specialist will facilitate meetings of teachers, Learning Coaches and support staff to evaluate student performance, generate strategies to address underperformance and monitor progress ensuring all students achieve their competencies within a reasonable timeframe. The Communities of Practice approach assumes that compliance policies are in place and functioning. Communities of Practice meetings will be held every four weeks in alignment with a semi-cycle unit calendar (recall the 8-week span of units) to monitor progress and determine the efficacy of strategies and interventions. If student performance challenges persist, SBCCHS’ SWD Learning Specialist will communicate with families about referring students for evaluation to the district Committee on Special Education (CSE). SBCCHS’ SWD Learning Specialist and Learning Coaches will help parents and staff navigate the often confusing special education system. They will serve as liaisons to the CSEs and coordinate referrals and development of Individualized Education Programs (IEPs). Once a student has an IEP, SBCCHS staff will analyze the best approach to implementing it and achieving the IEP goals.

A constant frustration for students with special needs, not to mention their teachers, is the delivery of separate or pull-out services during core instruction, which typically interrupts and limits learning in content-based classes. As a result, these services are frequently not well coordinated with the general education program, which severely limits their potential impact. Research supports educating students with disabilities alongside their non-disabled peers. Testimony before the President’s Commission on Excellence in Special Education concluded that “Empirical investigations lending scientific evidence for the validity of a broad array of

inclusive instructional practices resulting in significant gains for students with high-incidence disabilities have now been well documented. Furthermore, many of these investigations have provided evidence that general education students, particularly ‘at-risk’, low-income and/or low-achieving general education students benefit from these practices as well.” (Sailor, 2002)

Our model allows mandated academic services, such as Special Education Teacher Support Services (SETSS), to be provided in a more comprehensive manner, using a combination of Targeted Supports, Selectives and Studios to prevent disruptions to learning.

SBCCHS will have a Students with Disabilities Learning Specialist in year one who will provide the academic services mandated in a student’s IEP. Because all students will participate in multiple Targeted Supports each day, students in special education are likely to receive more targeted instruction than required in their IEP. In addition, the SWD Learning Specialist will also co-teach Studio courses to provide additional support to students with IEPs within the general education classroom.

SBCCHS will have a social worker on staff to provide counseling and will seek related services authorization (RSA) to engage appropriately licensed or certified individuals to provide additional services. These services may include:

- Speech language pathology and audiologist services;
- Psychological/counseling services;
- Physical and occupational therapy;
- Therapeutic recreation;
- Orientation and mobility services; and
- Early rehabilitative counseling.

Learning Coaches together with the SWD Learning Specialist will provide case management and coordinate services with community service providers.

SBCCHS will also be an active collaborating member of local consortia created by the Committee of Special Education to have schools pool and leverage resources ensuring that students needing extraordinary interventions are provided with requisite supports including contracts with professionals from outside agencies.

English Language Learners:

Culturally responsive education assumes all staff will work together to accommodate linguistically diverse students through a school-wide approach. They will use students’ linguistic, cultural and educational backgrounds to inform curriculum development, lesson planning and selection of materials. Classroom teachers, the literacy specialist, and Learning Coaches will participate in training and ongoing professional development activities both at the school and at other charter schools to ensure the provision of high quality, effective instruction and implementation of research-based programs for ELLs.

Analysis of NYC demographics as well as qualitative data from many conversations with local CBOs show that there is a large spike in the number of newcomer Spanish-speaking ELLs in the 9th grade, many of whom are settling in District 7. Given our active recruitment efforts with organizations that serve immigrant students in the area, we anticipate enrollment of ELLs exceeding the district average of 16.7%. Research has shown that, given the 5-7 year window for academic English acquisition, ELLs make the most progress when they receive holistic

support in both the home (L1) and new language (L2). Given this reality and the new regulations around recently passed state law, CR 154-2, SBCCHS will provide a bilingual program if 20 or more Spanish-speaking English language learners enter our 9th grade class. We plan to hire an ELL Learning Specialist in the first year, at least one dually certified core content teacher and at least two bilingual Learning Coaches in order to staff this program. To ensure full preparedness, staff will seek students' records immediately after the spring lottery to try to identify already designated ELLs and Learning Coaches will use Home Language Surveys to determine the predominant language in the home and the student's native language and English proficiency. The schools will use the revised Language Assessment Battery (LAB-R) assessment to make a final determination of eligibility for language and literacy supports.

After a student has been identified as eligible for language and literacy support, he will work with SBCCHS staff to create and monitor a plan. If a student requires specific services they are integrated into his individual plan. Services may include but are not limited to individual instruction and/or tutoring, access to computer based literacy programs, lesson modifications and class units emphasizing language development like our existent commitment to literacy across the curriculum. ELL student progress will be monitored through qualitative and quantitative measures. These may include teacher observations, student conferencing, parent meeting classroom assessments and administration of quality assessment designed to measure a student's English language skills. While ESL (now ENL) programs focus primarily on language development for ELLs and have historically produced extremely low achievement for ELLs, particularly in high school (Thomas and Collier, 2009), SBCCHS' holistic approach provides opportunities for not only language but academic, cognitive, social and cultural process development in both the home and new language. To support academic and cognitive development we will provide inclusion classes for Studios with English sheltered immersion support from the ELL Learning Specialist and designated bilingual Learning Coaches. Pedagogy will use proven techniques for engaging students in classroom instruction, such as Total Physical Response, visuals, real objects, modeling, repetitive language and gestures. Scaffolds for projects will include mixed grouping techniques, modified texts, graphic organizers and tier 2 vocabulary interventions. To accelerate language development, we will utilize targeted support to provide a home language writing seminar for beginner and intermediate ELLs. Targeted support for math in the home language will also be provided. For those students that are identified as both ELLs and special education, there will be further literacy support utilizing software such as Wilson reading and small SETTS pull-outs in Spanish. SBCCHS's flexible scheduling model will allow us to meet the needs (and state requirements) for Beginner, Intermediate and Advanced ELLs in a dynamic and personalized way. Finally, social and cultural support will be emphasized through a culturally responsive learning environment, pairing of bilingual Learning Coaches with ELL students for CORE advisory and rites of passage programming.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

The founding group is comprised of members of the Expanded Success Initiative School Design Fellowship, Harvey Chism, John Clemente and Natalie Ferrell who have worked closely over the last two years to design and refine the SBCCHS model. Over that time they

have engaged diverse community constituents, including high school students, members of community based organizations and local residents, worked to develop early prototypes of breakthrough ideas, tested and implemented those ideas and engaged in continuous cycles of improvement. They serve in a capacity as Directors of School Design for three district EPIC schools implementing many of these ideas and concepts over the last year. Over the course of the last two years they developed a Board of Trustees for SBCCHS through engagement with a wide ranging group of individuals and community members with diverse expertise and experience that are committed to realizing the promise of the SBCCHS model for young men and women in the South Bronx (See Attachment 5A for detailed credentials). The applicant group met every three to four weeks over the last nine months to develop the letter of intent and application. Mr. Chism, Mr. Clemente, and Ms. Ferrell each led a committee of board members corresponding to work associated with each section of the application. Mr. Chism, Mr. Clemente and Ms. Ferrell were the primary authors of the application with close consultation of members of the board. The founding group also participated in the Apply Right program offered by the NYC Charter Center which provided consulting hours with Charter School Business Management and Simeon Stolzberg, an education consultant.

B. Board of Trustees and Governance

The SBCCHS Charter Schools Board of Trustees will enter into a charter agreement with the Board of Regents for SBCCHS Charter School and is responsible for oversight and accountability of the school. The Board will govern a single education corporation that will hold the charter.

