

FULL APPLICATION SUMMARY

Proposed Charter School Name	Innovation Prep Charter School
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Proposed Board President Email Address	[REDACTED]
Proposed Board President Telephone Number	[REDACTED]
Public Contact Name	Greg Lewin
Public Contact Email Address	info@innovationprepcharter.org
Public Contact Telephone Number	(917) 727-6098
District of Location	CSD 11
Opening Date	Fall 2016
Proposed Charter Term ⁹	
Proposed Management Company or Partners	N/A
Projected Enrollment and Grade Span During Charter Term	100-400, 9-12
Projected Maximum Enrollment and Grade Span	400, 9-12
<p>Mission Statement: <i>Innovation Prep Charter School is cultivating the next generation of solution-oriented leaders and social entrepreneurs in the Northeast Bronx by engaging them in problem-based learning. We explicitly teach students the skills they need to be academically successful and emotionally intelligent.</i></p>	

Located in the Community School District 11 section of the Bronx, Innovation Prep Charter School will provide a high-quality, rigorous high school experience for students in grades 9-12. IPCS will expect all students to be academically successful, emotionally intelligent and well prepared for great accomplishments in college and life. The Key design elements of IPCS will be:

Academic Success for All Students

Innovation Prep Charter School will have an extended school year (185 days) and school day (8:00 a.m. - 3:30 p.m., with enrichment from 3:30-5:00 p.m.) and a low student/teacher ratio (approximately 25 students per teacher/class) with two teachers in targeted classrooms. Small group and individualized supports for English language learners, students with special needs and others in need of remediation will be provided, and timely and intense interventions will occur daily (5th period) as well as at afterschool tutoring. Advanced learners will have opportunities for enrichment and intellectual stretch experiences, and literacy will be infused across all content areas. Innovation Prep will be a data-driven school community, broadly framed by diagnostic, ongoing and final assessments. Formative and summative assessments will be incorporated within content areas, at specific grade levels, on daily, weekly and unit schedules.

Empowering Students with Emotional Intelligence

Students, as well as staff members, will be taught to practice emotional intelligence, which is commonly defined as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and

intellectual growth.¹ Developing self-awareness, self-regulation, internal motivation, empathy and social skills will be prioritized at Innovation Prep. Each student will have an advisor who will not only target their specific academic, developmental and social needs, but also provide individualized guidance and reinforcement around emotional intelligence strategies, consistently building personal resiliency. A full-time social worker will provide social-emotional support to students, families and staff members, and established affiliations with well-regarded human service organizations will offer wrap-around prevention and intervention support.

Explicit Teaching and Application of Problem-Based Learning (PBL) and Design Thinking

Students will develop Problem-Based Learning expertise in problem-deconstruction, research, analysis and presentation and communication,² and put design thinking³ into real world practice as social entrepreneurs. Social entrepreneurship is a form of leadership that “maximizes the social return on efforts to change the world while fundamentally and permanently changing the way problems are addressed on a global scale. Social entrepreneurs employ a wide variety of creative approaches and practices from diverse academic disciplines and professional sectors.”⁴ Students will employ PBL and design thinking everyday at school: in class across all content areas, in groups and clubs and at school-wide events, and in summer programs, which may include links to college programs, and at internship placements, and with mentors, from a variety of industries.

Concrete Paths to College

IPCS will provide robust college articulation and matriculation supports to ensure students not only enroll in college, but also remain enrolled, engaged and successful. Partnerships with higher education institutions and programs, such as Binghamton University, Bronx Community College, Franklin University and iMentor, will allow students to develop a familiarity with and ties to college while still in high school, and gain opportunities to earn early college credits.

Educational, cultural and professional resources will enhance the school’s offerings. IPCS has and will continue to build relationships with a number of organizations, including: BUILD, Highbridge Voices and the Urban Science Education Center at Columbia University.

¹ Mayer & Salovey, 1997

² Problem-deconstruction – the ability to perceive a complex issue and separate/categorize the various parts and begin the process of creating/ prioritizing a plan to solve it; Research – diligent and systematic investigation (“inquiry”) to collect and establish facts and information from a variety of sources on a subject or problem; Analysis – comparing (“synthesize”) information with the intent of making a conclusion about a problem; Presentation and communication – the process of exchanging ideas and information between individuals in universally accepted modes (e.g. verbal, written); accomplished through a group-inquiry/collaborative process

³ http://en.wikipedia.org/wiki/Design_thinking: Design thinking combines *empathy* for the context of a problem, *creativity* in the generation of insights and solutions, and *rationality* in analyzing and fitting various solutions to the problem context. The premise of teaching Design Thinking is that by knowing about how to successfully approach and solve difficult, multi-dimensional problems - more specifically, effective methods to ideate, select and execute solutions - individuals and businesses will be able to improve their own problem solving processes and skills.

⁴ <http://www.nyu.edu/reynolds/social>



Innovation Prep Charter School

A Proposed Charter School



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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. MISSION STATEMENT AND OBJECTIVES

Innovation Prep Charter School is cultivating the next generation of solution-oriented leaders and social entrepreneurs in the Northeast Bronx by engaging them in problem-based learning. We explicitly teach students the skills they need to be academically successful and emotionally intelligent.

Innovation Prep Charter School will further the objectives specified in Education Law §2850(2) by improving and expanding opportunities for all students, especially those at risk, and provide families with a necessary, high-quality choice for a public high school in the Northeast Bronx. Middle schools in CSD 11 are not faring well, with a majority of students not meeting grade level standards (earning a Level 1 or 2 on the ELA and Math exams) and the percent of students meeting standards hovering around 20% in both English language arts and mathematics. Grade 8 proficiency rates of students who attend high school in the district are at the low end of approaching the standard, with English proficiency at 2.26 and mathematics at 2.14. To meet the standard students must score at least a 3.00.

The comprehensive design of the Innovation Prep school model demonstrates a deep commitment to the use of different and innovative teaching methods. As described in Section B. Key Elements below and throughout the application, IPCS prioritizes academic success for all students, and empowers students with the social emotional intelligence necessary to make it to and through college and be professionally successful. IPCS teachers and leaders will explicitly teach problem-based learning and design thinking, providing students with countless opportunities to apply that process to their academic and personal lives, not only in school, but in their peer relationships, their communities and their world. IPCS teachers will not only be knowledgeable of their content, but also become expert facilitators of student-centered learning through rich collaborations with their colleagues and active participation in effective, frequent coaching.

The content of this application provides evidence that IPCS will be a school focused squarely on performance based accountability. Our achievement goals reflect high expectations for IPCS students, including mastery of content and completing the necessary steps to be successful in college and in life. The IPCS organizational goals demonstrate a commitment to creating a culture that supports rigorous learning – high student attendance, strong family retention, involvement and engagement, and responsible operations and financial management. Through a variety of efforts described in the application, IPCS will closely track its progress towards these goals, learning and reflecting on findings and trends internally, and presenting evidence to the IPCS Board of Trustees and NYSED frequently and routinely.

B. KEY DESIGN ELEMENTS

Located in the Community School District 11 section of the Bronx, Innovation Prep Charter School will provide a high-quality, rigorous high school experience for students in grades 9-12. IPCS will expect all students to be academically successful, emotionally intelligent and well prepared for great accomplishments in college and life. Key design elements of Innovation Prep Charter School will be:

Academic Success for All Students

Innovation Prep Charter School will have an extended school year (185 days) and school day (8:00 a.m. - 3:30 p.m., with enrichment from 3:30-5:00 p.m.) and a low student/teacher ratio (with two teachers in targeted

classrooms). Small group and individualized supports for English language learners, students with special needs and others in need of remediation will be provided, and timely and intense interventions will occur daily (5th period) as well as at afterschool tutoring. Advanced learners will have opportunities for enrichment and intellectual stretch experiences, and literacy will be infused across all content areas. Innovation Prep will be a data-driven school community, broadly framed by diagnostic, ongoing and final assessments. Formative and summative assessments will be incorporated within content areas, at specific grade levels, on daily, weekly and unit schedules.

Empowering Students with Emotional Intelligence

Students, as well as staff members, will be taught to practice emotional intelligence, which is commonly defined as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.⁵ Developing self-awareness, self-regulation, internal motivation, empathy and social skills will be prioritized at Innovation Prep. Each student will have an advisor who will not only target their specific academic, developmental and social needs, but also provide individualized guidance and reinforcement around emotional intelligence strategies, consistently building personal resiliency. A full-time social worker will provide social-emotional support to students, families and staff members, and established affiliations with well-regarded human service organizations will offer wrap-around prevention and intervention support.

Explicit Teaching and Application of Problem-Based Learning (PBL) and Design Thinking

Students will develop Problem-Based Learning expertise in problem-deconstruction, research, analysis and presentation and communication,⁶ and put design thinking⁷ into real world practice as social entrepreneurs. Social entrepreneurship is a form of leadership that “maximizes the social return on efforts to change the world while fundamentally and permanently changing the way problems are addressed on a global scale. Social entrepreneurs employ a wide variety of creative approaches and practices from diverse academic disciplines and professional sectors.”⁸ Students will employ PBL and design thinking everyday at school: in class across all content areas, in groups and clubs and at school-wide events, and in summer programs, which may include links to college programs, and at internship placements, and with mentors, from a variety of industries.

Concrete Paths to College

Innovation Prep will provide robust college articulation and matriculation supports to ensure students not only enroll in college, but also remain enrolled, engaged and successful. Partnerships with higher education institutions and programs, such as Binghamton University, Bronx Community College, BUILD, Franklin University and iMentor, will allow students to develop a familiarity with and ties to college while still in high school, and gain opportunities to earn early college credits.

⁵ Mayer & Salovey, 1997

⁶ Problem-deconstruction – the ability to perceive a complex issue and separate/categorize the various parts and begin the process of creating/ prioritizing a plan to solve it; Research – diligent and systematic investigation (“inquiry”) to collect and establish facts and information from a variety of sources on a subject or problem; Analysis – comparing (“synthesize”) information with the intent of making a conclusion about a problem; Presentation and communication – the process of exchanging ideas and information between individuals in universally accepted modes (e.g. verbal, written); accomplished through a group-inquiry/collaborative process

⁷ http://en.wikipedia.org/wiki/Design_thinking: Design thinking combines *empathy* for the context of a problem, *creativity* in the generation of insights and solutions, and *rationality* in analyzing and fitting various solutions to the problem context. The premise of teaching Design Thinking is that by knowing about how to successfully approach and solve difficult, multi-dimensional problems - more specifically, effective methods to ideate, select and execute solutions - individuals and businesses will be able to improve their own problem solving processes and skills.

⁸ <http://www.nyu.edu/reynolds/social>

C. ENROLLMENT, RECRUITMENT, AND RETENTION

IPCS will initially serve students in grade 9 and grow to serve grades 9-12. The school will immediately engage students transitioning to high school by immersing them in Summer Bridge, a challenge-based curriculum, during the summer before their 9th grade year. Entering students' reading and mathematics readiness will also be assessed during the Summer Bridge. In this way, IPCS will set positive and high expectations for all students and use data from diagnostic assessments to provide differentiated programming to strengthen foundational skills or to accelerate students from day one of their high school careers.

IPCS will accept 100 grade 9 students each year, starting in 2016 and beyond. In successive years, the school will back-fill enrollment vacancies in all grades. At full enrollment the school will serve 400 students in 2019 and beyond. Research supports that a high school population of approximately 450 students, including cohort sizes of approximately 125, is sufficiently large to provide rich and diverse course offerings, yet small enough to retain the feel of an intimate, tight-knit community, particularly for students of color⁹. A slightly smaller cohort size allows for increased personalization of instruction and a family-like atmosphere abounds where all students are known well.

Although we project a low (2-3%) attrition rate; we intend to back-fill seats in all grades; even grades 11 and 12. This is because we believe that potential students who are committed to the demands and rigor of our academic program should be given the opportunity to enroll, even if they have not had the benefit of experiencing the acceleration program that we have put in place for the first two years (Grade 8-9 Summer Bridge, CASA, extended day and year). We believe these potential students, within six to eight months of enrolling, will be able to effectively meet the demands of the 11th and 12th grades with targeted and intensive support. Our decision to backfill seats in all grades results in the projected attrition rate not being reflected in the table below.

Grades	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9	13-15	100	100	100	100	100
10	14-16	0	100	100	100	100
11	15-18	0	0	100	100	100
12	16-19	0	0	0	100	100
Totals	13-19	100	200	300	400	400

To ensure that we meet the Board of Regents' enrollment and retention targets, IPCS employs multiple strategies to publicize the school as an important option for diverse populations. Outreach strategies leverage founding Board relationships and our collaboration with community-based organizations (CBOs), community clergy, elected officials, and non-profit leaders. We will continue to reach out to families of prospective students, through direct mailings to the families of all 8th grade public school students in targeted zip codes and door-to-door flyer distribution. Recruitment and application materials are translated into the predominant languages of the community, and we engage with feeder middle schools in the district where our school will be located. Should the number of applicants exceed capacity, a lottery will be used to admit students and remaining students will be placed on a waiting list. Attachment A provides a description of this protocol.

D. COMMUNITY TO BE SERVED

The founders of IPCS seek to site the school in the Northeast Bronx, targeting Community School District 11. This

⁹ <http://www.usca.edu/essays/vol162006/Slate.pdf>

Community School District (CSD) overlaps most neighborhoods in Community Districts (CD) 11 and 12, and a few neighborhoods in Community Districts 9 and 10:

Neighborhoods within Community School District 11:

- CD 12: Woodlawn/Wakefield , Williamsbridge/Olinville, Eastchester/Edenwald/Baychester
- CD 11: Bronxdale, Allerton/Pelham Gardens, Pelham Parkway, Van Nest/Morris Park/Westchester Square
- CD 10: Co-Op City, Pelham Bay/City Island
- CD 9: Parkchester

District 11 Charter Schools



These communities are rather diverse economically. As one indicator, percentages of individuals receiving some sort of income assistance (TANF, SSI, Medicaid) are noted below:¹⁰

- CD 12: 35.9%
- CD 11: 34.7%
- CD 10: 21.5% (including Throgs Neck, etc.)
- CD 9: 43.6% (including Soundview, Castle Hill, etc.)

There are a number of safe and stable elementary schools in the district, although they tend to be rather large. Five elementary charter schools (K-5), which have smaller enrollments, are demonstrating strong academic performance. Four of these five are Icahn Charter Schools, and the fifth is Bronx Charter School for Better Learning. Bronx Charter School for Excellence, long recognized as a successful school, serves grades K-8, and Equality Charter School, which is located in Co-op City, serves primarily middle school students. Equality’s NYS assessment performance has not been particularly strong over the years, and ELA continues to be particularly weak, with only 14.1% achieving proficiency (compared to 17.6% in CSD 11) in 2014. However, its 2014 math results were stronger, with 32.5% achieving proficiency (vs. CSD 11: 18.3%). Equality has just begun to serve the high school grades.

Innovation Prep High School expects to recruit, enroll and aggressively address the learning needs of students who are lacking foundational academic skills and knowledge, based on a review of the performance of middle schools in the area. Middle schools in CSD 11 are not faring well, with over 40% of students not meeting grade level standards (earning a Level 1) and the percent of students meeting standards hovering around 20% in both English language arts and mathematics. Below are the NYS results for the past two years.

CSD 11: Grades 3-8, NYS ELA 2013 and 2014

Year	# Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
			#	%	#	%	#	%	#	%	#	%
2013	18726	290	7935	42.4	7349	39.2	2768	14.8	674	3.6	3442	18.4
2014	18777	289	7794	41.5	7329	39.0	2902	15.5	752	4.0	3654	19.5

¹⁰ http://www.nyc.gov/html/dcp/html/neigh_info/bx12_info.shtml; http://www.nyc.gov/html/dcp/html/neigh_info/bx11_info.shtml; http://www.nyc.gov/html/dcp/html/neigh_info/bx10_info.shtml; http://www.nyc.gov/html/dcp/html/neigh_info/bx09_info.shtml;

CSD 11: Grades 3-8, NYS Math 2013 and 2014

Year	# Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
			#	%	#	%	#	%	#	%	#	%
2013	18992	290	8363	44.0	6834	36.0	2718	14.3	1077	5.7	3795	20.0
2014	18542	294	7427	40.1	6620	35.7	3112	16.8	1383	7.5	4495	24.2

NYC DOE 2013-14 School Quality Review Snapshot data¹¹ provides further evidence of challenged middle school performance by presenting the Grade 8 proficiency rates of students who attend high school in the district. English proficiency is 2.26 and mathematics is 2.14, both on the low end of approaching the standard (3.00).