Our founding Board of Trustees whose roles and qualifications were detailed in Attachment 5A of our Letter of Intent has deep and relevant expertise and experience with which to carry out its duties, including familiarity with the model history and design, charter operations and governance, business and organizational leadership, and education policy and practice. To the original group of six board members, we add Brandon Corley, co-leader of EPIC High School South.

Board Roles and Responsibilities: The SBCCHS Board members understand that they are collectively responsible for the implementation and success of SBCCHS. Though it will rely on them for advice and recommendations, the board is independent from and does not answer to the NYCDOE. Neither these nor any other outside organization will be allowed to have a majority representation on the Board. Board members will uphold their Duty of Care, Duty of Loyalty, and Duty of Obedience. Specifically, the board will:

- Adhere to the mission, purpose and values of SBCCHS
- Contribute an area of expertise that will advance the mission of the school
- Advocate for the school's best interests and exercise independent judgment regardless of the impact on outside entities
- Conduct all board activity in an ethical, legal, and transparent manner
- Follow SBCCHS bylaws and policies
- Adopt, review and revise SBCCHS's education goals, policies, and annual budgets
- Hire, evaluate and, if necessary, terminate the Executive Director
- Address all complaints in a timely manner following an adopted complaint policy
- Attain a quorum at monthly meetings and adhere to the Open Meetings Law

- Review and evaluate reports and data, including student performance, financial, organizational and compliance data, to verify SBCCHS is achieving its mission and accountability goals, faithful to its charter, and adhering to laws and regulations

The Board will have four officers—Chair, Vice-Chair, Treasurer and Secretary—who will comprise the Executive Committee, which sets meeting agendas. The Board will also have the following standing committees: Finance and Management Committee to monitor the school’s finances and lead board development activities, Accountability Committee to focus on implementation of the education plan and achievement of accountability goals, and Community Relations Committee to focus on the community engagement and institutional partnerships.

Board members will serve for up to three year terms; the terms of the founding Trustees will range from one to three years in order to limit large, simultaneous turnover. The Governance Committee will monitor the composition of the board to ensure it is diverse and its members possess the range and depth of skills and experience necessary to effectively govern. New board members will be elected by sitting board members. Our board members are and will be selected based on the following qualifications:

- Commitment to the mission and design of the school.
- Ability to attend board and committee meetings and participate in board work outside of those meetings.
- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, governance, marketing/public relations, fundraising, and/or community relations or organizing.
- Experience with data-driven decision making and accountability.
- Interpersonal skills and comfort with a consensus process.
- At least 18 years of age.

Once SBCCHS opens in fall 2016, the Board will conduct its monthly meetings on the campus. All meeting dates and agendas will be publicized in advance, Board and committee meetings will be open to the public, and Board members will go into private executive session only for appropriate reasons, such as private personnel matters or contract negotiations. The Executive Director will report to the Board; the Academic and Youth Development Directors will be in attendance to answer questions about the day-to-day academic program. The Board will receive a monthly dashboard that contains student performance, financial and organizational data as well as annual audit and family survey reports. The Board will carefully monitor the school’s progress towards achievement of its accountability goals. A number of our proposed board members have experience overseeing accountability outcomes for their respective organizations; for example, Jane Higgins is the Executive Director of the New York City Writing Project. Kate Del Priore is the Executive Director of Schools That Can in NYC, which connects, evaluates and supports high performing schools in multiple cities and states.

The Board of Trustees has established a Board Development Committee to continue to fulfill board positions as needed. The committee has already engaged in steps one through five of a seven step process including: establishing the committee, preparing for active board director recruitment, developing a profile of the current charter school board, determining strategies to build board diversity and developing an initial list of prospective board members in areas of need. The committee determined legal expertise as an area of need, has reached out to initial

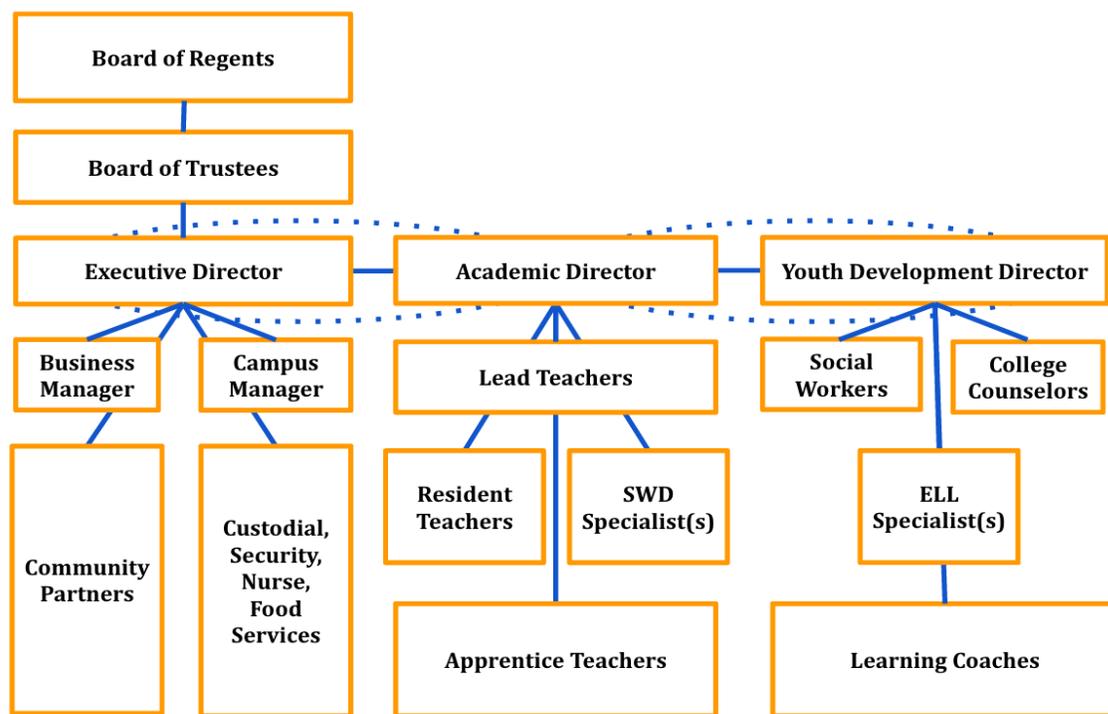
prospective candidates and will interview candidates over the coming two months.

SBCCHS will have a Community Advisory Board comprised of the Campus Manager, at least two parents/guardians of current students, two current students, two teachers, two Learning Coaches and two community members unaffiliated with the school. The Community Advisory Board will provide input on implementation of school programs and services and report to the Board on the status of the school community.

C. Management and Staffing

South Bronx Community Charter High School is committed to sustainable high performance, long-term stability and continuous improvement. Critical to achieving these goals is a management structure that allows for multiple specialized leadership roles with clear lines of accountability and systems for decision-making. Research on principal and teacher retention indicates alarming trends with a deleterious effect on student outcomes. A recent report on New York City high schools by New Leaders found that 84% of schools experienced one or more changes in leadership in their first 10 years. Nearly half of those changes came in the first 4 years. A recent report on teacher retention in New York City indicates that among high school teachers who entered their school during the past decade, more than half left that school within three years. It also indicates that teachers are more likely to stay in schools that are perceived to have strong principal leadership and high levels of order and teacher collegiality. These statistics point strongly to the necessity of re-envisioning the traditional principal and teacher roles in order to retain high quality school leaders and by extension, attract and retain talented teachers. A core value of the SBCCHS school model is distributed leadership- at all levels- where responsibilities are shared, individual talents are recognized as assets and individuals are empowered to make and inform collective decisions on behalf of students and staff alike. Engaging all staff with accountability for both academic and non-academic roles is an important element of the SBCCHS model.

South Bronx Community Charter High School Organization Chart



Management Structure: The SBCCHS Board of Trustees will report to the New York State Board of Regents and hires and supervises the Executive Director. The Executive Director is responsible for hiring the Academic Director and Youth Development Director. These three positions comprise the senior leadership team of the school, which is depicted in the top grouping in the organizational chart. Each leader is responsible for a discrete set of responsibilities that demand deep expertise while also sharing responsibility for various school functions.

The Executive Director is responsible for managing school partnerships, fiscal oversight of the school, development, external relations, and community engagement. The Executive Director will proactively address unique and extraordinary school community needs through partnership and shared services, as well as be responsible for creative resource development. S/he is also responsible for coordinating the SBCCHS human capital strategy, including recruitment with a focus on bringing more men of color into education careers. Finally, the Executive Director engages in board development and fundraising.

The proposed Executive Director is Harvey Chism. Harvey is currently Sr. Director of School Design for the NYC Department of Education. In this capacity, he supports the implementation of three new co-created high schools designed to serve under-served students in target NYC neighborhoods. He works with school leaders, their faculty and other colleagues to share resources, maintain alignment to common strategies, vision and promote collective brandraising and partnership efforts. Prior to joining the NYC DOE, Harvey was VP of Educational Innovations at the Philadelphia Youth Network (PYN) for 7 years. As a member of PYN’s senior leadership team, he supervised mid-level staff, cultivated and maintained institutional partnerships and managed the performance of a \$6.7 million dollar programs portfolio. Harvey is a former teacher and foundation board member. He has a Masters of

Science in Education Policy from the University of PA and a Bachelor of Arts in Education and Sociology from Swarthmore College.

The Academic Director is the school leader responsible for hiring, evaluating and developing all of the teachers- lead, resident and apprentice- and overseeing the competency-based academic program. The Academic Director is the primary instructional leader, accountable for student academic performance. The Academic Director develops and communicates the school's systems, culture, and vision, implements effective internal and external assessment systems, ensures strong consistency within the school program and curricular alignment with state and other rigorous standards, selects and shares effective curricular and instructional practices from and with other schools, and serves as point person for all academic staff, students and families.

The proposed Academic Director is John Clemente. John is currently a Director of School Design providing leadership and expertise to EPIC Schools' competency-based academic program. Prior to joining the Expanded Success Initiative School Design Fellowship in 2013, John was the Director of Educational Services at Teaching Matters, a nonprofit whose mission is to develop and retain great teachers and measurably increase their ability to give students in urban public schools an excellent education. John led their team of over 35 instructional coaches for six years. He also previously served as an instructional coach and wrote culturally relevant performance-based curriculum for several large scale programs. He was an inaugural member of the New York City Teaching Fellows, teaching middle school in the South Bronx for four years and also served as an AmeriCorps VISTA working with foster teens and adjudicated youth in Paterson, New Jersey. He holds a Masters in Education from Lehman College, a Masters in Media Studies from New School University and a Bachelor of Arts from New York University.

The Youth Development Director is responsible for hiring, evaluating and developing the Youth Development staff- including the social worker and Learning Coaches- and overseeing the social and emotional student supports within and outside of school. The Youth Development Director oversees the development of the CORE Advisory, Rites of Passage and College and Career programming, leads the use of restorative practices throughout the school, and oversees programming and supports for English language learners. The Youth Development Director also oversees family engagement and continuous improvement efforts around youth development strategy. The Youth Development Director works closely with the Academic Director to organize professional learning for staff and to develop systems for measuring student growth in the social and emotional domains.

The proposed Youth Development Director is Natalie Ferrell. Natalie is the Director of School Design for the Expanded Success Initiative, where she supports social emotional learning and youth development staff at EPIC schools. She began her career teaching recently arrived immigrant students in New York City. As an educator, she became acutely aware of the effects of relationships and learning conditions on student success and returned to graduate school to study adolescent health, programming and policy while simultaneously coaching new teachers as an Intervention Specialist for teachNOLA. Before joining the Department of Education, she served as a Peace Corps volunteer in the Dominican Republic, where she worked primarily on capacity building, collaborative action research, and gender initiatives with a youth development nonprofit. Natalie holds a BA in Latin American Studies and a Masters in Public Health from Tulane University, as well as a Masters in Teaching with a focus on ESL and bilingual education. She is currently an apprentice with the Leaders in Education Apprentice

Program with the Department of Education.

This distributed leadership structure allows for specialization in leadership roles. Too often, the diverse and disparate roles that a traditional principal is asked to embody are extraordinarily difficult to find in one person able to execute them all with great effectiveness. Further, those few that can perform all of these responsibilities often are not able to sustain the demands of the position for long periods of time. SBCCHS draws on the success of leadership innovations employed by high performing charter networks that separate operations and instruction, such as Uncommon Schools. In addition, SBCCHS recognizes the success of the Good Shepherd Services Transfer School Model in providing much needed youth development leadership and support for students from historically disadvantaged backgrounds. The SBCCHS model braids these two models with the explicit goals of:

- Ensuring sound operations and management
- Demonstrating outstanding academic achievement
- Retaining English language learners, special education students and students that are generally considered at risk of dropping out of high school

The Academic and Youth Development Directors are the designated leaders of the school community, which highlights the importance of instructional leadership in our model. Co-leadership in this way allows for shared accountability, as opposed to a bottleneck of accountability with a singular principal. It also facilitates more collaborative decision-making, building in a more effective structure for multiple perspectives to be reflected in dialogue before decisions are made. Co-leadership also facilitates more effective distribution of discrete responsibilities for aspects of the school model, allowing each co-leader to develop deeper expertise in particular areas of leadership. Finally, co-leadership models the kind of collaboration we seek for staff in integrated co-teaching situations and common planning for students in collaborative learning modes.

By implementing this shared leadership model, we provide staff with more opportunities for direct interaction with the school leader ultimately responsible for pedagogical support and their performance evaluation. This same accessibility of decision-maker advantage exists for the other relevant constituencies as well - parents, other staff, students, supervisors and external partners.

In addition, this leadership design produces the following impact:

- Timely feedback for teachers on practice
- More substantive and frequent communication with parents and families
- More effective student support
- Better relationships with external organizations and partners
- Better compliance metrics

Finally, this design ensures better school leader retention. Approximately 50% of new principals are not retained after their 3rd year of leading ([Churn: The high Cost of Principal Turnover](#), 2014). With a co-leadership model, we project that both school leaders will stay in the position for 5 years to see the first two cohorts of students graduate and that at least one school leader will stay in the position to see the first four cohorts graduate. Moreover, co-leadership will facilitate a smooth transition in the case of one Director leaving the leadership post in that there will be continuity for the school community with the other leader continuing to carry the school mission forward.

Other key administrative roles include:

Finance Manager: Manages operations and finances of the charter school; supports Campus Manager and office staff and coordinates outsourcing of back office services, e.g., CSBM, independent auditors and technology vendors.

Campus Manager: A jack of all trades, the Campus Manager ensures the site runs smoothly by supervising the office staff to ensure effective operations and compliance. Serves as the school's primary liaison to the Building Council and Shared Space Committee as well as security, nursing and cafeteria staff. Responsible for event coordination including Student Symposia. Ensures students and staff have all of the resources they require in a clean safe learning environment. First response and administrative organization responsibilities.