As with the middle schools, there is significant room for improvement in the public high schools currently located in the district. With the average enrollment of approximately 500, and a few schools, like Harry S. Truman High School, serving well over 1000 students, Innovation Prep will provide a smaller, more individualized experience for students. We expect our population to mirror that at high schools in CSD 11, which currently has over 70% of students receiving free and reduced lunch, and a majority self-identifying as Black or Hispanic (88.3%). As noted in the next section, we are deeply committed to recruiting, enrolling and serve English language learners and students with disabilities at rates comparable to CSD 11, and achieving a much higher daily attendance rate (CSD 11 attendance rates are lower than the city average, at 86%).

Although the four-year average high school graduation rate in CSD 11 is a bit higher than NYC and 10 percentage points higher than the Bronx (69.4%, vs. 59% and 68% respectively), four of these seventeen schools have rates that are much lower than that average; Bronx High School for the Visual Arts (56.9%), Bronx Aerospace High School (58.6%), Christopher Columbus High School (41.2%) and Global Enterprise High School 51.1%. In fact, there are a total of seven high schools (out of seventeen, 41% of the total number of high schools) in CSD 11 with graduation rates that are lower than the city average (68%). Particularly alarming is the four-year college readiness index, which is only 20.1% (20% borough-wide, 33% city-wide), indicating that the majority of CSD 11 high school graduates are ill prepared for college level academic work. College enrollment rates are strikingly low; only 45.9% of students residing in Community School District 11 (41% in the Bronx) enroll in post-secondary programs within 6 months of graduation.

The founders of Innovation Prep Charter School have begun an extensive outreach campaign, across a number of social media platforms and in person throughout the community, to inform a diverse cross section of families about the school and the academic and social support it will provide to all of its students. Innovation Prep will meet or exceed enrollment targets for students with disabilities (17.5%, as of 2013-14) and English language learners (9.5%). In 2013-14, 87.2% of CSD 11 students received free or reduced lunch¹², and Innovation Prep is targeting this population for enrollment as well. We have already begun to partner with, and will continue to reach out to, community-based organizations that serve immigrant populations, advocate for students with disabilities and offer support to low-income families. More specifically, founders have outreached to the New York Language Center, the NYC Special Education Collaborative at the NYC Charter Center, Resources for Children with Special Needs, and Advocates for Children of New York to seek further guidance about connecting to and recruiting these students in particular. Finally, several dates are scheduled at New York Public Libraries in the area, many of which offer English

¹¹ <http://schools.nyc.gov/Accountability/tools/report/default.ht>

¹² <http://schools.nyc.gov/AboutUs/schools/data/default.htm>

language courses.

All Innovation Prep students will have access to the general education curriculum, and be afforded a range of academic and social supports to comprehensively meet their needs. Teachers will receive training, and ongoing coaching and support, to develop lessons that reflect appropriate instructional supports/scaffolds and differentiation. Unless otherwise mandated by their IEPs, students with disabilities will receive instruction in an integrated co-teaching environment; one general education content-area teacher and one licensed special education teacher will co-plan and co-teach particular core courses.

Innovation Prep will implement an approach to English language acquisition in which all students are provided an opportunity to experience the content fully while being supported. Similar to the approach to students with disabilities, English language learners will receive instruction in a co-teaching environment (general education teacher with English as a Second Language teacher) for all language intensive content areas (e.g. English, Science and Social Studies).

To serve the needs of both subgroups, as well as any other student academically at risk, instructional schedules will be adapted accordingly. Students may receive additional supports in the co-taught classrooms described above, in teacher directed small groups or through individualized work. This will include the integration of adaptive technology programs, such as Achieve 3000 and Newsela that closely track student progress and provide specifically targeted learning opportunities. Cycles of tiered grade level interventions, focused on specific skills and strategies, will be created and adjusted based on evidence of mastery.

For all students who may have identified learning needs, such as a disability or second language, or have any other academic or non-academic risk factor (such as being categorized as receiving free and reduced lunch, demonstrating social, developmental or behavioral challenges, or experiencing life stressors), Innovation Prep will establish systems of data tracking, prevention and intervention protocols that frame the work of teachers, specialists and leaders at the school, and clearly defined processes of communicating and partnering with families to prevent and overcome challenges.

The following Section, E. Public Outreach, provides great detail of the IPCS founder's efforts to assess and gain family and community support, and specifically, how the School intends to achieve its targeted enrollments overall and with specific subgroups of students who are at greatest risk of academic failure. Several of the founders, being public educators and/or community members with deep ties to existing schools and neighborhood leaders, have already begun to explore how IPCS may partner with low performing schools in the area to share best practices and innovations. Further, we expect many informal and formal opportunities to engage with and learn with other schools, if IPCS is sited in a DOE co-located space.

E. PUBLIC OUTREACH

The founders of Innovation Prep Charter School have already done considerable community outreach, soliciting and considering input and feedback received from a range of stakeholders. We intend to continue these efforts, in order to develop trusting and mutually supportive relationships with local families, agencies and organizations. Our long-term goal is not only to ensure robust student enrollment and family engagement for IPCS, but also to become intricately threaded into the fabric of the neighborhood. We have utilized social media in a variety of ways to inform the community and solicit input. This includes an active website¹³, with the community survey available online in

¹³ www.innovationprepcharter.org

English¹⁴ and Spanish¹⁵, a Facebook page¹⁶ and a Twitter¹⁷ account, and flyers that are being widely distributed in both English¹⁸ and Spanish¹⁹. Over 14 church communities have been contacted. Information sessions were held, and feedback surveys were completed, at Shalom S.D.A. Church, Westchester U.M.C. and Butler Memorial U.M.C. A number of additional sessions are in the process of being scheduled. Outreach is ongoing to community-based organizations and programs that serve our targeted population of students and families. IPCS founders have outreached to/met with leaders at NYC Mission Society, Bronxworks, East Side House Settlement, BUILD, Mentoring USA, iMentor, Andrew Freedman Home, BAAD, Bronx Dance Theater, Bronx House, Bronxnet, Highbridge Voices, Riverdale Teen Theater, Mind-Builders Creative Arts Co., Inc., Bronx Part East Community Association, Allerton Co-ops Tenants Association, and Eastchester Gardens Resident Council. IPCS founders have spent considerable time near over thirty public middle schools, and at five different shopping plazas, distributing IPCS flyers, speaking to students and parents/caregivers and collecting completed feedback surveys. IPCS founders have attended open houses, presented at various community meetings with affiliations to political and community leaders, and met formerly with Council Members Cohen and Palma. Additional meetings are in the process of being scheduled with Council Member King, Assembly Member Gjonaj and Assembly Speaker Heastie.

As of August 17th, 452 individuals have completed the community feedback survey. The founders routinely review the survey data and respond to individuals who ask questions or offer suggestions. The team analyzes trends in responses and considers this feedback as it develops the school model. Two hundred and two (202, 45% of total) were parents of potential students (who will be 13, 14, or 15 years old in 2016), while one hundred and ninety-three (193, 43%) were potential students. Almost all of respondents agreed that the Northeast Bronx (Community School District 11) needs a new, high-quality public high school (92%), one that teaches students to be independent thinkers who are able to consider all aspects of a problem so they can make the best possible decision (93%). Over 89% of respondents rated all aspects of school design, along with key elements, as important or very important. Most encouraging was the great interest in problem-based learning, social entrepreneurship and design thinking (92%, 90% and 91% respectively), high expectations (not surprisingly at 96%), literacy across the curriculum (95%) and the desire for academic supports (92%) and non-academic supports (90%). The team considered the less enthusiastic response (75%) to the initial extended school day plan of 8:30 a.m. – 4:00 p.m. and plans to target this area with more specificity in future forums with families. So far, subsequent conversations have yielded positive feedback about a modified, yet still extended school day of 8:30 a.m. – 3:30 p.m. with enrichment opportunities from 3:30 – 5:00 p.m. We continue to disaggregate the survey data by prospective students vs. parents to understand and address potential challenges. A few respondents expressed interest in parent involvement and adult learning opportunities. We have added these to our Family and Community Involvement plan in Section I as well as our Professional Development plan in Section III.E. This motivates us to further enrich our approach in this realm. Student real-world and career-connected experiences were also interests expressed in the survey, which are closely aligned to our existing focus on social entrepreneurship, mentoring and internships. All of these issues, as well as the interest in having guidance counselors, arts, sports and technology, have been prioritized within the charter application.

F. PROGRAMMATIC AND FISCAL IMPACT

Innovation Prep Charter School will have a negligible fiscal impact on public schools in the NYC District (see table

¹⁴ <http://innovationprepcharter.org/community-feedback-survey/>

¹⁵ <http://innovationprepcharter.org/community-feedback-survey-spanish/>

¹⁶ <https://www.facebook.com/innovationprep>

¹⁷ <https://twitter.com/innovationprep>

¹⁸ http://innovationprepcharter.org/wp-content/uploads/2016-Informational-Flyer_IPCS.png

¹⁹ http://innovationprepcharter.org/wp-content/uploads/2016-Informational-Flyer_Spanish_IPCS.png

below). For the purposes of this analysis, we are assuming that the NYC School District will have to transfer \$13,877 in Y1, and \$14,027 thereafter (based on the current allocation for the NYC School District and for each general education student enrolled in the school) and the corresponding amounts listed in the table for projected special education students at the specified levels of service. Column I includes funding that will flow to the school from the NYC School District. The number of students in Year 1 of operations will be 100 and the financial impact on the school district will be \$1,941,844, or a fraction of 1% of the total NYC School District budget. In subsequent years, the financial impact remains insignificant. By Years 4 and 5 of operation, approximately \$7 million will be transferred from the NYC School District to the charter school each year, which continues to represent a fraction of 1% of the NYC School District's overall budget.

Impact on Non-Public Schools

We do not expect that Innovation Prep Charter School will have a great impact on tuition-based private schools since our students typically come from low-income homes that do not have the means to pay for private schools. We anticipate the great majority of our prospective students to live in the community where IPCS will be located, and have previously attended low-performing schools. Consequently, we do not believe that many of the students who would be applying to our school would be eligible for admission to private schools, which require students to score well on admissions tests.

Our school will most likely appeal to families of students who would send their children to neighborhood public schools. IPCS may attract parents whose children currently attend parochial schools, in particular Catholic schools, or would otherwise consider enrolling their children in these schools. This could have a negative impact on enrollment in these schools should there be insufficient applicants to replace those students lost. There are three Catholic high schools in CSD 11.

Fiscal Impact of IPCS on NYC DOE, 2016-2021

Year (A)	N Gen Ed (B)	N SPED 20-59% (C)	N SPED 60-100% (D)	Per Pupil \$ Gen Ed (E)	Per Pupil \$ SPED 20-59% (F)	Per Pupil \$ SPED 60-100% (G)	Proj. Per Pupil \$ Charter Cost (H)	Other Proj. Dist. Rev (SPED, Funding, Grants) (I)	Total Proj. Funding to Charter from Dist. (H=I=J)	Total Dist. Budget (K)	Proj. Impact (% of Dist. Overall Funding (J/K=L))
Year 1: 2016-17	86	8	6	13,877	10,390	19,049	1,664,772	277,072	1,941,844	22,181,144,000	.008%
Year 2: 2017-18	172	17	11	14,027	10,390	19,049	3,279,886	474,486	3,754,372	22,856,578,000	.016%
Year 3: 2018-19	258	25	17	14,027	10,390	19,049	4,871,341	663,241	5,534,582	23,542,275,000	.023%
Year 4: 2019-20	344	34	22	14,027	10,390	19,049	6,471,455	860,655	7,332,110	23,948,543,000	.030%
Year 5: 2020-21	344	34	22	14,027	10,390	19,049	6,383,138	772,338	7,155,476	24,666,999,000	.029%

II. EDUCATIONAL PLAN

A. ACHIEVEMENT GOALS

IPCS defines success as closing the achievement gaps in standardized test scores and other academic measures by the end of each year at each grade level. For our students, this translates to performance on the NYS Regents as well as nationally normed exams, such as the ACT or SAT, which will in turn contribute to closing the "end goal"

achievement gaps: in high school graduation rates, college matriculation rates, and college graduation rates.²⁰ Goals 1-7 reflect our absolute, comparative and growth student achievement targets, while Goals 8-10 represent broader objectives that, when accomplished, foster both student and organizational health and success.

Goal 1: IPCS students will become proficient readers and writers of the English Language.

- a. Each year, 75% of students in the accountability cohort²¹ will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.
- b. Each year, 75% of students in the accountability cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.
- c. Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the accountability cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- d. Each year, the percent of students in the accountability cohort passing the Regents English exam with a score of 65 by the completion of their fourth year will exceed that of students in the accountability cohort from Community School District 11.

Goal 2: IPCS students will become proficient in the application of mathematical skills and concepts.

- a. Each year, 75% of students in the accountability cohort will score at least 65 on New York State Regents mathematics exam by the completion of their fourth year in the cohort.
- b. Each year, 75% of students in the accountability cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.
- c. Each year, the Performance Index (PI) on the Regents mathematics exams by students completing their fourth year in the accountability cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- d. Each year, the percent of students in the accountability cohort passing a Regents mathematics exam with a score of 65 or above by the completion of their fourth year will exceed that of the students in the accountability cohort from Community School District 11.

Goal 3: IPCS students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

- a. Each year, 75% of students in the accountability cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.
- b. Each year, the percent of students in the accountability cohort passing a Regents science exam with a score of 65 or above by the completion of their fourth year will exceed that of the students in the accountability cohort from Community School District 11.

Goal 4: IPCS students will meet and exceed state standards for mastery of skills and content knowledge in the area of social studies.

- a. Each year, 75% of students in the accountability cohort will score at least 65 on the New York State Regents

²⁰“By the end of high school, the research shows that African-American students have the same math and reading skills as those of 8th grade white students. Beyond high school, the impact continues. African-American college enrollment rates have increased in the past 20 years, but college completion rates have not kept pace. African-American college freshmen graduate from college at a much lower rate (41% as compared to 61%).” *Source: The Education Trust, 2003.*

²¹ The accountability cohort reflects the group of students who have remained continuously enrolled at IPCS since initial entry in 9th grade.

U.S. History exam by the completion of their fourth year in the cohort.

- b. Each year, 75% of students in the accountability cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.
- c. Each year, the percent of students in the accountability cohort passing the U.S. History Regents exam and the Global History Regents exam with a score of 65 or above by the completion of their fourth year will exceed that of the students in the accountability cohort from Community School District 11.

Goal 5: IPCS students will demonstrate college and career readiness on nationally normed exams.

- a. Each year, the average performance of 75% of students in the accountability cohort who take the ASPIRE/PSAT exam will meet or exceed the state average on the same tests in literacy and mathematics.
- b. Each year, the average performance of 75% of students in the accountability cohort who take the ACT test will meet or exceed the state average on the same tests in literacy and mathematics.
- c. Each year, IPCS will reduce the gap by half between the average literacy and mathematics performance of 75% of students in the accountability cohort who have taken the ASPIRE or ACT and the College Readiness Benchmark score in the prior year.

Goal 6: IPCS students will demonstrate college and career readiness by achieving high school graduation.

- a. Each year, 75% of students in the accountability cohort will graduate after the completion of their fourth year in the cohort.
- b. Each year, 95% of students in the accountability cohort will graduate after the completion of their fifth year in the cohort.
- c. Each year, the percent of students in the accountability cohort graduating after the completion of their fourth year will exceed that of the accountability cohort from Community School District in which school is located.

Goal 7: IPCS students will demonstrate college and career readiness by gaining admission to and attending college.

- a. Each year, 100% of IPCS graduates will be eligible for admission to a two or four year college.
- b. Each year, 90% of IPCS graduates will enroll in college.
- c. Each year, 90% of IPCS graduates who enroll in college will earn at least 10 credits within the first 12 months of matriculation.

Goal 8: IPCS will maintain strong student enrollment and attendance.

1. Each year, IPCS will achieve at least 90% average daily attendance and exceed the average attendance of Community School District 11.
2. Each year, IPCS will maintain at least 90% average student enrollment.
3. Each year, at least 90% of enrolled IPCS students will remain enrolled for the following school year.

Goal 9: IPCS will maintain strong student and family satisfaction.

- a. Each year, at least 70% of students will complete the NYC DOE School Survey.
- b. Each year, at least 75% of students who complete the NYC DOE School Survey will express satisfaction with IPCS.
- c. Each year, at least 70% of parents will complete the NYC DOE School Survey.
- d. Each year, at least 75% of parents who complete the NYC DOE School Survey will express satisfaction with IPCS.

Goal 10: IPCS will maintain financial health and compliance with all applicable laws and regulations.

- a. Every year, IPCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.
- b. Every year, IPCS will be in compliance with all applicable laws and regulations, and receive a state accountability designation of “good standing.”

B. SCHOOL SCHEDULE AND CALENDAR

Student and Teacher Schedules

Attachment 3a presents sample student and teacher weekly schedules. Students will experience a three-cycle schedule. The first two cycles are comprised of four 85-minute courses on Mondays/Wednesdays and Tuesdays/Thursdays. The first course of each cycle day becomes the second course on cycle day two. The third cycle takes place on Fridays and alternates between the first two cycles: Mondays/Wednesdays = “A” Day and Tuesdays/Thursdays = “B” Day.

While NYC DOE high schools typically offer a 6 hour and 20 minute school, IPCS will provide students with an extended day of 7 hours. The minimum NYS requirement for high school instruction (per class) is 180 minutes per week; however, IPCS classes meet, on average, 212.50 minutes per week. With a rotating schedule, in every two-week period, students will, on average, receive 32.50 more minutes of instruction per class per week than the state requirement.

In each core subject area (English, mathematics, science and social studies), students will be assigned to one of four sections, and will largely transition together to their scheduled classes throughout the day. Two of these six sections will experience a co-teaching model, one targeting the needs of students with identified learning disabilities (ICT), and the other section targeting English language learners (CT). Depending on actual enrollment numbers of students with disabilities, an additional special education teacher may be hired to provide push-in/co-teaching support for other sections of classes.

Doors open for all students at 8:00 a.m., with first period beginning promptly at 8:30 a.m., following breakfast. There are four 85-minute academic periods each day, two before and two after lunch. The sample student schedules reflect English, mathematics, science (including laboratory) and history classes early in the day and arts, health/college prep, physical education, second language and electives in the afternoon. The remainder of the school day is focused on supplemental instruction and necessary interventions. A mandatory fifth period (2:45 – 3:30 p.m.) is designated for CASA (Center for Academic Support and Acceleration). Students will receive additional interventions/academic supports or opportunities for accelerated learning for 45 minutes daily during CASA, with group assignments made based on routine, two-week cycles of assessment. Students may be transitioned between groups when they demonstrate resolution of the learning gap(s) through mastery or demonstrate need for intervention/support. From 3:30 – 5:00 p.m., students will have opportunities to participate in additional tutoring, enrichment activities and clubs. A day in the life of an IPCS student is posted on our website.²²

In the sample teacher schedule (Attachment 3a), teachers begin each day in a brief morning meeting, and those teaching English, math, science, social studies) begin their first period classes at 8:30 a.m. Depending on the specific day, they may be facilitating a class on their own, or co-teaching with a special education or English as a

²² Day in the Life of an IPCS Student: <http://innovationprepcharter.org/a-day-in-the-life-of-an-inprep-student/>

Second language teacher. Following lunch, these teachers meet with colleagues to plan instruction that meets the needs of each class, coordinate efforts as a grade or content area team, prepare independently, or receive coaching from an instructional leader, while the arts, physical education, college prep and electives teachers provide instruction to students (these teachers have prep and collaboration time in the morning). All teachers return to direct work with students between 2:45 and 3:30 p.m. every day to provide necessary academic support through CASA, and many will lead enrichment activities and clubs between 3:30 and 5:00 p.m.

School Calendar

Attachment 3b presents a proposed calendar for the 2016-17 school year. IPCS students will be engaged in instruction for 185 days, five more than typical NYC DOE public high schools. Teachers will engage in rigorous professional preparation and development during the first three weeks in August (beginning August 1st), and students will participate in a summer program for two weeks, August 22nd through September 2nd.

The first day of school will be Tuesday, September 6th, and the last day will be June 27th, with scheduled breaks in December, February and April and legal holidays throughout the year. The 2016-17 proposed calendar includes these details and indicates progress report and CASA intervention cycle markers and report card markers as well.

C. CURRICULUM AND INSTRUCTION

The IPCS approach to teaching and learning, and the curriculum that will guide core content instruction, will ensure that students achieve content mastery as they are simultaneously developing essential competencies. Problem-based learning is the anchoring priority. IPCS plans for curriculum development. The school-wide instructional practices that will provide the necessary structures to support consistency and quality in instructional implementation are also presented below.

Problem-Based Learning (PBL) and Design Thinking

Students will develop problem-based learning expertise and put design thinking²³ into real world practice as social entrepreneurs. Research²⁴ has shown that students learn best when they are engaged and actively participating in the learning process; this is the single most important component we can plan for in order to ensure a student's readiness to learn. A national survey of business and non-profit leaders from all industries have asserted that students need to hone their problem-solving skills in order to be successful in any career²⁵. Our conversations with post-secondary institutions have also confirmed a need for students to develop these same skills adequately in order to be successful in college. The problem-solving skills students need most and will learn at IPCS are:

1. **Deconstruction** – the ability to perceive a complex issue, separate/categorize the various parts, and begin the process of creating/prioritizing a plan to solve it (“planning”).
2. **Research** – diligent and systematic investigation (“inquiring”) to collect and establish facts and information from a variety of sources on a subject or problem.
3. **Analysis** – comparing information with the intent of making a conclusion (“synthesizing”) about a problem.
4. **Presentation and communication** – the process of exchanging ideas and information between individuals (“communicating”) in universally accepted modes (e.g. verbal, written), accomplished through a group-inquiry/collaborative process.

²³ The premise of teaching Design Thinking is that by knowing about how to successfully approach and solve difficult, multi-dimensional problems - more specifically, effective methods to ideate, select and execute solutions - individuals and businesses will be able to improve their own problem solving processes and skills. http://en.wikipedia.org/wiki/Design_thinking

²⁴ Taylor, L. & Parsons, J. (2011). Improving Student Engagement. Current Issues in Education, 14(1). Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/745/162>

²⁵ Hart Associates (2013). Retrieved from http://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf

PBL in the Classroom Setting

The development of PBL skills will be thoughtfully integrated into the learning of content. The bullets below provide an abbreviated look at the work IPCS students will do in their classes.

- Understand the problem: meet the problem, generate lists (Know/Need to Know/Need to Do), define the problem statement
- Explore the curriculum: gather information, share information, generate possible solutions
- Resolve the problem: determine best fit solution, present solution, debrief the presentation, debrief the problem (which includes innovating – actively seeking to discover new ways to improve on solutions)

Introducing the concept of design thinking will take PBL deeper for teachers and students by strategically tying those methods to empathy for the problem context, creativity in active development of understandings and solutions, and rationality, in the ways students will practice and become adept at “fitting various solutions to the problem-context.” Students will employ PBL and design thinking everyday at school: in classes across all content areas, in groups and clubs and at school-wide events, and in summer programs, which may include links to college programs, and at internship placements, and with mentors, from a variety of industries. IPCS will place a high value on building and expanding each student’s capacity as a social entrepreneur²⁶, by engaging them in solving real world challenges in their local, national and global communities.

IPCS Curriculum Development

Although several traditional and online learning resources, aligned to Common Core and NYS standards, currently exist for the high school grades, none of them are designed to engage students in the methods of problem-based learning or introduce the connections to design thinking and social entrepreneurship, which are critical to the IPCS instructional model. Therefore, Innovation Prep Charter School will develop a literacy-rich, problem-based learning curriculum across all content areas.

The IPCS Head of School will lead this work during the planning year. An external curriculum developer who has expertise in modifying existing resources to create rigorous problem-based learning units for high school students will provide additional support. The founders have engaged in exploratory conversations with and sought quotes from a former leader of Illinois Mathematics and Science Academy²⁷, a school that is a well-regarded trailblazer in this field, as well as a number of other qualified consultants. This work will continue in conjunction with teachers once the school is up and running, to establish a comprehensive set of scope and sequences for all courses offered in each content area as well as to develop guiding curriculum maps. Over time, the responsibility of refining these maps and all of their components – from identifying desired results, to determining acceptable evidence, down to planning learning experiences and instruction – will be shared with and delegated to teachers.

The initial IPCS curriculum development process involves ensuring that:

²⁶ Social entrepreneurship is commonly understood as a form of leadership that “maximizes the social return on efforts to change the world while fundamentally and permanently changing the way problems are addressed on a global scale. Social entrepreneurs employ a wide variety of creative approaches and practices from diverse academic disciplines and professional sectors.” <http://www.nyu.edu/reynolds/social>

²⁷ The mission of IMSA, the world’s leading teaching and learning laboratory for imagination and inquiry, is to ignite and nurture creative, ethical, scientific minds that advance the human condition, through a system distinguished by profound questions, collaborative relationships, personalized experiential learning, global networking, generative use of technology and pioneering outreach. The internationally recognized Illinois Mathematics and Science Academy develops creative, ethical leaders in science, technology, engineering and mathematics. As a teaching and learning laboratory created by the State of Illinois, IMSA enrolls academically talented Illinois students (grades 10-12) in its advanced, residential college preparatory program, and it serves thousands of educators and students in Illinois and beyond through innovative instructional programs that foster imagination and inquiry. IMSA also advances education through research, groundbreaking ventures and strategic partnerships. <https://www.imsa.edu>

- Gaps and overlaps within and across resources and content areas are identified and addressed.
- Problem-based learning takes place in every class in a meaningful way to not only connect content to real world applications of those concepts but also build students' problem-solving skills and facilitate the development of grit.
- There is strong alignment between CCLS and NYS standards, overarching course and unit goals and lesson objectives taught on a daily basis, and instructional rigor is high.
- Authentic connections are made to reading, writing, speaking and listening across content areas and recognized and documented, in order to help teachers naturally target and integrate literacy skills and strategies routinely.
- There are opportunities for teachers to modify and differentiate in order to best meet the needs of every student.
- Assessments appropriately evaluate mastery of learning.

Instructional planning protocols, expectations and guiding documents will be developed prior to the pre-opening staff development in the summer of 2016. During the three weeks of the IPCS Summer Institute, the staff and teachers will be introduced to the IPCS approach to instructional planning, and receive professional development on the curricular scope and sequences and guiding maps, as well as the structure of high-quality lessons. Teachers will collaborate within their grade level and content specific teams to plan and refine their instruction, and work together to modify, revise and develop (in subsequent years) road maps, units and lessons, under the guidance and coaching of the Head of School. This ongoing process will ensure teachers feel a strong sense of ownership, and the maps reflect rigor and realistic pace, timing and objectives.

English Language Arts and Mathematics

English language arts and mathematics will be foundationally framed by the Common Core Learning Standards-aligned EngageNY curriculum maps²⁸ and further informed by a range of resources. For English, published programs, such as those by Pearson²⁹, may be referenced, while the Interactive Math Program (IMP)³⁰ will likely inform mathematics, as well as other CCLS aligned curricula, such as those published by Pearson³¹.

IPCS is exploring an investment in course curricula from a content provider that offers a strong online learning component, such as Edmentum (formerly Plato Learning)³². Although the curricula would be reformulated to provide students problem-based learning experiences in school, an online, aligned platform would offer opportunities for flexible access at home, individualized remedial and extension experiences, and real-time learning data (for example, Edmentum includes mastery tests), which would allow teachers to pinpoint students' attainment

²⁸ <https://www.engageny.org/common-core-curriculum>
<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>
<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics>

²⁹ Pearson's Literature is correlated to the CCLS and the ACT College and Career Readiness Standards for English, Reading, and Writing : http://assets.pearsonschool.com/correlations/CCSS_NATIONAL_Pearson_CC_Literature_2015_G8.pdf

³⁰ IMP has created a four-year program of problem-based mathematics that replaces the traditional Algebra I-Geometry-Algebra II/Trigonometry/Pre-calculus sequence and that is designed to exemplify the curriculum reform called for in the Curriculum and Evaluation Standards of the National Council of Teachers of Mathematics (NCTM). The IMP curriculum integrates traditional material with additional topics recommended by the NCTM Standards, such as statistics, probability, curve fitting, and matrix algebra. IMP units are generally structured around a complex central problem. Although each unit has a specific mathematical focus, other topics are brought in as needed to solve the central problem, rather than narrowly restricting the mathematical content. Ideas that are developed in one unit are usually revisited and deepened in one or more later units.

The IMP curriculum has been thoroughly field-tested and enthusiastically received by hundreds of classroom teachers around the country. http://mathimp.org/general_info/intro.html. Evidence of CCLS can be found at <http://www.iat.com/courses/mathematics/interactive-mathematics-program/?type=standards>.

³¹ For example, Pearson's 9th grade algebra text: http://assets.pearsonschool.com/correlations/NL_CCSS_PHSM_ALG_1_2015.pdf

³² <http://www.edmentum.com>

of concepts as linked to CCLS and target instruction in areas/skills where all or particular students struggle. Textbook-based programs quickly become dated and access to learning materials is often limited to school. Traditional programs have shifted into developing online add-on components as well, and the IPCS founders are currently reviewing these options.

Science and Social Studies

For social studies, the IPCS Head of School will lean heavily on the New York State 9-12 Social Studies Framework, which was recently revised (January 2015)³³, and will pull from supplementary materials, such as Prentice Hall's World History 2014 Survey Edition, which is correlated to the NYS Framework.³⁴

The Next Generation Science Standards³⁵ will greatly inform IPCS' problem-based learning approach to science. The IPCS Head of School will also refer to the current NYS science standards in the context of math/science/technology (MST)³⁶. An example of one curriculum resource IPCS will reference is Miller and Levine's Biology Series, which is aligned to the CCLS for Literacy in Science³⁷, has online learning components, and has been found to be efficacious³⁸, particularly with demographics similar to the ones IPCS expects to serve. Additionally, IPCS' partner (Urban Science Education Center at Columbia University) will provide professional development and training to teachers in constructivist methodologies and inquiry-based science instructional strategies.

IPCS School-Wide Instructional Practices

Common Lesson Plan Structure

A common, clearly defined lesson framework allows teachers to collaborate and co-plan with greater ease. This structure aligns with the standards for proficiency presented in Charlotte Danielson Framework for Teaching Tool, which will guide instructional leaders as they work with teachers to evaluate and improve the quality of their instruction.