Instructional Staffing Plan

Lead Teachers: Have demonstrated effectiveness in improving student outcomes and teacher coaching, data analysis and culture building. While they will teach some courses, their primary responsibility is coaching Resident/Apprentice Teachers. Lead Teachers also bring expertise in interdisciplinary instruction and help Resident/Apprentice Teachers structure courses around multiple competency domains to ensure student-centered learning. The Lead Teacher in year 1 will be a special education teacher with deep expertise that can provide the requisite services for students with IEPs and support the staff to integrate effective pedagogical strategies into their practice.

Resident Teachers: Have demonstrated effectiveness in improving student outcomes and will increase their effectiveness and impact under the guidance of the Academic Director and Lead Teachers. The primary role is teaching Studios and Selectives and adapting the delivery of curriculum to meet student needs. Resident Teachers also collaborate with a team of Learning Coaches to determine appropriate external partnerships required to meet the academic, social-emotional and career needs of their students.

Apprentice Teachers: Are recent college graduates or career changers who will be teamed with Lead and Resident Teachers to support Studio and Selective courses as they learn to hone their craft during their first two years on the job. Their primary instructional role will be providing intensive support to students through Targeted Supports or providing paraprofessional support. They may be members of Americorps, City Year, Urban Teaching Corps, America Reads/America Counts, TFA, etc.

Learning Specialists: Provide support to students with disabilities, English language learners and other struggling students through Tier 2 and 3 interventions based on the RTI process which may include co-teaching and targeted supports to maximize teacher to student ratio. Some will be certified special education teachers and others ELL specialists, depending on the needs of students.

Social Workers: Provide individual and group counseling to students with IEPs and other students; provides crisis intervention as needed. Support Learning Coaches and delivery of youth development programming including CORE Advisory and ROP.

College Counselors: Help students access post-secondary options. Support students through application and admissions process. Track graduates to monitor outcomes. Communicate

with parents and families. Support Learning Coaches and delivery of youth development programming including CORE Advisory and ROP.

The Role of Learning Coach:

SBCCHS seeks to establish a new position, a Learning Coach, to support the social and emotional needs of students and provide maximum personalized learning support. With a 27% disparity between students and teachers of colors in New York, there is an urgent need to attract more teachers of color to the profession. Research shows that students of color have significantly better academic outcomes when taught by teachers of color and view their schools as more welcoming when teacher diversity is higher. SBCCHS aims to tackle this challenge by creating a position that can attract a more diverse set of individuals who might typically not be perceived as future teachers, with supports and incentives to move them into the ranks of teachers over time. In addition, the professional pipeline might extend to other roles and positions matched with individuals interests within the school.

This position would seek to draw diverse early career professionals with experience in youth development and an Associate's Degree or higher. Typical duties of a Learning Coach would include facilitating CORE advisory, rites of passage and college and career preparedness curriculum, facilitating restorative practices, monitoring student attendance/engagement, one-on-one tutoring and co-facilitation in the classroom with a focus on supporting the learning process.

For maximization of the role, Learning Coaches oversee student learning, in particular social and emotional and college and career preparedness training, independent of teachers. SBCCHS plans to utilize the flexibility accorded to charter schools to hire individuals that possess youth development expertise but may not have the typical certifications for teaching roles.

Current schools, such as the EPIC Schools that the SBCCHS leadership team worked to design, transfer schools like Bronx Arena, and the Urban Assembly School for Law and Justice have implemented similar flexible staffing strategies with much success but have utilized CBOs and nonprofits housed within the schools to staff these positions. Given the cost associated with that approach, South Bronx Community Charter High School hopes to incorporate these positions directly and leverage our distributed leadership structure to provide maximum support.

This innovation will provide expanded opportunities to differentiate learning and provide targeted, real-time support to students. Students will also have more personalized access to mentoring, given that the Learning Coach position allows for a 10:1 advising structure. Learning Coaches will receive exposure to the teaching profession and practical skill development as well as an opportunity to cross-train teachers in youth development practices. Teachers will have expanded time and opportunities for collaboration, and more support in the classroom.

SBCCHS Five Year Staffing Plan

Staff	2016-17	2017-18	2018-19	2019-20	2020-21
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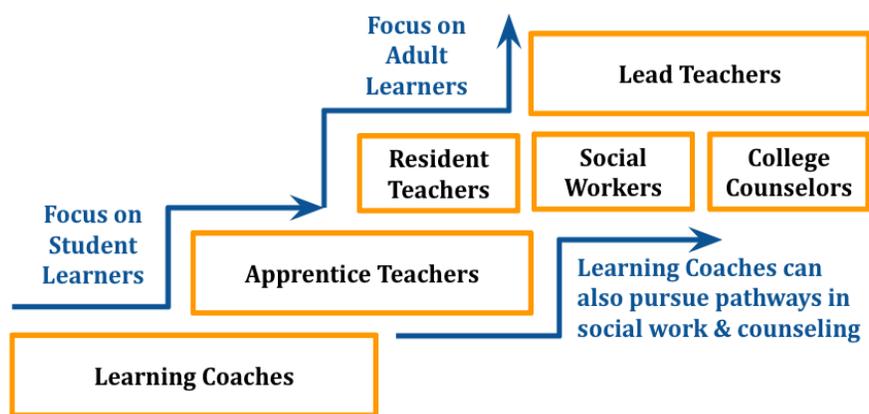
	9th	9th-10th	9th-11th	9th-12th	9th-12th
Executive Director	1	1	1	1	1
Academic Director	1	1	1	1	1
Youth Development Director	1	1	1	1	1
Finance Manager	1	1	1	1	1
Campus Manager/Admin Asst.	1	2	2	3	3
Lead Teachers	1	1	3	4	4
Resident Teachers	4	8	12	16	16
Apprentice Teachers	1	2	3	4	4
Learning Specialists	1	3	6	8	8
Learning Coaches	4	8	12	16	16
Social Worker	1	1	2	2	2
College Counselor	0	1	2	2	2

Hiring: Once the charter is approved, and after a formal review inclusive of community representatives, the Board will formally nominate the Executive Director. The Executive Director will make hiring decisions at the school leadership level. This process will also include a formal review inclusive of community representatives.

The Academic Director and Youth Development Director will recommend candidates to the Executive Director for all positions at the school level with input from staff, students and the school community to ensure school culture fit. The Executive Director will manage the HR process, including the recruiting and hiring process, induction, and management of benefits and compliance.

Recruitment, Retention and Advancement:

SBCCHS has conceived a stair-stepped approach to move instructional staff along a professional trajectory that entails increased responsibilities over time.



Building on national momentum for creating more career pathways for effective teachers, SBCCHS has three different teacher roles based on demonstrated competencies, experience and desire to take on additional leadership responsibilities. Apprentice Teachers are recently certified and learning their craft; they are trained to provide targeted assistance to small groups of students, co-teach with more experienced teachers and lead Selectives. Resident teachers have demonstrated effectiveness in supporting student learning as evidenced by validated metrics, standardized tests and qualitative documentation and facilitate core academic learning in Studios. Lead teachers, in addition to demonstrated effectiveness with student performance, have demonstrated capacity for instructional coaching, assessment and data analysis, and/or building school culture. SBCCHS designed this model drawing on successful career pathways mapped out by successful charter organizations such as Achievement First and New American Academy. This model is designed to attract and retain talented teachers.

SBCCHS leadership has deep experience with recruiting high quality staff. Leading the EPIC staff recruitment effort and supporting the Young Men’s Initiative in developing an alternative certification initiative for men of color known as the Community Anchors Program, the team has built relationships with the Harvard Graduate School of Education, Brothers Empowered to Teach, Teach For America, Peace Corps Fellows, City Year and many other organizations. Recruitment is a year round process that includes information sessions and outreach in the fall, multiple rounds of interviews in the winter, culminating with offers made to applicants by early spring.