³³ <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

³⁴ http://assets.pearsonschool.com/correlations/NatL_C3_SSFrMwk_World_History_Survey_20141.pdf

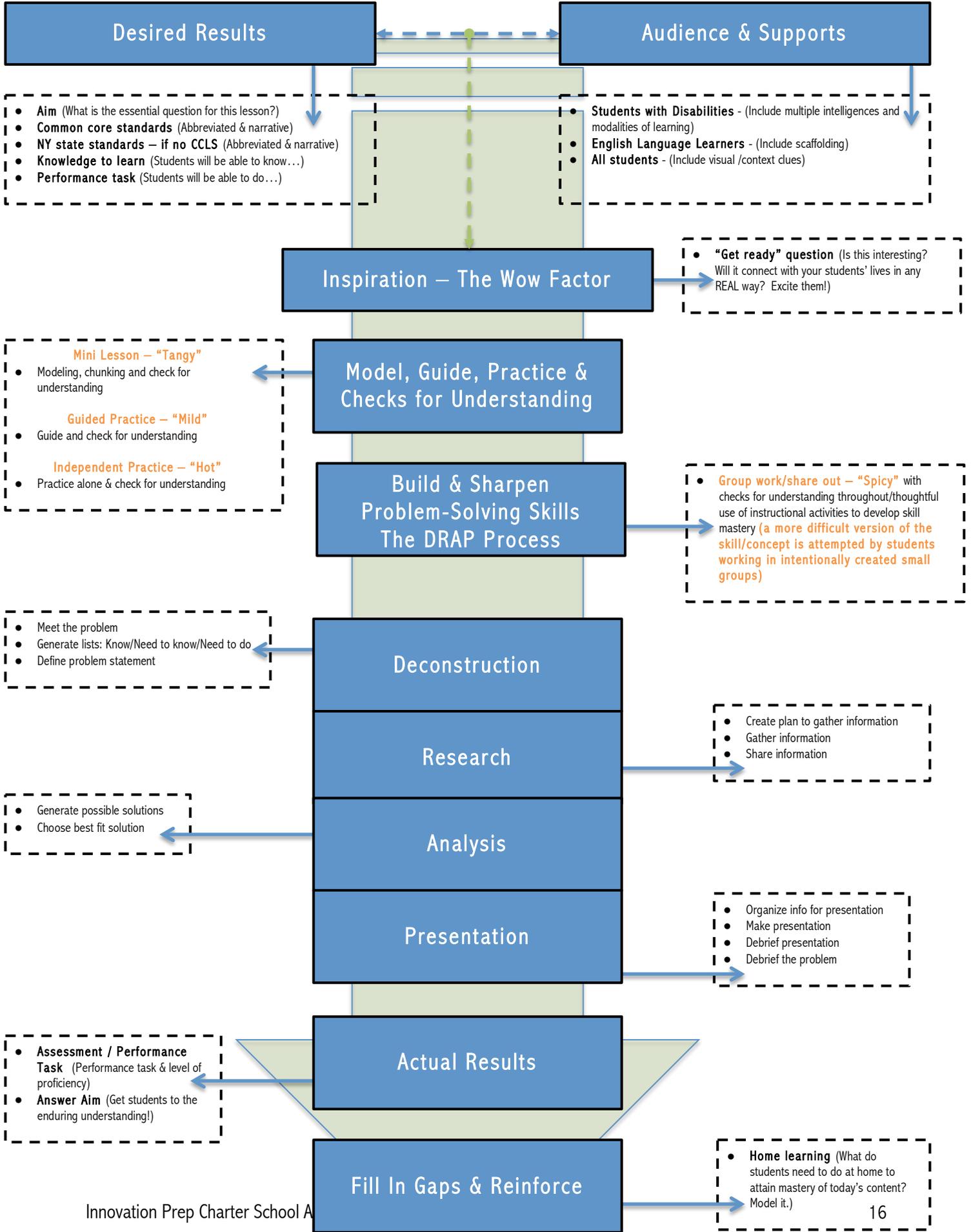
³⁵ <http://www.nextgenscience.org/next-generation-science-standards>: The initial framework was released in 2011, the standards in 2013. NYS, which is one of 26 lead state partners in the NGSS development, process is currently undertaking a 5-year strategic plan to develop new state science standards, which will likely involve the adoption of the NGSS in some manner.

³⁶ <http://www.p12.nysed.gov/ciai/mst/sci/lis.html>; <http://www.p12.nysed.gov/cte/technology/learn.html>

³⁷ http://assets.pearsonschool.com/correlations/NTL_CCSS_ML%20Biology%202014_Foundation_Gr%209-12_final.pdf

³⁸ <https://www.pearsoned.com/wp-content/uploads/m-l-biology-2010-efficacy-study-final-report1.pdf>

Lesson Plan Components



Teachers not only need to share learning objectives with students, but also model what is being taught and provide ample opportunities for students to practice and apply the new skill or concept. Assessment methods are designed and applied to sufficiently monitor and track the acquisition of those skills, concepts and strategies.

Developing Literacy Skills & Strategies Across All Content Areas

Teachers will be expected and supported to build students' reading, writing, speaking and listening skills and strategies, no matter what content they are teaching. Some tools that will be introduced to teachers in the summer institute include:

- CCLS Reading/Writing/Speaking/Listening Rubrics, with categories for beginner, developing, proficient, mastery against areas such as:
 - Reading: Craft and structure, integration of knowledge and ideas, range of reading level and text complexity
 - Writing: production and distribution of writing, research to build and present knowledge, range of writing
 - Speaking: comprehension and collaboration, presentation of knowledge and ideas
 - Listening: comprehension and collaboration
- Accountable Talk Toolkit³⁹, which guides teachers to be less “in control” and more student centered, by developing norms in their classrooms that frame discussions. They will teach ways to question, probe and lead conversations so students are actively and frequently building and using their knowledge.
- 1. Teaching annotation⁴⁰, to ensure students understand why they are reading and what they are going to do with the reading once they are finished. IPCS expects to utilize a high-quality tool developed by Achievement First⁴¹. The AF annotation rubric guides students and teachers to interact (with depth and breadth), comprehend (demonstrating and aiding) and make inferences (as well as identifying author craft and bias).

D. ASSESSMENT SYSTEM

Assessment Plan Summary

Innovation Prep will be a data-driven school community, broadly framed by diagnostic, ongoing and final assessments. Formative and summative assessments will be incorporated within content areas, at specific grade levels, on daily, weekly and unit schedules. Our plan includes, among other routines listed below, a 6-8 week assessment (interim) cycle in core content areas (ELA, Math, Science, Social Studies). These assessments are followed by Data Days where teachers meet to review, analyze assessment data/trends (including progress report and CASA data) and develop 6-week action plans targeting high priority standards/skills to teach. Teachers then begin that 6-week action plan by spending approximately one-week re-teaching/reinforcing lagging skills identified by the data. Please see Attachment 3B – First Year Calendar.

Assessment Plan Details

At IPCS we believe that true accountability is about having a laser-like focus on understanding and addressing the gap between the knowledge, skills and strategies that students have grasped, and the clearly defined grade level expectations of what they need to be able to show they know and can do. Our culture will be one of accountability and urgency, a school community where adults are comfortable with transparency and using concrete information to make plans for students. IPCS will be a school where authentic work and various forms of rigorous assessments will

³⁹ http://www.ces.rcs.k12.tn.us/web_uploads/203_accountable_talk_toolkit_10-09.pdf

⁴⁰ http://www.csun.edu/~krowlands/Content/Academic_Resources/Reading/Useful%20Articles/Beyond%20the%20Yellow%20Highlighter.pdf

⁴¹ http://www.achievementfirst.org/fileadmin/af/home/High_School/Secondary_Pages/Academic_Rigor/HS_Annotation_Rubric_FINAL.pdf

guide decisions and drive actions. Innovation Prep Charter School will administer all mandated New York State assessments as required by law.

The table below lists the assessments that will, at minimum, be implemented at IPCS. Also included are the affected grades, details regarding design, timing and format and the purpose and rationale for each assessment.

Assessment	Grades	Design	Timing/Format	Purpose/Rationale
Teacher generated assessments	All	Formative Summative	Schedule determined by the length of each curricular unit, which varies for each grade, or determined by teachers to assess mastery of learning objectives at any given point within a unit of study.	Assess mastery of learning objectives across all content areas (e.g. tests, quizzes, rubrics, checklists, exit tickets, projects, performance tasks). Provide high and consistent standards for excellence across all grade levels and create a protocol for students to self-evaluate and receive clear and standard feedback on their academic work, utilizing consistent language and process. Identify students who need intervention or enrichment. Document student progress over time
Commercial curriculum assessments (e.g. Edmentum, EngageNY modules/units, etc.)	All	Diagnostic Benchmark Summative	Schedule determined by the length of each curricular unit, which varies for each grade.	Assess mastery of learning objectives across all content areas. Identify students who need intervention or enrichment. Document student progress over time
NYS Regents English	11	Summative	Annually	Measure the extent to which the ELA Common Core Learning Standards are met.
NYS Regents Mathematics	10	Summative	Annually	Measure the extent to which the Mathematics Common Core Learning Standards are met.
NYS Science	9	Summative	Annually	Measure the extent to which the NYS Science Standards are met.
NYS Regents US History	11	Summative	Annually	Measure the extent to which the NYS Social Studies Learning Standards are met.
NYS Regents Global History	10	Summative	Annually	Measure the extent to which the NYS Social Studies Learning Standards are met.
ASPIRE	9-10	Diagnostic/ Interim/ Summative	3 Times Per Year	Measure basic, applied and higher-order thinking skills. Determine norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance level. Identify student, subgroup and school level areas of strengths/weaknesses.
ACT	11-12	Diagnostic/ Interim/ Summative	3 Times Per Year	Measure basic, applied and higher-order thinking skills. Determine norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance level. Identify student, subgroup and school level areas of strengths/weaknesses.
ELA/Math/Science /Social Studies	9-12	Interim Assessments	6-8 Week Assessment Cycles	Measure student progress toward meeting/exceeding standards in core content areas; as tied to Common Core standards and end of year/course/state exams. Monitor every 6-8 weeks and then year-to-year developmental changes. Identify high priority standards/skills to re-teach immediately following analysis of assessment outcomes.
NYSITELL	Any	Diagnostic	September, or within 10 days of a student's enrollment *If needed (as determined by Home Language Survey and staff)	Determine the level of English proficiency and the level of formal English as a Second Language support needed.
NYSESLAT	Any	Summative	Each spring *If needed (as determined by NYSITELL)	Determine the level of English proficiency development, and the extent to which the level of formal English as a Second Language support needs to be continued, discontinued or adjusted.

IPCS teachers will administer a varied range of assessments, to assess learning at the lesson, unit and interim and summative assessments levels. Teachers will routinely analyze these data sets, to construct targeted plans to tailor, re-teach, reinforce and differentiate instructional strategies, in order to ensure all students master each required standard, and to provide ample opportunities for students to extend and stretch their thinking. School leaders will support teachers in this work and ensure the assessments are rigorous and appropriate.

IPCS will utilize ACT Aspire⁴² to prepare students and track their progress toward being college and career ready. ACT Aspire will provide three CCLS-aligned, computer-based periodic assessments each year, at each grade level, in English, reading, math and science. IPCS is investing in the summative assessments as well, administered once a year at all grade levels, for the four content areas above as well as writing.

Teacher generated assessments will be most often developed within grade level or content area teams, and will reflect an appropriate evaluation of the learning objective, as well as an expectation for mastery that is aligned to the Common Core Learning Standards. The Head of School, in collaboration with teachers, may determine that a selection of formative assessments will be utilized as standard at the school. Examples include but are not limited to exit tickets, graphic organizers, individual white boards and quizzes. Less formal but often informative strategies may be applied with consistency as well, such as questioning, think/pair/share and observations.

During the planning year, the IPCS Head of School may expand or refine the diagnostic testing protocol to gather more detailed information about incoming and returning students. Both will be implemented prior to opening (during Summer Bridge).

The School will utilize an online platform such as Datacation, which offers a student/parent portal (PupilPath) and a teacher portal (Skedula).⁴³ Datacation and similar tools allow teachers to build and score assessments (including rubrics), and provides teachers and leaders with the capacity to review and analyze assessment data on individual, class, grade, cluster and school levels. Leaders and teachers will track students' growth and mastery across all levels, from broad CCLS standards down to specific skills or lesson objectives, and make classroom, group or school-wide modifications as needed. The School's instructional leaders will use this data to determine teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction. The Head of School/Directors of Curriculum, Instruction and Assessment will be responsible for overseeing the entire assessment system and how it is populated and utilized by teachers.

In addition, organizational data will be collected by teachers, and analyzed by leaders and the Director of Operations to ensure the school is not only meeting its achievement goals, but is operating in a manner that best supports academic success. These include but are not limited to student attendance, enrollment and retention, and family engagement and satisfaction.

Data will be analyzed at the aggregate, the accountability group and student level for both criterion achievement (are students reaching grade level standards) and growth. Teachers will analyze performance data independently and with their team leaders (e.g. the Head of School/DCIs), with their grade level and content area colleagues during common planning periods.

IPCS ensures the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The assessments concretely represent lesson objectives, which are

⁴² <http://www.discoveractaspire.org/assessments/>

⁴³ <http://www.datacation.com/Products/>

aligned to the standards, providing a target upon which teachers can focus their instruction. The starting point is clearly stated course objectives, matched to the Common Core State Standards and to the grade and skill levels. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment. This approach reflects current best practices in the evaluation of academic progress and the commitment to producing valid and reliable tests. Teachers can effectively prepare their students for the accountability assessments and provide evidence relating to their validity and reliability, and instructional leaders will review internally created assessment tools to ensure they are valid measures.

The Head of School and DCIs will provide training and development opportunities for the entire staff, and target support for clusters and grade level teams, as they design and utilize assessments. Beyond design and implementation, effective protocols will be established to ensure a high degree of reliability and norming in scoring. For instance, the IPCS rubrics will be applied to student work products in a formal manner within grade level or content area teams, and scoring may be done in teacher pairs, or through a process that staggers scorer assignments, assigns more than one scorer to each student, and/or ensures scorers are blind to students' identity.

These leaders will also guide individual teachers to improve assessment practices through differentiated coaching cycles that will be structured around the Charlotte Danielson Framework for Teaching Tool. Domain 1, Component F, which focuses on Designing Student Assessments and Domain 3, Component D - Using Assessment in Instruction – are two key aspects of instructional practice for which teachers will actively reflect and leaders will provide feedback, all grounded in evidence.

IPCS will be a school where authentic student work and various forms of rigorous assessments will guide decisions and drive actions. Evidence of learning will be publicly demonstrated throughout the school, including but not limited to evaluated student work posted in classrooms and hallways, and data progress maps (such as reading levels and interim assessment results) in staff spaces. This will foster a culture that is transparent and evidence-based.

All student work produced and assessments developed and utilized will be connected to rigorous learning objectives tied to Common Core Learning Standards, which New York State assessments are grounded in as well. The foundational curriculum materials in English language arts and mathematics were chosen because they are designed specifically to ensure students achieve the expectations set forth by the Common Core Learning Standards.

The Head of School and DCI will routinely review lesson plans, and check for assessment alignment to objectives, and objective alignment to the learning standards set forth in the established maps and pacing charts. Leaders will often observe teacher practice, to both provide support and coaching, and to monitor the implementation of written plans.

Student work and assessment data will be analyzed regularly – as frequently as daily by individual teachers, by grade level teaching teams, and by groups of teachers within content areas. Leaders will review and analyze assessment data as a team and collaboratively, providing guidance as needed, with teachers. Progress reports and progress conferences with families will be informed by authentic student work and concrete evidence of learning, grounded in clear expectations for mastery of content and skill within each subject area.

As teachers analyze performance data, whether independently, with colleagues or with leaders, during common

planning periods or professional development sessions, they may examine particular assessment tool items that reflect certain taught skills and content knowledge, as well as individual, class, grade, cluster and school-wide trends. This will be done in conjunction with curriculum to adjust lesson plans, and schedules for additional instructional time where needed. In lesson planning meetings, teachers may collaborate on cross content instructional strategies. All grade level teachers will work from the curriculum, ensuring that their lessons and teacher-generated assessments are aligned with the scopes and sequence of the Common Core Learning Standards.

This data will also be used by the Student Support Team to categorize all students in one of the three Rtl tiers, and by teachers to inform their instructional plans within Tier I at the classroom level (for instance, to establish leveled guided reading groups, or vary assignments). Additionally, this data will be used to evaluate grade, content area and school-wide academic needs, so that particular issues can be identified and addressed through instructional planning and professional development, and at Tiers II and III, in smaller groups during the daily CASA period.

The Head of School will analyze and report on the academic performance and progress of cohorts of students on an aggregate and disaggregated basis, in comparison to the prior years' results, and those of the district, city and state. This analysis will provide opportunities for evidence-based program evaluation, which will in turn inform decisions related to instructional delivery, organizational structure and resources allocation, and it will be utilized to report on the status and progress of the school to the entire IPCS community. It will be routinely shared with the school's Board of Trustees at general and committee meetings, in the form of a structured dashboard. This dashboard will help the Board to fulfill its oversight responsibilities – to monitor, support and hold the Head of School responsible for achieving the charter accountability goals. It will also allow the Board to ask educated questions, perform deep dives into specific trends as needed, and advocate for the school with external constituents.

Students

All students will know where they stand and what they need to achieve in each content area. Teachers will be expected to communicate clearly and frequently around expectations for high quality work. Students will receive targeted feedback from their teachers, and all grades, rating and scores will be shared with them in ways that are appropriate to their developmental levels, within an established, safe environment that encourages reflection and learning from mistakes. Students will be exposed to exemplars of work products modeled by teachers and classmates at all grades; become familiar with checklists and rubrics, and may work with teachers to create high quality rubrics based on well-defined lesson and unit learning objectives. This backwards-planning approach will ensure that the end goal of teaching is not simply about exposure to content, but more deeply prioritizing learning and thinking and the mastery of new skills and strategies.

Parents and caregivers will be well-informed partners, as they are their children's primary and most powerful teachers. Messages related to their role in their children's education will be communicated often and in a variety of ways – written in the family handbook and other materials, announced at public meetings and events, discussed at progress conferences and other family meetings. More specifically, academic assessment results, and other data, will be shared with parents and caregivers routinely, in written progress reports, during progress conferences and promotion-in-doubt meetings, and in other interactions with teachers and leaders at the school. Objective performance data will be readily available to families through DataCation's PupilPath, and standardized assessment results, such as those from the NYS assessments or nationally-normed tests, will be shared as they are available; also via PupilPath. IPCS will provide guidance to parents and caregivers to ensure they understand how to interpret these and other assessment results, and what they can do at home to support successful learning and development.

At least annually, IPCS leaders commit to communicate to all staff and families the state of the school against the school's charter accountability goals, state and national standards.

E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Academic Performance

The core of the grading policy begins with aligning curricular goals with standards. After identifying standards to be taught, teachers will create engaging PBL activities that integrate and provide (through use of writing pieces) assessments to gauge students' attainment of mastery relative to the standard – at the conclusion of the lesson. An established rubric will be used to properly assess the work that students generate. The rubric's criteria reflect all elements tied to the standard; for example, in writing, this will include organization, development, sentence structure, word choice/grammar and mechanics. Uniform skill level categories are included in every rubric (e.g. mastery, proficient, developing and beginner).

The scores for each of the criteria would then be added together and divided by the number of criteria used in order to generate a total score. The total average score for that learning goal assessment would then be added to the total average score for other learning goal assessments over a given time period and divided by the number of learning goals taught during that time. The total score for the grading period would then be converted to a letter grade using the scale below.

TOTAL AVERAGE SCORE	SCORE DEFINED	LETTER GRADE CONVERSION
4.0 – 3.68	Mastery – learner demonstrates mastery of standards	A
3.67 – 3.34		A-
3.33 – 3.01	Proficient – learner shows proficiency of standards but has not demonstrated mastery	B+
3.00 – 2.68		B
2.67 – 2.34		B-
2.33 – 2.01	Developing – learner is progressing toward proficiency/demonstrates some elements of proficiency	C+
2.00 – 1.68		C
1.67 – 1.01		C-
1.00 – 0.01	Beginner – learner lacks adequate progress toward proficiency/mastery of standards	D
0.00	No Credit – learner demonstrates persistent and unresolved lags in attainment of standards or is not submitting work tied to assessment data	F

Promotion Standards

In order to be promoted to the next grade students must meet specific academic standards, credit/exam requirements and promotional standards. Students who fail one semester of a course will be required to pass the course in summer school. A student who fails more than two core classes will not be promoted to the next grade. Below are the anticipated core content course offerings for grades 9-12.

	9	10	11	12
ELA/English as a Second Language	English 1, 2	English 3, 4	English 5, 6	English 7, 8
Math	Algebra 1, 2	Algebra 3, 4	Trigonometry, Geometry	Pre-Calculus
Science	Living Environment 1, 2	Chemistry 1, 2	Physics 1, 2	
Social Studies	Global History 1, 2	Global History 3, 4	US History 1, 2	Government, Economics
Regents Exam	Living Environment	Algebra 1, Global History & Geography	English, US History	

At IPCS, students who complete the sequence of core content courses earlier than the rest of their cohort will take

early college classes through Bronx Community College’s College Now Program or Mercy College’s High School Articulation Program. Credits students earn from these courses are transferrable to other institutions and may be applied toward the degree requirements at two and four year institutions. Data shows that only 20.1% of public high school graduates in the class of 2013 scored a 3 or above; the scores required to be granted college credit for the course⁴⁴. Taking early college credits instead of AP courses benefits students by earning them elective credit while in high school, prepares them for the rigor of college courses and gives them an opportunity to get a jump start on their college degree. Additionally, a much wider variety of courses are available for students to take.

The sample promotional standards in ELA and mathematics relate to students successfully completing the 12th grade. All the school’s standards are derived/adapted from the New York State P-12 Common Core Learning Standards.

Subject/Content Area	Grade 12 Sample Promotional Standards
English Language Arts/Reading/Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). (Grades 11-12)
English Language Arts/Writing/Research to Build and Present Knowledge	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Grades 11-12)
English Language Arts/Speaking and Listening/Comprehension and Collaboration	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (Grades 11-12)
Mathematics/Statistics and Probability/Make inferences and justify conclusions from sample surveys, experiments, and observational studies	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. (S-IC, 3) Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. (S-IC, 4) Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. (S-IC, 5) Evaluate reports based on data. (S-IC, 6)
Mathematics/Reasoning with Equations & Inequalities/Represent and solve equations and inequalities graphically	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. (A-REI, 12)

All promotional requirements for all grades will be well known to students and their families as well as teachers and other staff at the school. They will also be included in student and staff handbooks, recruitment materials, orientation sessions and conversations about the school. Progress report conferences will be anchored to and centered on these requirements. Advisors will have regular conversations with their advisees/students about their progress toward meeting these requirements.

Graduation Standards

To obtain a high school diploma from IPCS a student must meet or exceed the following academic and non-academic requirements:

- Earn 44 credits in ELA, mathematics, science, social studies, health and physical education, arts, language other than English, electives
- Earn a 65% or higher on required Regents exams, including English Language Arts, Mathematics, Science, Global History & Geography and U.S. History
- Participate in one year-long internship with a local organization

⁴⁴ College Board (2014). Retrieved from <https://www.collegeboard.org/releases/2014/class-2013-advanced-placement-results-announced>

- Mentor an Innovation Prep underclassman for at least one year
- Score proficient or above on a senior PBL project that focuses on Social Entrepreneurship and incorporates their learning throughout their time at IPCS; this is a team project

Limited English Proficient Students

Students with limited English proficiency entering school in this country in grade 9 or later may take required Regents examinations, other than the English Language Arts Regents examination, in their native language where available (e.g. Spanish, Haitian-Creole, Russian, Korean or Chinese) if the examination is taken within three years of entering this country.

Special Education Students

Special Education students will continue to be required to meet the same standards for graduation as all other students. Test modifications will be available to them if such modifications are documented on their IEP or 504 accommodation plan. A score of 55% or higher is required on NYS Regents Exams. Diplomas will be granted to eligible students. The Skill and Achievement Commencement Credential for Students with Severe Disabilities⁴⁵ will also be available to students receiving special education services.

F. SCHOOL CULTURE AND CLIMATE

Innovation Prep Charter School will employ coordinated strategies to develop and sustain a safe and orderly school climate that supports the achievement of the educational goals. Attachment 4 presents the IPCS student discipline policy for the general student population and for students with disabilities.

Ensuring an Environment Conducive to Learning

Discipline at IPCS will be fair and consistent at all times. Students and parents will have several opportunities to understand the structures we establish starting with new student orientation in spring 2016. All students/parents will sign behavioral contracts that outline the expectations we have of students and how we plan to support the creation and maintenance of a positive school culture.

The PBL methodology will be noticeably applied to the disciplinary process by having students reflect on the problem-center. For instance, if a situation between two students requires mediation, a teacher, counselor, advisor or school leader will conference with both students and facilitate a problem-based learning process. PBL gives students the time and opportunities necessary to fully evaluate, investigate, analyze and communicate about complex issues. They will consider the causes of their own behaviors and choices, the resulting impacts on them, other individuals and the IPCS community, and how to move successfully, often with others, towards a mutually agreeable solution. In many ways, it reinforces that PBL is “the way it works” at IPCS. Applying the PBL approach, as well as learned emotional intelligence strategies, to personal concerns deepens the value of the methods by providing authentic, valuable practice in overcoming real-world, relational challenges.

IPCS will also integrate principles of restorative justice into the discipline system. This aligns well with our key design elements of emotional intelligence and social entrepreneurship. For instance, students will lead and take part in youth court/restorative circles/conferences and a student honor board. The intent is to establish and maintain a system of discipline that affords students the opportunity to learn, practice and internalize the skill of self-regulation (a PBL design element) through the discipline process.

⁴⁵ <http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm>

Gauging Satisfaction with and Evaluating School Climate

At minimum:

- Each spring, students, teachers and parents will complete the NYC DOE Survey.
- Each fall and winter, IPCS leaders will conduct its own internal survey of students, teachers and parents, utilizing a subset of questions from the NYC DOE Survey, in order to keep an objective, 360 degree pulse on culture and address any concerning trends in a timely manner.
- IPCS leaders will review discipline activities (e.g. referrals, student PBL conferences, parent calls, consequences applied), social work referrals and case trackers and trackers of positive conduct and choices (individual, group, class, grade, etc.) on an at least monthly basis. All data will be tracked in Datacation's Skedula system.

Empowering Students with Emotional Intelligence

Students, as well as staff members, will be taught to practice emotional intelligence, which is commonly defined as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.⁴⁶ Developing self-awareness, self-regulation, internal motivation, empathy and social skills will be prioritized at Innovation Prep. The Director of Youth Development will lead these efforts, and a full-time social worker and guidance counselor will provide social-emotional support to students, families and staff members, and established affiliations with well-regarded human service organizations will offer wrap-around prevention and intervention support. IPCS founders are eager to assess student emotional intelligence over time, utilizing that data to track individual, group and school trends and strategically evolve the related programs and initiatives. Although the Mayer-Salovey-Caruso test⁴⁷ is well regarded and research-based, it is both lengthy and costly. The DESSA-mini⁴⁸ and Dr. Angela Duckworth's Grit Scale⁴⁹ are other options the founders are exploring.

Overcoming Obstacles Curriculum⁵⁰

Students will learn about relationships and explore social/emotional/life skill themes via the Overcoming Obstacles curriculum, which will be taught uniformly throughout the school.

Since 1992, Overcoming Obstacles has helped educators nationwide teach millions of students the skills that are critical to success—how to communicate effectively, make good decisions, and set and achieve meaningful goals, which increases their engagement in their learning, and their likelihood of graduating high school and college, and advancing in a career.

Concrete Paths to College and Career

- On-Site Support: Innovation Prep staff members, specifically the Director of Youth Development and the guidance counselor, will provide robust support to help students with college readiness, articulation and matriculation.
- Earning early college credits: Partnerships with higher education institutions and programs will allow students to develop a familiarity with and ties to college while still in high school, and gain opportunities to earn early college credits. IPCS has spoken at length with leaders at Bronx Community College, which has provided IPCS with a letter of support and Mercy College (which has agreed to provide access to their High School Articulation

⁴⁶ Mayer & Salovey, 1997

⁴⁷ <http://www.eiconsortium.org/measures/msceit.html> (141 items, 30-45 minutes to complete)

⁴⁸ <http://www.centerforresilientchildren.org/school-age/assessments-resources/the-devereux-student-strengths-assessment-mini-nessa-mini-kit/> (8 items)

⁴⁹ <http://www.sas.upenn.edu/~duckwort/images/12-item%20Grit%20Scale.05312011.pdf> (12 items)

⁵⁰ <http://www.overcomingobstacles.org/program>

http://www.overcomingobstacles.org/sites/default/files/documents/samples/High_School_Table_of_Contents.pdf

Program).

- Creative college and college access connections: Founders are actively exploring a range of affiliations that will strengthen the school model and the academic and social supports we are committed to providing to our students. For instance, Binghamton University has provided a letter of support and will help to introduce students their college campus via visits and other college exploration activities. Franklin University in Lugano Switzerland has provided a letter of support and will offer students an opportunity to study abroad with other students from a multitude of international countries, at their campus each summer BUILD⁵¹ has also provided a letter of support and the founders are exploring the possibility of partnership to embed this successful and innovative entrepreneurship program into the school's overall plan for student success.
- iMentor⁵²: IPCS has had conversations with leaders about establishing a multi-year partnership with iMentor, which provides one-to-one mentors, curriculum, staff, technology platform to help students apply to, enter and graduate from college. The program aims to build non-cognitive skills and college knowledge, and includes weekly class sessions led by an iMentor college counselor and IPCS teacher, monthly events connecting each student to their own mentor, weekly emails between students and mentors, and iMentor staff support for coaching and resources. An iMentor school-based Coordinator is also a part of the team.

Daily Enrichment

Students will be offered the opportunity to choose from a cadre of afterschool activities and clubs. These clubs will focus on students' expressed interests and will be supervised by teachers who have volunteered as sponsors. Several possible offerings are listed below. All offerings will include the common themes of problem-based learning and design thinking.

- Coding 101 – provides students with an introductory understanding of computer science and coding. Students will learn relevant and current applications and programs including Java, html, web design and mobile application development.
- Yoga – introduces students to the connections between mind, body and soul and encourages them to self-monitor and learn about themselves more deeply.
- Basketball – offers team members physical challenges and cardiovascular exercise while working in teams and learning about good sportsmanship.
- Volleyball – provides students with opportunities to challenge themselves athletically and leadership skills in a team setting.
- Chess – helps students to hone intellectual and strategic thinking skills. Competitions build team spirit and sense of accomplishment.
- Photography – introduces students to visual art and uses of digital photographic equipment. Applied learning will include student galleries, showcases and auctions.
- Graphic Design – instructs students in the use of web-based applications and platforms to develop media for print, web and other uses.
- Robotics – aims to teach students the inner workings of electronics, working in teams, innovation and refinement of ideas.

⁵¹ <http://build.org>

⁵² <http://www.imentor.org/>

G. Special Student Populations and Related Services

Response to Intervention (RtI)

IPCS will implement a “Response to Intervention” (RtI) approach to appropriately identify and urgently address student needs, with a particular focus on those who are at-risk of academic failure, have special needs or are English language learners.

According to the National Center on RtI⁵³ “there are typically three levels of intensity in a tiered assessment or Response to Intervention framework.” Based on screening and formative assessment results, students will be categorized into one of these three tiers:

- Tier I: high-quality core instruction in classrooms: teachers and teacher teams modify and differentiate for the broad range of challenged to high-performing students
- Tier II: moderate intensity intervention, for students identified as at-risk or formally requiring Special Education and English as a Second Language services
- Tier III: individualized, increased intensity intervention, also for students at-risk or formally identified, particularly those who are not responding to Tier II interventions)

Prevention and intervention efforts will be guided, tracked and supported by the Director of Youth Development, and primarily implemented by certified special education teachers and those certified to teach English as a Second Language. This inclusion team will work collaboratively with general education teachers to co-plan and co-teach, targeting specific students.