We believe the above career advancement strategy combined with competitive compensation and an innovative environment will attract excellent personnel. Raises will be annual base pay percentage increases set by the Board (we assume 3% in the budget) with some flexibility accorded to leadership to offer additional raises to retain stellar staff members. In the Evaluation section we discuss the use of student and teacher competencies (also see Attachment 8a) to hold stakeholders accountable. This use of clear and measurable expectations along with goals for achievement and growth will drive decision-making at levels of the organization.

C.1. Charter Management Organization

We **do not intend to contract** with a charter management organization.

C.2. Partner Organization

We **do not intend to contract** with a partner organization.

D. Evaluation

SBCCHS is a learning organization committed to continuous improvement. SBCCHS intends to utilize an improvement science approach, engaging in cycles of disciplined inquiry to continuously reflect on its own implementation and impact to further refine effective practices.

Programmatic Audit: While our iterative improvement process involves frequent use of data to drive decision-making, the Board will work together with the school leadership team to conduct a formal annual assessment of goal attainment. Their focus will include a combination of standardized measures of student performance described in the Achievement Goals from Section II, and qualitative indicators of effective school systems such as the school culture surveys. With a system such as the CWRA+, described in the Assessment section above, the assessment results will provide a measure of SBCCHS's contribution to student growth in the skills we measure. This is done by implementing the assessment during the summer bridge for incoming 9th graders, and then testing again in the spring of 11th grade to measure the impact of the SBCCHS experience. Using this protocol, we will obtain baseline data for incoming students, have the time and space to make adjustments to our program (if necessary), and have more meaningful data when 11th graders take the assessment after 3 full years of schooling. SBCCHS will also submit an annual report to NYSED detailing progress towards accountability goals, including performance on standardized exams, and post these reports on the school website.

Staff Evaluation: The leadership team, as members of the School Design Fellowship sponsored by the Young Men's Initiative, examined evaluation practices in NYC, Baltimore, and Massachusetts, research on teacher retention and development by The New Teacher Project (TNTP), and the opinions of students, parents and educators in the South Bronx, which inform the design of the SBCCHS staff evaluation system. Just like students, all staff at SBCCHS will develop Individual Learning Plans based on their roles and responsibilities and that include specific short- and long-term goals. These goals will be discussed and approved by each staff member's supervisor at the beginning of each year and serve as the focus of formative and summative evaluation throughout the year. The Academic Director will be responsible for teacher evaluation, using a competency-based system to reinforce the approach used with students and factoring in student performance consistent with the New York State Department of Education recommendations. The Youth Development Director will lead a parallel evaluation for youth development staff. During the fellowship year, the leadership team developed a set of teacher performance competencies informed by Charlotte Danielson's *Framework for Teaching, 2nd Edition* and tuned the competencies based on the first year of implementation in EPIC Schools. These include demonstrably raising student achievement through status and growth measures of student mastery. Teachers will be expected to collect and document evidence throughout the year demonstrating their level of mastery of these competencies. Examples of evidence might include lesson plans, video of instruction, student assessment results and competency reports showing growth or attainment, and documented feedback from students, peers or instructional leaders. Based on feedback from stakeholders in our communities, we intend to use a 360 degree approach, incorporating multiple voices including students and parents.. Peer observation using Critical Friends and other structured protocols will also play a significant role in order to norm expectations and support a continuous improvement mindset in our staff. Lead Teachers will have formal roles mentoring Apprentice Teachers. Finally, we intend to organize staff into teams that will be guided by team

goals. Our digital pathway and data management system will allow school leadership to examine each staff member's contribution to developing competencies across all of the students he or she teaches and utilize this data to drive decisions and improvement cycles around the staff support and evaluation process.

Leadership Evaluation: The SBCCHS Board of Trustees will form a committee each year to conduct an annual evaluation of the Executive Director. This evaluation will also incorporate a 360 approach and will focus on student competency attainment, organizational and financial health, and progress towards mission achievement and accountability goals. The Executive Director will be responsible for evaluating the Academic and Youth Development Directors, the Finance Manager and the Campus Manager. Both Directors will have an Individual Learning Plan that establishes annual goals and benchmarks. The Executive Director will informally monitor progress towards goals throughout the year, with one formal evaluation discussion per year based on 360 feedback including: a self assessment, a reflective report by each staff member and data points from other stakeholders with whom the leaders interact that result in a written evaluation report. This will allow the Executive Director to evaluate the school's academic program implementation, operational effectiveness, fiscal management and youth development programming.

Board Evaluation: The Governance Committee will take the lead on conducting an annual evaluation of board performance that will include: member attendance and participation, quorum attainment, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. Members will conduct self-evaluations to reflect on their participation and efficacy on the board. The board will use the results of these evaluations to inform the development of strategic goals and action plans. The board will also monitor its composition to ensure adequate expertise and diversity.

Family Satisfaction: Learning Coaches will have regular contact with families through home visits and ongoing communication. SBCCHS will also administer at least twice annually family surveys to not only gauge satisfaction with the schools, but also to identify areas in which families require additional support. Satisfaction will also be measured by examining student retention patterns and grievances filed at the leadership and board level. The board will monitor attendance, attrition and grievances as indicators of family satisfaction and consider these factors in evaluating the Executive Director.

E. Professional Development

The recent MDRC study focused on the Small Schools of Choice (SSC) initiative in New York City indicated that a common focus on personalization, including reduced teacher workload and common planning time, were critical factors in improved student performance. Having three levels of teachers with different teaching loads provides opportunities for more professional coaching and mentoring. And a benefit of collaborating with EPIC Schools and local district high schools is the opportunity to engage with a critical mass, i.e., enough teachers in a given discipline to share ideas and develop a professional learning community around subject-related content and pedagogy. It also provides a diversity of experience that is usually absent in new charter schools with only one or two teachers per subject.

Summer Institute: Before students arrive the staff will meet for three weeks of orientation

(inclusive of a Summer Bridge program for students) and training to prepare for school opening. Topics will include:

- Culturally responsive education
- Competency-based instruction
- Restorative justice
- Digital pathway and data management
- College and career readiness
- Response to Intervention and the school-wide applications model

We envision this professional development (PD) helping all staff to adopt the lens of culturally responsive education in order to learn how to develop and implement competency-based instructional practices that have been validated with students similar to those they are teaching. PD delivery will be a combination of explicit training, collaborative study and independent exploration. For example, the National Center for Culturally Responsive Educational Systems has a large set of modules covering a range of CRE-related topics, including pedagogy, use of evidence, culture, and Response to Intervention. Departments will also meet separately for specific training around instructional models and youth advocacy.

For many teachers competency-based education will be a significant shift in thinking, and will require ongoing training and support to realign practices and expectations. Ephraim Weisstein, founder of Schools for the Future, pointed out that “The power of competencies is in how they can be used to deepen learning through continuous assessment and conversations with students.” The School Design Fellows developed a competency framework that has a full year of teacher testing and revisions added to it; however, it will be important for teachers to have a chance to grapple with and put their own stamp on it as they utilize it. Professional development will focus on understanding the structure of the competencies, the interdisciplinary connections and the vertical pathways, as well as how to use them for planning instruction and selecting materials. Teachers will also be familiarized with the computer-based resources and systems for archiving material they bring to the table or create in the digital pathway as well as strategies for making them relevant and engaging to students.

In-Service: As mentioned above, SBCCHS will adopt teacher performance competencies (Attachment 8a) and all staff will create Individual Learning Plans that set goals for specific competencies. These will provide a lens to differentiate observation and support and focus staff on collecting evidence that demonstrates growth. Teachers will engage in job-embedded PD during the school year. The Academic Director and Lead Teachers will be responsible for coordinating coaching cycles for teachers, including review of lesson planning and observation of implemented instruction to provide teachers with actionable feedback aligned to the teacher competencies. Peer observation and formative feedback will also be a hallmark of the professional environment in which our teachers work. In addition, SBCCHS will establish a formal mentoring program for teachers to support and encourage them to move from Apprentice to Resident to Lead Teacher. Apprentice Teachers will rotate mentors so they can benefit from multiple perspectives. Teachers will get training in the mentoring process and be expected to follow protocols that target productive feedback.

SBCCHS will collaborate with EPIC staff in subject area departments, which will meet on Network Conference Days, but also interact in “the cloud” by sharing unit and lesson plans, materials, assessments, and video of instruction online, thereby fostering a consistent connection and healthy discussion. An ongoing focus of PD will be norming expectations

around performance levels for individual competencies. Teachers will continue to collaboratively examine and discuss student work and revise the anchors and exemplars that set the standard for mastery.

Learning Coaches will also participate in ongoing coaching and support to develop their unique role in the school. They will use a case study model to discuss a particular student, the approaches taken to support that student, and suggestions for additional or alternative strategies and resources. They will also receive training around youth development topics, such as conflict mediation, crisis management, and de-escalation techniques. SBCCHS will tap the expertise of staff to provide PD for their peers as well as contract with external consultants when needed.

F. Facilities

Public Facilities Plan: As Directors of School Design working at the central office of the DOE, the leadership team for SBCCHS has been working with key staff to identify potential sites for SBCCHS in underutilized DOE buildings. The community that SBCCHS has targeted for student enrollment was informed through these conversations and the founding group is confident that public space will be provided in or near District 7. The Leadership team has also connected with the district superintendents for high schools and communicated with Community Education Council (CEC) to lay the groundwork for productive relationships.

The SBCCHS campus is relatively small in order to maintain an important sense of community among students and staff, opening with 110 students in Year 1 and growing to 425 students by Year 4. According to the DOE January 12, 2015 Underutilized Space Memorandum, which is based upon the 2013-2014 Enrollment-Capacity-Utilization Report (the “Blue Book”), there is available space in several buildings within our target community. There is additional space available in adjoining CSDs which would still provide relatively easy access to the students intended for enrollment.

Underutilized DOE Buildings

Underutilization Rate	South Bronx	
	CSD 7	CSD 8 (adjoining District)
By at least 300 seats	Alfred E. Smith Campus IS 184 Campus IS 162 Campus PS 754 Campus JHS 222 Campus	New School for Art & Science Campus Adlai Stevenson High School Campus
By 150-299 seats	Samuel Gompers HS Campus Health Opportunities HS Campus	Herbert Lehman High School Campus Soundview Educational Campus
Total Buildings	7	4

SBCCHS will participate actively and respectfully to make co-location beneficial for all parties. The SBCCHS Academic Director will join other school leaders in Building Council meetings at least monthly to coordinate access to shared space to maximize use and tranquility. In addition, the Campus Manager, a teacher and a parent from SBCCHS will participate at least four times a

year in their building’s Shared Space Committee to review the implementation of the building space plan.

Private Facilities Plan: The leadership team for SBCCHS recognizes that procuring facilities is a challenging and time consuming process. To ensure that SBCCHS is prepared for these challenges, we have developed contingency plans for short-term facilities and long-term facilities located in private space. In speaking with community members over the last several months, many indicated a strong desire to create additional space for students in District 7. We have heard the same expressed desire from the Bronx Borough President’s office. In addition, the current city administration has a strong preference for limiting the number of co-located schools. Because of these factors, we have been developing a plan to lease long term facilities in private space, once the school reaches a critical capacity of 300+ students after two years and may not be able to remain in short-term private facilities.

The leadership team has worked closely with Danish Kurani Studios architectural firm to develop architectural plans that support our learning model and makes optimal use of typical site constraints (whether public or private) such as room size, overall square footage, and co-location. In Year 1, the SBCCHS campus will require approximately 85 square feet per student, roughly 9,300 square feet total. The use plan would include five classrooms, three flex rooms, a STEM lab and a multipurpose room in which to facilitate Studios, Selectives, Targeted Support and CORE as well as an administrative office space. At full capacity in Year 4, the school will encompass 20 classrooms and require 35,000 square feet. The school will utilize shared cafeterias and kitchens, gymnasiums and sports fields, nursing offices, and building security.

Facility Requirements:

<p>Year 1:</p> <ul style="list-style-type: none"> ● Administration Office (800 sq. ft) ● 5 classrooms (800 sq. ft) ● 3 flex rooms (500 sq. ft) ● 1 STEM lab (800 sq. ft) ● 1 multipurpose rooms (1000 sq. ft) ● Bathrooms, storage and miscellaneous use (1200 sq. ft) 	<p>Year 4:</p> <ul style="list-style-type: none"> ● 2 Administrative Offices (800 sq. ft) ● 20 classrooms (800 sq. ft) ● 12 flex rooms (500 sq. ft) ● 4 STEM labs (800 sq. ft) ● 4 multipurpose rooms (1000 sq. ft) ● Bathrooms, storage and miscellaneous use (4200 sq. ft)
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In addition to the in depth planning that the leadership team has engaged in with Danish Kurani Studios, it has also engaged Tamerlain Realty Corporation, CBRE, Civic Builders and Charter School Capital to identify suitable private facilities in District 7. Civic Builders has been collaboratively planning with the SBCCHS team on both short-term and long-term facilities plans. Should public space not be available, SBCCHS has identified the following potential space for private facilities:

Location: Old Bronx Borough Courthouse
 Address: 3175 Third Avenue, Bronx, NY, 10451
 Cost: \$25 per square foot

With this building, SBCCHS would anticipate occupying roughly 9,300 square feet in Year 1.

The building owner has already engaged a feasibility study with architectural plans for school facilities, which can be provided upon request. In addition, the owner has expressed considerable interest in leasing space to a charter school. We are currently working with the broker, Bernard Stachel, Executive Vice President of the Tamerlain Realty Corporation on formal plans should our charter receive approval.

The SBCCHS budget plans assume private facilities at \$30/sq.ft. and the rental assistance provided by DOE to ensure our school is prepared if district facilities are not available.

G. Insurance

Based on the insurance coverage of other charter schools, below is the approximate coverage we intend to secure by the time the school begins operation.

- General Aggregate: \$2 million aggregate and \$1 million for each occurrence
- Umbrella Liability: \$5 million limit of coverage
- Directors & Officers: \$1 million in coverage
- Student Accident: \$500,000 aggregate per accident
- Student Accident Medical: \$25,000 per accident
- Student Catastrophic Accident: \$1 million limit
- Automobile/Bus Liability: \$1 million
- Property: \$250,000 in coverage for school furnishings, equipment, and leased space betterments
- Workers' Compensation: rate determined by state of New York
- Employee Benefits Liability \$1,000,000
- Employment Practices Liability \$1,000,000
- Educators' Legal Liability \$1,000,000
- Sexual Misconduct Liability \$1,000,000/occurrence; \$2,000,000 aggregate

We have allocated spending approximately \$20,000 for insurance, which will grow as the school expands.