Tier I interventions will be implemented by the general education teachers, with support from special education teachers. When general education and special education teachers function as co-teachers in each classroom, they will facilitate efforts to modify and adjust instruction on a daily basis. Students who are demonstrating any difficulties mastering the skills, concepts and strategies taught will receive additional support. In Tier I, these efforts may include:

- Pre-teaching or re-teaching on an individual or small group basis
- Modifying student lesson materials or providing supplementary supports (e.g. math manipulatives, personal word walls)
- Conferring
- Scaffolding
- Changing the physical environment (e.g., seat near teacher, seat near peer, seat near whiteboard, reducing visual barriers and distractions, establish boundaries or travel patterns with tape, etc.)
- Changing the instructional group
- Partnering with parents/guardians to suggest techniques for working with the student at home, or to discuss health concerns (e.g., hearing, vision, medical)
- Using alternative curriculum materials and/ or teaching methods
- Using curriculum adaptations (e.g., rephrase or rewrite directions)
- Presenting questions to ensure understanding
- Presenting concepts in small segments of time;
- Use of integrated sensory approaches to address different learning styles, etc.
- Providing opportunities for peer/cross age tutoring
- Targeted use of related technology programs

⁵³ <http://www.rti4success.org>

- Stations, centers and kits

Tier II interventions may take the form of small groups, either in classrooms according to an established schedule or during 5th period CASA. Special education teachers will co-plan with general education teachers to address the needs of small groups and individual students, and assume the lead role in implementation. The special education teacher will utilize a variety of research-based, designed-for-intervention materials appropriate for the developmental and academic levels of the students served.

Burns and colleagues⁵⁴ indicated that Tier III interventions should be “(a) highly targeted, (b) provide an appropriate level of challenge for the individual student, (c) explicitly teach a specific skill, (d) allow many opportunities to respond, and (e) provide immediate corrective feedback for an individual student.” Tier III interventions will be provided during 5th period CASA.

Our goal is to focus on moving students “up” the tiers towards not needing additional intervention, versus shifting them “down” into more intense tiers over time. Embracing this vision for the RtI framework represents the collective growth mindset we will value at IPCS.

Co-Teaching

Innovation Prep will employ a highly structured co-teaching model, with a certified general education teacher and either a certified special education or English as a second language teacher in targeted classrooms. Based on the model advocated by Marilyn Friend (www.marilynfriend.com), co-teaching at IPCS will be a core service delivery mechanism to support the vision of inclusion for all students, ensuring complete access to a general education curriculum for students with disabilities and other learning challenges and for students learning English. Friend’s concept of co-teaching is grounded in the partnership of two equally qualified teachers, both of whom share the responsibility for, and in a sense, “own” the same group of students. Instruction most commonly takes place in a shared location, frequently with multiple learning activities occurring simultaneously. Marilyn Friend and Lynne Cook, in their book, *Interactions: Collaboration Skills for School Professionals*⁵⁵, describe six approaches to effective co-teaching. IPCS teachers, in alignment with the problem-based learning approach, will employ parallel, station, alternative, team teaching to a much greater extent than the more typical “one teach, one assist” or “one teach, one observe” models.

Special Education Services

IPCS will have appropriately certified special education staff to support its special education program, including a Director of Youth Development (special education coordinator/SETSS support), at least two special education teachers on each grade level and a school social worker. IPCS will also contract with appropriately certified or licensed individuals and/or organizations to provide services as described later in this response.

The DYD will be responsible for overseeing the School’s special education program, which includes but is not limited to managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, and submitting annually all required reports in compliance with 34 CFR §300.750.

⁵⁴ Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). *Best practices in delivery intensive academic interventions*. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

⁵⁵ Interactions: Collaboration Skills for School Professionals, 7/E, Marilyn Friend and Lynne Cook, *California State University, Dominguez Hills* ©2013 <http://www.pearsonhighered.com/educator/product/Interactions-Collaboration-Skills-for-School-Professionals/9780132774925.page#sthash.W0t7xuSF.dpuf>

IPCS's special education model is one of inclusion. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the student's IEP.

IPCS will ensure that the special education programs and services, as indicated on each student's IEP, will be provided directly to the student during school hours. Special education students at IPCS, when appropriate according to their IEPs, will receive their adapted curriculum work and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and related-service providers (i.e. speech and language, occupational and physical therapists) will provide both push-in and pull-out services to special education students as required by their IEPs. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs. The School will provide support services to students to ensure that IEP mandates and measurable goals are met. IPCS intends to directly provide the following services that may be required by a student's IEP: resource room and Integrated Co-Teaching (ICT) within a particular grade.

IPCS will have a social worker on staff for those students who, according to their IEPs, require counseling services. Special education staff will work with general education teachers to support the education of students with disabilities in a manner consistent with and supportive of the students' IEPs. To this end, special education staff will ensure that these teachers at the school are knowledgeable about the needs of students with disabilities, are informed about their responsibilities for particular students, will receive the support they may require to implement each student's program, and will implement any necessary modifications or accommodations in their classes. Every teacher of a student with a disability will be provided a copy of the student's IEP and will be provided information, training and support by the Director of Youth Development and learning specialists, as needed, to ensure their understanding of the student's needs and their responsibilities, as required by the student's IEP, to implement a student's program and/or any required modifications or accommodations in their classes.

Special education programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. IPCS will use this information to determine student progress against not only IEP goals but against the school's overall accountability goals and will modify programs and services to special education students, where necessary. This information will be shared with the Board. Measures of the special education program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure, and resource allocation that will more effectively meet the needs of the special education population.

[Supporting Students with Special Needs: Managing IEPs, Identifying Students, CSE Teacher Participation, Receipt of Services](#)

IPCS provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school:

- IPCS will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504, and Title II of the ADA, which are applicable to it.
- IPCS will, consistent with applicable law, work with Local Educational Agency (LEA) school districts to ensure that all students with disabilities that qualify under the IDEA:
 - Have available to them a free, appropriate, public education ("FAPE");

- Are appropriately evaluated;
 - Are provided with an IEP;
 - Receive an appropriate education in the least restrictive environment (LRE);
 - Are involved in the development of and decisions regarding the IEP, along with their parents;
 - Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the School or school district's provision of FAPE.
- IPCS will employ, at a minimum, a properly certified individual as the School's special education coordinator, whose responsibilities will include coordinating with CSEs; providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The School may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the School's compliance with the IDEA, Section 504 and Title II of the ADA.
 - IPCS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
 - IPCS will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
 - IPCS's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.
 - IPCS will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.
 - IPCS will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The School understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.
 - Appropriate IPCS personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students.

IPCS will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers, leaders and social work staff to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student's district of residence. IPCS will ensure that the most recent IEPs of students already identified as students with disabilities, who have been accepted into the school, will be forwarded to IPCS by their previous schools in a timely manner. Other students will be brought to the attention of the team if they are demonstrating challenges within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

A student suspected of having a disability will become the focus of IPCS's School Based Support Team (SBST), either by being identified through the RtI evidence-driven categorization and progress monitoring processes, or through any teacher's direct referral. The IPCS SBST provides a school-based mechanism to enable school personnel to

meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention (as described above) and may be available within the school, the district of residence or located elsewhere in the community. The SBST will use the PRIM (Pre-referral Intervention Manual) to guide the identification of appropriate Rtl strategies, and work in partnership with the child's teachers and parents/caregivers. The SBST has the responsibility to:

1. Review any challenges (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school;
2. Review the student's behavior and academic performance, which may include observing the child at select periods throughout the day so as to identify areas of need and strength and to be able to develop a strategy to address the child's needs.
3. Brainstorm solutions;
4. Make recommendations to meet the child's needs;
5. Monitor/review results of the recommendations. The monitoring and review process takes place approximately every 6-8 weeks after the SBST analyzes internal assessment results including the Developmental Reading Assessment, and other literacy and math internal assessments.

A referral to the CSE should be considered when it is clearly demonstrated and documented that interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs. Similarly, consideration will be given to all strategies employed, including but not limited to those listed above under Rtl.

Consideration will be given to community interventions, such as connecting the student and family with an outside agency for special services unavailable in the school (e.g., psychiatric care, recreational activities, family counseling, medical interventions, tutorial programs, etc.). The School will establish an ongoing partnership with the child's family through regular meetings and/or updates. If there is no improvement in the student's academic or non-academic areas of concern following implementation of appropriate strategies then an official meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in 34 CFR§300.504, will be sent to the student's parents.

IPCS is responsible for providing annual hearing and vision screenings for all students. An initial referral for evaluation will include the student's hearing and vision screenings in addition to his or her physical examination report. It is the responsibility of the School to attach a copy of the student's health record, which includes primary vision/hearing screenings; possible secondary vision/hearing screenings for students who failed the primary screening; and/or physical examinations obtained. IPCS will contact the Department of Health to gather current medical information on students within the school.

The referral form will remind instructional staff members of these required components and the requirements for a referral to be considered complete. The referral also provides more opportunity to consider and describe interventions attempted prior to referral. The wide variety of interventions identified on the referral form serves two purposes: to offer intervention strategies and options that may not have been considered prior to referral and to substantiate those that have been attempted. The referral form reinforces the responsibility of school personnel to consider appropriate alternatives in general education before proceeding with a referral. Initial evaluations, re-

evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the school district of a student's residence (see 34 CFR §§300.22, 300.312 and 300.340 et al). IPCS will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. IPCS will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment.

English Language Learners

IPCS shall serve any and all Limited English Proficient (LEP)/ELL students by providing supportive instruction so that they achieve proficiency in the English language as quickly as possible. IPCS shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. IPCS ensures that LEP/ELL students (ELLs) will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELLs will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the School in their native language to encourage participation.

Further, the use of sheltered instruction by the ESL teacher in core subjects to address the needs of ELLs is also a strategy that provides universal access to all students to the content that is taught.

IPCS's process for identifying ELLs and the method by which the School will determine which of its students may need assistance is as follows:

1. If English is the only language spoken in the home as indicated on the Home Language Survey (HLS), then the screening process need not continue;
2. If the home language is other than English or the student's native language is other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language;
3. If the student speaks a language other than English and speaks little or no English, then the school will administer the NYSITELL;
4. A student who scores below the designated proficient level is LEP, thus eligible for ESL services. The NYSITELL is administered only once to each incoming student; and
5. After placement into ESL services, student achievement or progress in the English language is measured annually (typical in the spring) with the New York State English as a Second Language Achievement Test (NYSESLAT). The performance results from the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services.

IPCS will provide a process for continued program assessment. LEP/ELL students' academic program and services will be assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. ESL programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. IPCS will use this information to determine the academic progress of ELLs, as well as their level of English language acquisition, as well as ELLs' progress against the school's overall accountability goals and will use this information to modify programs and services to LEP/ELL students, where necessary. This information will be shared with the education corporation Board. Measures of the ESL program's efficacy will be a part of the academic dashboard

which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the ESL instructional program, organizational structure and resource allocation that will more effectively meet the needs of the ELL population.

Ancillary and Support Services

The School will contract with outside service providers for:

- Speech language pathology and audiologist services
- Physical and occupational therapy
- Psychological services
- Recreation, including therapeutic recreation
- Early rehabilitation counseling
- Orientation and mobility services
- Diagnostic and/or evaluative medical services

IPCS will seek provision of services from NYC DOE providers and/or seek reimbursement through the processing of RSAs.

Advanced Students

Students are deemed academically advanced when they are performing above grade level in ELA and/or math. Teachers will be expected to produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class including: ELLs, special education students, academically advanced students. The lesson plans are expected to also indicate how s/he will assess students' attainment of the goals and objectives of the lessons. Some ways the school will ensure learning will be accelerated for advanced students are:

- Individualized and small group work will be the common learning experience (vs. whole class, which often can result a teacher teaching to the middle)
- Extensions within independent work time will offer advanced students more complex applications
- Teachers will be systematically encouraged to "teach to the top" through training around Bloom's taxonomy, as well as active cycles of exploration of the proficient and distinguished rubric levels within the Charlotte Danielson Framework for Teaching tool
- Advanced students will be addressed within the SBST, as teachers seek support to extend strategies to serve them
- Daily CASA periods will offer opportunities for further acceleration.
- Through the inclusion of blended learning experiences, utilizing programs such as Edmentum.
- Earning Early College Credit: Partnerships with higher education institutions and programs will allow students to develop a familiarity with and ties to college while still in high school, and gain opportunities to earn early college credits.

All teachers will receive ongoing training regarding the education of academically advanced students including during the pre-opening professional development prior to the opening of school each year. Professional development will also address the needs of all students, including advanced students, by emphasizing differentiation and ongoing assessment of work. In addition to the pre-opening professional development period, the School's weekly schedule provides teachers with time for ongoing training, planning and collaboration facilitated by the Head of School, Directors of Curriculum, Instruction and Assessment and the Director of Youth Development, who may engage outside professional development consultants around issues specifically related to how to continue to

accelerate the advanced student.

III. ORGANIZATIONAL AND FISCAL PLAN

A. APPLICANT GROUP CAPACITY

Eight key individuals form the IPCS applicant group – David Martin, Travis Brown, Greg Lewin, Maxroy Mitchell, Nicole Payne, Allegra Stennett, Sharon Stephens and Anthony Thompson. David Martin is the proposed IPCS Head of School, while Travis Brown, Greg Lewin, Maxroy Mitchell, Nicole Payne, Allegra Stennett, Sharon Stephens and Anthony Thompson intend to become voting members of the IPCS Board of Trustees.

- **David Martin** is a passionate educator who began his career as a teacher at his alma mater – Harry S. Truman High School – in the Bronx. David has served as organizational development specialist, dean of students, assistant principal and founding principal of a career and technical education DOE high school, and is best known for his successful work with students who are over-age and under-credited. His resume is included as Attachment 8b. David grew up in the northeast Bronx.
- **Travis Brown** is currently working in Newark, New Jersey as a school turnaround specialist for Turnaround for Children. Travis served as the founding principal of ROADS Charter High School in Brownsville, Brooklyn, the principal of a Harlem middle school in West Harlem and taught mathematics in the Northeast Bronx as a New York Teaching Fellow. As a founding trustee, he will contribute expertise in instruction, management, leadership, special programs and community relations.
- **Greg Lewin** is a Clinical System Engineer at New York-Presbyterian. In this role he is responsible for coaching and training organizational and departmental leaders in tools to optimize, increase, and sustain efficiency and effectiveness. As a founding trustee, he will contribute management, leadership and community relations skills to the team. Greg grew up in the Northeast Bronx.
- **Maxroy Mitchell** is a Senior Counsel in JPMorgan Chase & Co.'s Legal Discovery Management Group. As a transactional attorney, he has experience in a variety of finance transaction types including structured finance and syndicated lending. He is also a proud alumnus of the ABC (A Better Chance) Program; an organization founded in 1963, which provides students of color with the chance to attend college-prep schools across the country. As an active member of the applicant group, Max has shared his legal, financial management, real estate, fundraising, leadership and community relations expertise. Max grew up in the Northeast Bronx.
- **Nicole Payne** is a Senior Manager of Digital Partnerships and Development at American Express. Nicole brings tremendous credentials in the areas of Finance: specifically, Risk Management within various sectors of the Financial Services industry including Broker/Dealer, Investment Management, Retail Banking and Consumer Cards. She also has extensive board experience having spent the last nine years on the Sigmund Weis School of Business Advisory Council at Susquehanna University, her alma mater. Nicole grew up in the Northeast Bronx.
- **Allegra Stennett** is currently a Corporate and Investment Bank Analyst at J.P. Morgan. She has experience in the areas of finance, education (serving as a teacher overseas), mentoring and as a delegate at the United Nations - Youth Assembly. She also holds fluency and international trade certifications in French. Allegra grew up in the Bronx.
- **Sharon Stephens** is the founding principal of Madiba Prep, a NYC DOE school in Brooklyn, and has served as a teacher and academic intervention specialist/literacy coach. Sharon was also instrumental in founding the Harlem Children's Zone Promise Academy Middle School. She was also a founding member of the Fund for Public Health in New York as an incubator project under the Fund for the City of New York; managing over \$27

million dollars and over 200 contracts. As the founding chair of the IPCS Board of Trustees, she will utilize her rich experiences in instruction (particularly in special education), management, leadership, fundraising, charter schools and community relations to help IPCS to become a successful school.