H. Health, Food, and Transportation Services

Health: SBCCHS is committed to the physical and emotional health of its students, which are necessary conditions for college and career readiness. Students will be responsible for demonstrating health-related competencies in order to graduate. Learning Coaches will take primary responsibility for physical and health education, typically through CORE and Selectives and which may include yoga, calisthenics, weight lifting and strength training, running and team sports. If located in district facilities, SBCCHS will utilize the nursing services provided in co-located DOE buildings. If located in private facilities, SBCCHS plans to contract with School Professionals for these services on an hourly basis. Services will include:

- Maintenance of cumulative health records. All records will be securely stored in locked filing cabinets with access only by authorized personnel.
- Compliance with and enforcement of mandatory immunization requirements.
- Storage and administration of medications.
- Emergency care of ill or injured students.
- Access to automated external defibrillator (AED) equipment. At least two staff members

at each campus will be trained in cardiopulmonary resuscitation (CPR) as well as the operation and use of AED equipment.

Food: SBCCHS students will take their meals in the shared cafeteria spaces in co-located DOE building and may purchase the meals provided by the NYCDOE Office of School Food and Nutrition Services. SBCCHS will participate in the federal School Breakfast Program and the National School Lunch Program, and all meals will meet these program's nutritional requirements. In order to be eligible for Free or Reduced Price meals, families must complete a School Meals Application. High school students often feel stigmatized by this eligibility and may avoid signing up. Learning Coaches and office staff will work with families to ensure students have access to subsidized meals to which they are entitled. Families will be able to complete a paper version of the application, or submit it online via a computer at the school. Given the high proportion of low-income students SBCCHS intends to serve, it is likely the school will qualify for the universal lunch program. Regardless, staff will discreetly track all subsidized meals consumed at the school, keeping individual students' free and reduced lunch status private, and complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. Each month the school will estimate meal participation and bill families for full or reduced-price meals. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. SBCCHS will never turn away a student whose parent has not paid and has budgeted funds to cover such costs.

Transportation: SBCCHS students under state law are eligible for transportation services comparable to students in the district of location. Under current city policy, high school students who live within .5 miles of the school are not eligible for transportation services. Students between .5 and 1.5 miles receive a half-fare MetroCard and students beyond that radius receive a full MetroCard. In addition, students with disabilities may receive special transportation as established in IEPs. SBCCHS operations staff will submit a Transportation Request Form to the New York City Department of Education Office of Pupil Transportation (OPT) based on anticipated enrollment and manage the distribution of MetroCards. Funds are also budgeted for field trips, including college trips.

I. Family and Community Involvement

Inspired by the transfer school model developed by Good Shepherd Services in New York City and the community schools model, SBCCHS is committed to building strong connections with families and communities to support learning. SBCCHS provides flexible opportunities for families to participate in the school and their child's education, including home visits, multiple communication options (e.g., phone, text, e-mail, online), one-on-one meetings with staff members, student-led conferences with parents and teachers, educational and social events, and award and graduation ceremonies. The Learning Coach, described in various sections above, will play the pivotal role by facilitating relationships between families and the school as well as external resource providers. The Youth Development Director will work closely with the Executive Director to develop partnerships with community-based organizations and government agencies serving the South Bronx to ensure families have the stability to support their child through high school. The Learning Coaches will then build relationships with case workers, parole officers, housing officials, social workers and others to ensure they are all working together for the maximum benefit of the family and student.

Learning Coaches will have a “whatever it takes” attitude.

SBCCHS will also provide families with educational opportunities to help them help their child succeed. Teachers, Learning Coaches, social workers, and college counselors will provide parents with information about the school’s academic program and resources for readying their child for college and the workplace. These programs will be culturally responsive and flexibly designed to fit family members’ busy schedules. For example, activities might be based on the Abriendo Puertas/Opening Doors program, which uses “dichos” (culturally-based sayings) to frame conversations about college planning, applications and transitions.

The SBCCHS campus will also have a Community Advisory Board that includes the school’s Campus Manager who will enlist at least two teachers, two Learning Coaches, two parents of current students, two current students, and at least two other community members who are not affiliated with the school for voluntary participation. The Advisory Board will meet monthly and report to the SBCCHS Board of Trustees on the state of the school.

J. Financial Management

Annual Budget: The Executive Director will work with the Finance Manager to develop an annual budget that reflects SBCCHS needs and priorities. The annual budget will include accounting and annual audits. This will be submitted to the Board’s Finance Committee, which will review and recommend budgets for approval to the full Board each spring prior to the end of the fiscal year, June 30. The Board is responsible for ensuring that the budget is sufficient to achieve the mission and meet the goals of SBCCHS overall.

Budget Monitoring and Modification: The Finance Manager will be responsible for tracking all school revenues and expenditures, and will report to the Executive Director on these issues, particularly those that may need to be escalated to the Board. Should projected expenses in any domain exceed budgeted amounts, the Finance Manager may work with the Finance Committee to develop recommendations for budget modifications. The Board has sole power to make changes to the annual budget.

Financial Management: The Board will adopt and regularly review and revise as necessary Financial Policies and Procedures. The Finance Manager will be responsible for implementing these policies and procedures, which will include internal control structures, receipts and expenditures, and reporting requirements. SBCCHS intends to outsource financial services training to CSBM, Inc., which has a substantial track record with charter schools in NYC. The Finance Manager will communicate with the Board’s Finance Committee to discuss both planned and unplanned fiscal commitments. The Board, primarily through the Finance Committee, will review on a monthly basis budget to actual, cash balance and other reports that illuminate the fiscal health of the school.

Annual Audit: SBCCHS will contract with an independent New York State certified public accountant to perform annual audits of the finances of the school, which will be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. The audit will cover all financial reports required by NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report containing of any significant findings or material weakness in the financial

processes of the school. The Finance Committee will ensure that the fiscal audit is completed with assistance from the Executive Director. The audit will be reviewed by the Board and submitted to NYSED each year in a timely manner.

K. Budget and Cash Flow

The proposed budget was developed based on the experience of other New York City charter schools, the experience of the leadership team in fiscal management of nonprofit organizations and working intimately with the budgets of three district schools in start up and year 1. While many of the district constraints do not apply to the budget of a charter school, issues of fluctuating student enrollment, timing of receipt of state funding and many other nuances of school budgeting are all issues that this team has helped the EPIC Schools to manage. The leadership team has strong capacity and experience with these kinds of first year challenges. The budget assumes revenues based on 97% of enrollment to account for possible student attrition, while calculating costs based on target enrollment. In addition, 2% of per pupil is set aside each year as a contingency fund. This budget also does not include any contributions, though having already initiated conversations with major national foundations and funders, we expect the SBCCHS model to draw considerable interest from the philanthropic community.

Pre-Opening Period: Many of the costs of developing the SBCCHS model have been covered by external sources. The School Design Fellowship was fully supported by the Fund for Public Schools, and designed many relevant resources for SBCCHS. SBCCHS will use CSP funds to hire the three Director positions to establish and prepare operations and financial systems, finalize alignment of competencies and assessments to assessment systems and install the digital pathway and data management systems. The Campus Manager will be hired to sustain engagement with the community and to recruit the first class of SBCCHS students.

Year 1: With an initial enrollment of 110 students, we assume \$ 1,424,470 in per pupil revenue. We also assume 11.4% of students will receive 20-59% special education services at \$10,390 per student and 4% will receive 60+ services at \$19,049 per student. Other sources of revenue include a continuation of CSP funding and Title I, which assumes 90% of students are eligible for free and reduced price lunch.

In Year 1, 63% of expenditures are labor costs. The Academic and Youth Development Directors will engage in some formal direct teaching in Year 1 to ensure students receive personalized attention and staff have models of practice to draw from. SBCCHS believes relationships are critically important to improving student learning outcomes and thus resources are allocated with a significant emphasis on staffing positions directly interfacing with students. In addition to traditional benefits, SBCCHS will match 3% of salary for retirement contribution after Year 1. We anticipate considerable costs savings through shared curriculum based on the competency framework that lives in the digital pathway.