- **Anthony Thompson** is currently a Program Director for Amerigroup, where he previously served as the Director of Marketing Operations and Analytics. Anthony has functioned as an auditor for Deloitte and a financial analyst for Warner Music Group and Amerigroup. As a founding trustee, he will share his expertise in financial management, management and leadership. Anthony grew up in the Northeast Bronx.

The applicant group was largely assembled by David Martin, who has dialogued with many of the other applicant group members around their shared concerns regarding the lack of high-quality, engaging educational options for high school students in the Bronx, and a common vision for creating a school where students are highly engaged, well-prepared to solve problems and inspired to become innovative change agents. David, Greg, Max, Nicole and Anthony were all raised in the Northeast Bronx, and feel a personal commitment to the community. Allegra was also raised in the Bronx. David, Sharon and Travis participated in a NYC DOE initiative to develop, open and lead new district schools. Both Sharon and Travis have opened and led Charter Schools.

The applicant group members came together on several occasions to learn about the charter application process, formulate the mission and vision of the school, and identify its key elements. All members contributed to the extensive community outreach and participated in the process of seeking an appropriate private facility to house the school. Further, all materials contributing to and written drafts of the application were posted on a shared Google drive accessible to the entire team, and each member reviewed and provided feedback and suggestions on section drafts. The team also engaged Karen Drezner as a paid consultant, who has experience as a former charter school leader, to assist in the application drafting process. CSBM reviewed the budget and provided feedback.

B. BOARD OF TRUSTEES AND GOVERNANCE

Governance Structure and Membership

Please refer to Attachment 5b for IPCS Board by-laws and Attachment 5c for IPCS Code of Ethics. As noted above Travis Brown, Greg Lewin, Maxroy Mitchell, Nicole Payne, Allegra Stennett, Sharon Stephens, and Anthony Thompson are members of the applicant group who will join the IPCS Board of Trustees. Their background documents were submitted with the Letter of Intent for Round Two. A complete list is presented below.

Trustee	Current Employment	Relevant Experience/Skills	Proposed Position	Initial Term Length
Sharon Stephens sstephens123@gmail.com	Founding Principal, Madiba Prep, NYC DOE	Instruction, management, leadership, fundraising, charter schools, community relations	Board Chair	3 years
Travis Brown travlaron@gmail.com	School Turnaround Specialist, Turnaround for Children	Instruction, management, leadership, special programs, community relations	Trustee	2 years
Greg Lewin golewin@gmail.com	Clinical System Engineer, New York-Presbyterian	Management, leaders and community relations	Trustee	3 years
Max Mitchell maxroy.k.mitchell@jpmorgan.com	Senior Counsel, JPMorgan Chase & Co.'s Legal Discovery Management Group	Legal, financial management, real estate, fundraising, leadership, community relations	Trustee	2 years
Nicole Payne	Senior Manager, Digital	Management, leadership, financial	Trustee	3 years

Trustee	Current Employment	Relevant Experience/Skills	Proposed Position	Initial Term Length
nicole.payne.audit@gmail.com	Partnerships for American Express	management, community, public relations, family relations, specific school program focus		
Allegra Stennett allegra.stennett@outlook.com	Corporate & Investment Bank Analyst for J.P. Morgan	Financial management, community, public relations, family relations, specific school program focus	Trustee	2 years
Anthony Thompson anthony.thompson@gmail.com	Program Director for the New York Health Plan	Financial management, management, leadership	Trustee	3 years

The Board is currently comprised of seven members. Board members will be expected to attend annual and regular board meetings (at least 12 meetings per year), as well as any special meetings that are called. Board members will also be expected to prepare for any board meetings and school events, carry out and complete assignments and participate in any mandatory or agreed-upon board training. In addition to the above, the Board of Trustees will be responsible for:

- Ensuring that the School implements its programs in a manner consistent with the mission, goals, terms and conditions of its charter, as well as with all applicable state and federal laws and regulations.
- Operating at all times in compliance with the Corporation’s Code of Ethics and overseeing the implementation of all policies governing the operation of the school.
- Overseeing implementation of the educational program to ensure the charter school operates in an educationally sound manner. This includes approving and ensuring that the school progresses toward and fulfills its goals and objectives set forth in the charter and Accountability Plan.
- Evaluating the performance of the Head of School and overseeing the evaluation by the Head of School of the staff.
- Approving the School’s annual budget, reviewing regular financial updates, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls.
- Providing support to the School with additional fundraising, marketing, and other services as such needs arise.
- Advocating on behalf of the School by working to establish partnerships with community organizations, institutions of higher learning, community-based organizations and corporate entities, as appropriate, to support the school’s mission.
- Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to the Corporation’s complaints process.

The Board of Trustees of the Corporation is the School’s oversight and policy-making body. The Board of Trustees may delegate certain responsibilities and duties to the School’s Head of School or other staff, under the following conditions: (a) that the school staff will operate with oversight from the Board of Trustees; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the school.

The Board recognizes the authority of the Board of Regents and understands that the NYSED may visit, examine and inspect the School, including its records, under the Board of Regents’ oversight authority, to ensure that the School is in compliance with all applicable laws and regulations and charter provisions. The bylaws indicate that all changes to the bylaws and the charter are subject to approval by the Board of Regents and NYSED.

Methods of Election

As set forth in the bylaws, the Board may elect as a new member any person 18 years of age or older who, in its

discretion, it believes will serve the interests of the school faithfully and effectively. The bylaws further describe the process by which new Trustees will be appointed to the Board. It is expected that the composition of the Board, both in terms of individual Board members and the specific experience and expertise required of Board members, will change over the life of the school, and that the Board will constantly seek to recruit Board members who can address the needs of the school. The following list includes qualifications that Innovation Prep Charter School considers important for board membership:

- A strong understanding of and personal commitment to the accomplishment of the IPCS mission
- Commitment to using professional skills, experience and other resources to support the School.
- Commitment to supporting the effectiveness and continuation of school programs and partnerships.
- Prior board experience or other experience that would contribute to having an understanding of the proper and appropriate role of a Board member.
- Possession of professional skills, professional/personal experience and/or community-based service experience that would contribute to the success of the Board and the School. The skill sets that will be considered include, but are not limited to, education, law, finance, real estate, fundraising, nonprofit management, personnel and community service.
- Commitment to attending board and committee meetings.
- Willingness to serve actively on at least one of the committees of the board and to seriously consider the leadership of a committee.

Trustee Recruitment/Selection Process and Criteria

The Board is cognizant of the need it will have throughout the life of the school to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and network to help the school prosper. The Board will look for individuals who bring the experience and expertise needed by our school as it grows from a start-up to a maturing academic institution.

On an annual basis the Board will analyze the profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors are arranged down the side of the matrix. Additional common factors include: age, race, ethnicity, community contacts, and status as a parent of children enrolled in the charter school. This will allow the Board to identify the gaps between skills and needs and will inform the Board as to the kinds of people whose professional experiences would meet the identified needs to support the school.

Current Board members will have responsibility for identifying potential individuals who meet the requirements the board is seeking. Based on their evaluation of potential candidates, the Board will nominate a slate of candidates to fill open positions on the Board. In accordance with the School's bylaws, prospective candidates will be elected to the Board by the vote of the majority of the Trustees then in office.

New Trustee Orientation Process

Providing new Trustees with the information they need to perform effectively will be a critical step in developing and maintaining a strong Board of Trustees for the School. The responsibility for developing and implementing an effective program of Board orientation is shared amongst the Board's Executive Committee and the Head of School.

Before the first Board meeting, the Board Chair will schedule a meeting between the new Board member and key individuals in the School. The new member will be provided with a Board member manual, which will include bylaws, articles of Incorporation, the charter school contract and application, as well as a thorough description of the educational program including educational philosophy, curriculum, instructional methods, assessment, the current

budget, last audited financial statements a list of board directors and their addresses, lists of committees and any staff assignments, copies of minutes for the previous year and a copy of the charter school strategic plan. During this meeting, the Board Chair will discuss options for committee involvement with the new member. The intent is to forge a solid match between the interests, skills and preferences of each Board member and the requirements and challenges of the committee s/he joins. Additional procedures are located in the Bylaws.

Board Structures

The IPCS Board of Trustees will have the following officers: Chair, Vice Chair, Secretary and Treasurer. The Board will have four (4) standing committees, each consisting of at least three members. The standing committees are the Executive Committee, Finance Committee, the Education and Accountability Committee and the School Oversight Committee. Descriptions of officer roles and standing committees are included in the Board bylaws.

The Board meets twelve (12) times per year inclusive of the June Annual Meeting. Every meeting of the Board of Trustees will be open to the general public, except when an executive session is called. Reasonable efforts will be made to ensure meetings are held in barrier-free facilities to allow persons equal opportunity to attend a meeting. A calendar of regular meetings shall be conspicuously posted at the school. Public notice of the time and place of all meetings scheduled one week in advance shall be conspicuously posted at the school and provided to the news media at least 72 hours in advance of such meeting. Public notice of the time and place of every other meeting shall be provided to the news media to the extent practicable and shall be conspicuously posted in the school at a reasonable time prior to such meetings.

Minutes must be taken at all open meetings and consist of a record of all motions, proposals and resolutions voted upon, and the vote tally. Minutes also must be taken at executive sessions of any action taken by formal vote, and consist of a summary of such action, the date, and the vote tally. The summaries need not include any matter that is not required to be made public by the Freedom of Information law. The minutes of an open meeting must be available to the public within two weeks from the date of the meeting. Minutes of an executive session must be available within one week from the date of the executive session.

C. MANAGEMENT AND STAFFING

Staffing Plan and Rationale

The IPCS Staffing Chart below illustrates leader, teacher and other staff positions using full-time equivalents (FTEs).

Years	1	2	3	4	5
Grades Served	9	9-10	9-11	9-12	9-12
Enrollment	100	200	300	400	400
Head of School	1	1	1	1	1
Director of Operations/Finance/HR	1	1	1	1	1
Director(s) of Curriculum/Instruction/Assessment	1	1	2	2	2
Director of Student Support/Youth Development	1	1	1	1	1
Administrative Assistant(s)	1	2	3	4	4
School Aide(s)	1	2	3	4	4
SPED Teacher(s)	1	3	5	7	7
ESL Teacher(s)	1	2	3	4	4
Guidance Counselor	0	0	1	1	1

Years	1	2	3	4	5
Grades Served	9	9-10	9-11	9-12	9-12
Enrollment	100	200	300	400	400
Social Worker	1	1	1	1	1
ELA Teacher(s)	1	2	3	4	4
Mathematics Teacher(s)	1	2	3	4	4
Science Teacher(s)	1	2	3	4	4
Social Studies Teacher(s)	1	2	3	4	4
Physical Education Teacher(s)	.5	1	1	1.5	1.5
Social Entrepreneurship Teacher(s)	1	2	3	4	4
Art/Music Teacher(s)	.5	1	1	1.5	1.5
Library/Literacy Specialist	0	1	1	1	1
Parent Coordinator	0	1	1	1	1
Technology Coordinator	0	1	1	1	1
FTE Totals	15	29	41	52	52

Alignment to Student Needs and Budget

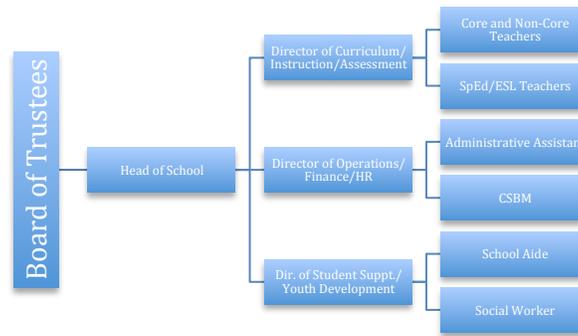
In New York City, class size is calculated by dividing the number of students in a course by the number of course sections in that course⁵⁶. Average class sizes for core classes (ELA, Math, Science, Social Studies) will be 25 in years one through five. We expect many of our students to arrive with basic skills below grade level, based on concerning 8th grade NYS assessment performance in nearby middle schools. To meet student needs, two sections of each core subject will have a co-teacher (either special education or ESL). IPCS teachers will be less likely to use a one lead/one assist model of co-teaching; instead, they will prioritize flexible small group instruction. This may mean two teachers will split the class into two groups (13/12), lend more support to students experiencing more challenges (18/7), or construct several small groups and share responsibility for supporting them (8/4/8/5). This aligns closely to the IPCS problem-based learning approach, which requires teachers to be much less didactic and much more facilitative. IPCS is investing in staff to meet student needs. For instance, in year 1, 44% of the expenses represent personnel costs (salaries & benefits). In year two, this investment increases to 53%.

To ensure that teachers have sufficient time to collaborate in planning and reviewing lesson and unit plans, and to focus intently on their areas of expertise, Innovation Prep’s staffing plan is constructed so that teachers will teach 2-3 sections of the same class daily. This allows teachers to create one foundational lesson plan in collaboration with their special education and English as Second Language colleagues – to ensure necessary modifications for particular students or groups of students. In addition, all teachers will be responsible for facilitating a CASA group every day, and core academic teachers will offer afterschool tutoring at least twice a week.

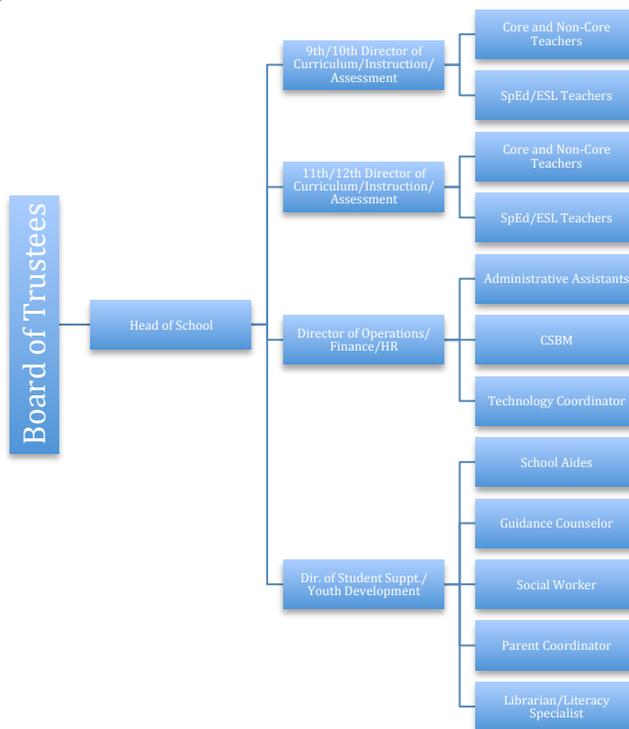
Innovation Prep’s organizational charts below present the management structure and reporting responsibilities for the school’s personnel, in year one and year five.

⁵⁶ NYCDOE (2015). Retrieved from http://schools.nyc.gov/NR/rdonlyres/0FB8E9EF-8884-489C-88A9-9ED0763DC0B0/0/Class_Size_Reporting_Methodology_2015.pdf

IPCS Organizational Chart, Year 1



IPCS Organizational Chart, Year 5



The Head of School will report to the Board of Trustees. The Directors of Curriculum, Instruction and Assessment (DCIs), Director of Operations/Finance/HR (DO) and Director of Student Support/Youth Development (DYD) will report to the Head of School. The DCIs will directly supervise and support core/non-core, special education and ESL teachers. The DO will oversee all administrative staff, the work with Charter School Business Management and the technology coordinator, while the DYD will supervise the guidance counselor, social worker, school aides, parent coordinator and library/literacy specialist. The DYD will also provide SETSS support as needed and oversee the partnership with iMentor and any other initiative that strengthens social emotional development and student pathways to and through college.