5 Year Budget: The per pupil funding rate is assumed to remain constant over the charter term and we retain the same assumptions regarding percentages of students eligible for special education and Title I. In Year 5, total per pupil revenue will be \$5,779,124. The last of the CSP funds are used in Year 2.

Expenditures for labor continue to account for the majority of spending, rising slightly to 65%

in Year 5; however, the leadership team is a significantly smaller percentage of the overall budget. As student enrollment grows, additional staff members are hired, primarily instructional. In addition, costs for contracted services, including special education, finance and operations, grow with student enrollment. We intend to continue to expand technology, including netbooks for student use. \$25,000 per year is set aside in each of the first three years of operation for the required dissolution fund. In Year 3, SBCCHS begins to spend significantly on college and career experiences, increasing the cost of contracted services consistent with the required differentiation to prepare upper secondary students for post-secondary opportunities.

Should expenditures exceed projected revenues, the following steps may be taken: tap into the contingency fund (2% of per pupil), reduce non-essential spending in areas such as technology, reduce growth of Learning Coaches and leverage academic staff for advisory with one or two grades. If projections show a temporary cash flow problem, we will also consider bridge loans at reasonable interest rates.

CSP Grant: While we only budget the guaranteed \$500,000, we believe a SBCCHS charter school is eligible for \$750,000 based on NYSED's stated priorities:

1. **Priority: Underserved student populations:** SBCCHS is specifically designed to close the achievement gap and plug the school to prison pipeline. Our focus population is low-income Black and Latino youth. We have invested a great deal of time in the South Bronx, an area that is characterized by poverty and low achieving schools. Low-income students receive preference in our lottery. We are confident SBCCHS will have met one or more of the enrollment targets for underserved students prescribed the by Board of Regents.
2. **Priority: Authorizer program design:** SBCCHS meets the following design priorities:

1. The school is specifically designed to meet the learning needs and raise the achievement of students who are English language learners. SBCCHS targets Latino youth in low-income neighborhoods, many of whom have experienced failure in school due to linguistic challenges. SBCCHS addresses this through Spanish speaking Learning Coaches, a culturally responsive education program that engages all students, small group and computer-based instruction that targets language development and scaffolds learning in other courses, and dedicated Learning Specialists who provide Tier 2 and 3 interventions.

4. The school will serve students who are at risk of academic failure because they reside in a community that is served by a persistently low achieving school. SBCCHS will open in the South Bronx. As shown in section I.D, this community are characterized by low student performance with dismal graduation rates and college readiness indices.

7. Improving productivity through innovative use of technology to provide blended learning. SBCCHS is utilizing a digital pathway and data management system that will contain our competency-based curriculum and assessments. This system allows students to personalize their learning to build skills necessary to participate in college preparatory coursework. In addition, curriculum and instruction will be supplemented by the growing opportunities provided by online learning.

L. Pre-Opening Plan

The Leadership Team has created a detailed action plan for operationalizing the model and

preparing the school to open in Fall 2016. Below is a high level overview of key tasks:

Task	Function	Start	End	Responsibility
Assemble Community Advisory Board	Governance	Dec 2015	Jan 2016	BOT
Community review of leadership candidates	Governance	Jan 2016	Jan 2016	BOT
Align competencies to assessment systems	Academic	Sept 2015	Jun 2016	AD
Obtain charter approval and form ed corp	Governance	Dec 2015	Jan 2016	BOT
Adopt bylaws and code of ethics	Governance	Jan 2016	Jan 2016	BOT
Appoint board officers and committees	Governance	Jan 2016	Jan 2016	BOT
Obtain 501c3 status	Operations	Jan 2016	Jun 2016	ED
Hire Campus Manager and Finance Manager	Staffing	Feb 2016	Jun 2016	ED
Identify facilities, hold hearings, plan and execute renovations if needed	Operations	Jan 2016	July 2016	ED
Develop & approve Fiscal Policies and Procedures	Finance	Jan 2016	Feb 2016	BOT, ED
Contract with CSBM for ops & accounting	Finance	Jan 2016	Jun 2017	BOT, ED
Recruit and hire academic staff	Academics	Feb 2016	Jun 2016	ED, AD, CM
Recruit and hire youth development staff	YD	Feb 2016	Jun 2016	ED, YDD, CM
Spec digital pathway and data management systems, secure vendor(s)	Technology	Nov 2015	May 2016	AD
Recruit students	Recruitment	Jan 2016	Apr 2016	YDD, CM
Hold lottery	Recruitment	Apr 2016	Apr 2016	ED, CM
Obtain student records	Operations	Apr 2016	Jul 2016	CM, YDD
Develop digital pathway & data systems	Academic	Mar 2016	Jun 2016	AD
Research and secure standardized assessments	Academic	Mar 2016	Jun 2016	AD
Research & secure online learning software & apps	Academic	Mar 2016	Jun 2016	AD
Approve budget for FY16-17	Finance	Mar 2016	June 2016	BOT
Secure food services	Operations	Apr 2016	May 2016	FM
Secure transportation	Operations	Apr 2016	Jul 2016	FM
Finalize staff handbook and personnel policies	HR	Apr 2016	Jun 2016	BOT, ED, FM
Develop and distribute student handbook	Operations	May 2016	Sept 2016	AD, YDD

Install and test technology systems	Technology	May 2016	July 2016	CM
Open houses & home visits for admitted students	Enrollment	Jun 2016	Aug 2016	YDD
Contract with Related Service Providers	Academic	Jun 2016	Aug 2016	ED, FM,
Secure insurance policies	Operations	Jun 2016	Jul 2016	ED, FM
Develop model evaluation plan	Academic	May 2016	July 2016	AD
Coordinate shared space with building council	Operations	May 2016	July 2016	CM, ED
Design Summer Institute PD	Academic	Mar 2016	Jul 2016	AD, YDD
Prepare Summer Institute materials	PD	Jun 2016	Aug 2016	AD, YDD, CM
Complete Initial Statement of Financial Controls	Finance	Jul 2016	Jul 2016	FM
Complete fingerprints and background checks	HR	Jul 2016	Jul 2016	FM
Secure IEPs and student records	Operations	Jul 2016	Aug 2016	CM
Move into school building & set-up offices, tech...	Operations	Jul 2016	Aug 2016	FM, CM
Conduct Summer Institute	PD	Aug 2016	Aug 2016	AD, YDD
Prepare student orientation	Academic	Aug 2016	Aug 2016	AD, YDD

BOT=Board of Trustees; ED=Executive Director; AD= Academic Director; YDD= Youth Development Director; FM= Finance Manager; CM=Campus Manager; YD=Youth Development, PD=Professional Development

M. Dissolution Plan

We have included \$75,000 in our budget by setting aside \$25,000 each year for the first three years of operation to cover costs in case of the school’s dissolution. In such a case, the assets of the school will first be used to satisfy the school’s debts. All property that the school has leased, borrowed, or contracted for use will be returned. Any remaining assets will be transferred to the NYCDOE.

Should the school close, the Board will adopt a closure plan and form an ad hoc committee of Trustees to oversee the closure. The Board would expect to delegate to the Executive Director responsibility for managing the dissolution process; should the Executive Director be unavailable the Board will designate another school staff member to implement the closure plan. After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees.

Parents and legal guardians of students enrolled in the school will be notified of the closure plan within five days of the Board’s adoption of said plan. An up-to-date student roster will be sent to the district and within 15 business days of the Board adopting a closure plan, the school will transfer student records to the district, notify parents and legal guardians of the

transfer of such records, and send copies of each child's records to the child's parents or legal guardians. The school will maintain the privacy of records and information that may personally identify students. The school will also convene one or more meetings for all parents and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.