Recruiting and Retaining Effective Teachers

IPCS will seek candidates who have strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, a track record of student academic achievement and growth, and the ability to contribute to the furtherance of the School's mission and educational goals. In selecting and hiring teachers, Innovation Prep Charter School will comply with state laws regarding certification and with the requirements of the No Child Left Behind Act (or its successor laws, if

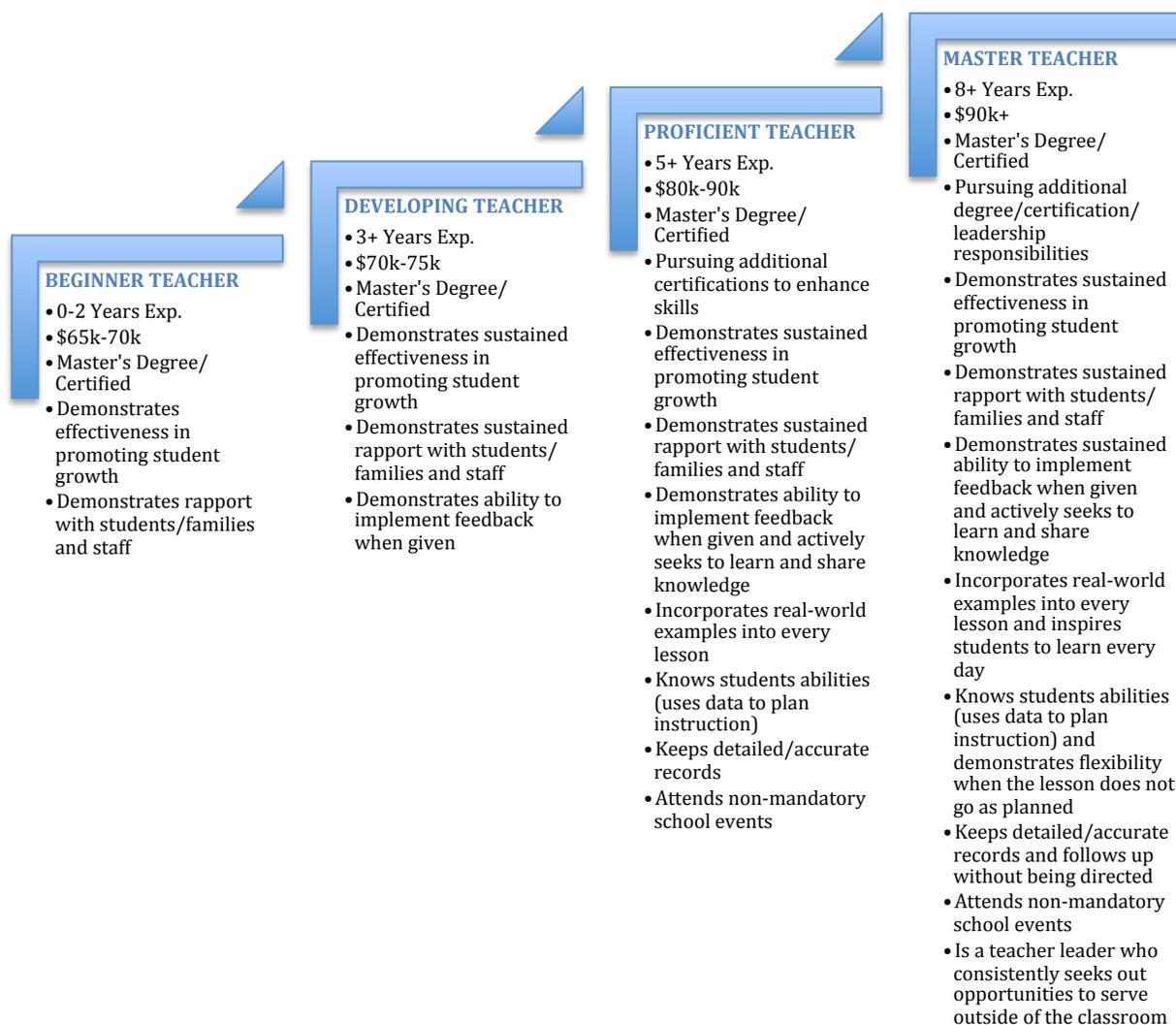
applicable). Key attributes and qualifications of IPCS teachers, as well as the process for hiring, are described in Attachment 8a.

IPCS will be able to retain high quality teachers because we will support, respect, encourage and motivate them, and we will provide tremendous opportunities to build their capacities and grow. They will be deeply involved in shaping our school from the ground up and provided with opportunities to assume both formal and informal leadership responsibilities. To ensure all teachers receive adequate and frequent coaching support, IPCS will hire a second DCI in year 3. Each DCI will supervise approximately 17 teachers, spending the majority of their time in classrooms, in team meetings and with teachers individually. Further details relating to how IPCS plans to support teachers can be found in Section III E (Professional Development).

Teachers who are supported in their work and valued for their contributions experience high levels of job satisfaction. IPCS is committed to supporting teacher growth through ongoing cycles of coaching, and by holding them accountable for excellence. Teachers that are held to high standards and are supported to meet those standards are teachers that stay and are worth keeping. In addition, our teachers will loop up with the initial grades they teach. This not only serves students well, but also increases teacher commitment to deepening their own content area expertise and instructional practices, maintaining long-term relationships with students, and the school community as a whole.

As a charter school, IPCS will be able to recognize the contributions of teachers to the instructional quality of the school through their compensation. Unlike the lock-step compensation structure in traditional NYCDOE schools, IPCS can compensate teachers based on their performance. Foundationally, the budget reflects 4% increases per year on average, which may be adjusted up or down based on performance and evidence of impact. In the years following the first year of operations, through salary decisions and potentially performance-based incentives, IPCS will acknowledge a teacher's contribution within the scope of his or her primary job description as well as his or her contributions to the academic achievements of the school as a whole. Our ability to compensate teachers based on their performance will support a culture where high performing teachers are rewarded and feel valued and where teachers in general will strive to perform at high levels in order to achieve maximum pay.

Sample Career Advancement Model



C.1. CHARTER MANAGEMENT ORGANIZATION

Applicant Instructions:

Select the statement that is applicable and proceed as directed:

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

C.2. PARTNER ORGANIZATION – NOT APPLICABLE

D. EVALUATION

Innovation Charter School shall submit an Annual Report by August 1 each year to NYSED. This report will include the state-mandated School Report Card. The School Report Card will show the comparative academic and fiscal performance of the school and will also list: the school's federal and state revenue sources, expenditures for salaries, capital expenses, and data for drop-out/attrition rates, student suspensions, standardized test results, student enrollment, students with limited English proficiency (LEP), and other required information. The Annual Report will also include a discussion on the progress made toward the school's achievement and organizational goals.

Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning and personnel decisions. The IPCS Head of School will also develop a data dashboard aligned to the school's ten achievement⁵⁷ and organizational⁵⁸ goals, which are delineated in Section IIA, Achievement Goals. This data dashboard will be updated at least monthly and presented to the Board of Trustees for review and discussion. At least annually, the Head of School will share the School's progress towards achieving its goals with families, which will include student and parent survey results.

IPCS will undergo an independent financial audit on an annual basis, and may expect to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including but not limited to, Consolidated Title Funds, CSP and SSF grant funds. The purpose of these audits will be to ensure that the funds were used for the programs for which they were intended and/or services for the students to whom they were intended (i.e. Targeted students in the School's Targeted Assistance Program for Title Funds).

The use of a student information management system will facilitate Innovation Prep Charter School's ability to provide NYSED and other entities with the required academic and non-academic data (i.e. compliance, governance and financial documents) in a timely and appropriate fashion. School leaders will use this data to determine, among other things, teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction. The gaps and weaknesses will inform reallocation or addition of human and financial resources to identified areas, professional development and retention and compensation decisions.

While not subject to the technical requirements of Education Law §3012-c, Innovation Prep intends to implement a comprehensive annual evaluation system for the performance of its teachers and Head of School. This system will consist of multiple measures of effectiveness, including the use of tools that are aligned to researched best practices and have a number of components and rating categories. These tools, the Charlotte Danielson Framework for Teaching (2013 revision)⁵⁹ and the Vanderbilt Assessment of Leadership in Education (VAL-ED)⁶⁰ are identified as aligned with the New York State Teaching Standards and the Educational Leadership Policy Standards: ISLLC 2008, respectively. In addition, student achievement measures, both absolute and growth indicators, will be incorporated into both the evaluation and support of teachers and the Head of School.

The Board of Trustees is responsible for the evaluation of the Head of School. In addition to the evidence-based framework of the VAL-ED, the Board will look at student achievement data—along with data from interviews and classroom observations—to determine whether individual student, classroom and school-wide targets are being met and how effective the leadership and instructional staff are in helping students achieve academically. The Board

⁵⁷ Measures include NYS Regents and nationally normed exams, high school graduation, college admittance and matriculation.

⁵⁸ Measures include student enrollment and attendance, student and family satisfaction, compliance with all applicable laws and regulations

⁵⁹ <http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric.pdf>

will also review indicators of the school's operational and financial health.

The Head of School will lead the evaluation of teachers, and will utilize Danielson's Tool to establish cycles of pre-conferencing, observing/evidence collection, teacher evidence review, reflection and self-rating and post-conferences/action planning. In addition to the student achievement measures referenced in the achievement goals, the Head of School will also consider a host of concrete evidence of learning (such as completed exit tickets, quizzes, tests, rubrics, etc.) in order to determine the quality of each teacher's instruction, construct plans to support the improvement of practice, and make fair retention decisions that prioritize student learning.

The Board of Trustees, as individuals and a collective entity, will engage in a self-evaluation at least annually. The Board will utilize a common tool and process⁶¹, and may engage an external consultant to facilitate the evaluation, and/or to provide targeted board development.

E. PROFESSIONAL DEVELOPMENT

Innovation Prep leaders and teachers will establish a professional learning community that mirrors the culture they will collectively create for students and families. The professional development plan will ensure that staff develop and maintain the skills necessary to be effective in their roles, regardless of their current level of expertise (new to teaching or experienced). It will also ensure that teachers are prepared to address the needs of all students. The system of professional development will be adaptable and reinforce the mission of the school and its yearly goals as outlined in Section II of this application. The Head of School, other members of the leadership team (including the DCIs and DYD) and teacher leaders will drive the professional development plan.

IPCS leaders believe deeply in professional development and have set aside a total of \$400,500 over the first five years of operations to strategically hone the skills of all school-based staff – including the Leadership Team. The table below offers a summary of the professional development plan. A narrative of each component follows.

Professional Development Type	Individual	Team	School	Frequency	Responsibility
Coaching	X			Weekly	HoS
-Individual Enrichment/Self-Selected Options	X			Varies	DCIs
Mentoring	X			Weekly	DCIs
Video Study Groups		X		Bi-weekly	DCIs
Lesson Planning/Co-planning	X	X		Weekly	DCIs
Inter-visitation/Peer Observations	X		X	Monthly	DCIs
Critical Friends/Leadership		X		Monthly	HoS
Classroom Management	X	X		Varies	DYD
Youth Development		X	X	Weekly	DYD
Support Services		X	X	Monthly	DYD
Summer Institute	X	X	X	Yearly	HoS/DCIs/DYD
Family and Community			X	Monthly	DYD
Board Retreat		X	X	Yearly	HoS/BoT Chair

Coaching

All IPCS teachers will have a designated instructional coach⁶² (either the HoS or DCIs), in addition to the DYD. Each coach will personalize their approach to improving instruction by engaging in cycles of short observations (15-30 minutes) followed by feedback that occurs the same day and is accompanied by action cues/suggestions. The

⁶¹ Such as those offered by Board on Track: <http://www.boardontrack.com/resources#tools>.

⁶² In a recent large-scale study of charter school management organizations, researchers from the University of Washington and New Jersey-based research firm Mathematica concluded that teacher coaching is a key characteristic of the most effective charter schools (Lake et al., 2012).

standards/lens through which these observations occur is the same whether visits are informal or formal. Weekly sessions (30-minutes each) are scheduled where each teacher meets with his/her coach to discuss goals/progress and strategies for improvement. Coaches meet with teachers approximately 35 times for the year. Progress is memorialized via the Teacher Performance Record (TPR); a part of the Datacation suite of software. TPR uses Danielson as its researched-based methodology for identifying effective teaching practices. This is the standard observation tool that will be implemented and used consistently. A standard debriefing protocol will also be implemented and used consistently. At scale, each coach will work with approximately 17 teachers.

Each teacher will develop three annual goals that they are working toward achieving: a shared school-wide goal, an individual professional goal, and an achievement goal. All coaching is viewed and prescribed through those lenses.

Individual Enrichment/Self-Selected Options

Individual enrichment opportunities provide teachers with the opportunity to choose learning opportunities outside of those provided by IPCS. This allows teachers to take ownership of their learning and development. Opportunities may include visiting other high performing schools and attending workshops by provided by organizations like the NYC Charter School Center or the National Alliance for Public Charter Schools.

Each teacher provides feedback (via a survey tool) to his/her coach at the end of each semester regarding efficacy of the coaching they received and the enrichment opportunities they choose. This data is reviewed by the HoS, compared against teacher performance data and adjustments made accordingly.

Mentoring

Staff mentoring will occur through by pairing teachers together with colleagues based on a best-fit ideology (each teacher's growth areas/strengths and schedule availability). Weekly check-ins will allow teachers to talk-through challenges, celebrate successes and benefit from informal support and be thought-partners. Each pair will self-assess the mentoring relationship (via a survey tool) at the end of each semester. This data is reviewed by the DCIs, compared against teacher performance data and adjustments made accordingly.

Video Study Groups

IPCS teachers will be provided an opportunity to collaborate with other teachers. One such forum is a video study group. Teachers consent to developing their skills by recording and maintaining a school-wide library of their teaching. Videos are short and meant to focus on one instructional improvement area only. Teachers calibrate these sessions by ensuring that they record areas of their pedagogy for which they have established goals (with their coach) for improvement. Teachers meet bi-weekly in groups to analyze this footage. Protocols will be established for viewing and providing teachers with feedback that is tied to evidence-based standards for effective pedagogy. Each member of the video study group assesses the effectiveness of this mode of feedback (via a survey tool) at the end of each semester. This data is reviewed by the DCIs, compared against teacher performance data and adjustments made accordingly.

Lesson Planning/Co-planning

The DCIs will guide teacher teams through the process of lesson planning/co-planning. This includes lesson creation, review and revision. These sessions take place during established weekly co-planning periods. Teacher teams include colleagues who teach content as well as those who specialize in supporting the learning/differentiation of students with disabilities, English language learners and any other at-risk students or sub groups. This process not only ensures that instructional planning takes place consistently, it also establishes and maintains the lens through which the learning community views and measures effective instruction (also see

Curriculum and Instruction). Each team assesses the effectiveness of their group and provides feedback (via a survey tool) at the end of each semester. This data is reviewed by the DCIs, compared against teacher performance data and adjustments made accordingly.

Inter-visitation/Peer Observations

Every month, teachers will engage in inter-visitations. This may occur as individual visits or visits by teams of teachers (by grade or content area). Each visit will have a specific focus and be tied to the professional development goals/practices of either the teacher who is visiting or the teacher being visited. Visits may also include external educators. The overall aim is to ensure continuous development of pedagogy and a consistency of instructional effectiveness/routines school-wide. The standards/lens through which these visits occur is the same as informal/formal observations. All teachers are provided an opportunity to assess the effectiveness of this mode of development and the feedback they received (via a survey tool) at the end of each semester. This data is reviewed by the DCIs, compared against teacher performance data and adjustments made accordingly.

Critical Friends Group/Leadership

In Year One, IPCS' Leadership Team will develop and implement a pilot of the Critical Friends Group (CFG) concept. The purpose of the CFG, is to organize honest and productive conversations among Leadership Team members, thereby enhancing student learning.⁶³ At monthly meetings, the CFG will use a protocol to engage in conversation about specific leadership topics/concerns relative to their responsibilities and the overall performance/running of the school. At the end of each semester, the CFG will assess the model (via a survey tool). This data is reviewed by the HoS, compared against the established goals/outcomes for each Leadership Team member and adjustments made accordingly.

Classroom Management

Although IPCS plans to hire a variety of teachers with varying levels of experience, leaders anticipate that there will be a need to establish norms for classroom behavior and school-wide culture. It is important that the routines implemented be followed consistently by all teachers/staff so as to maintain the desired outcomes. The DYD will be responsible for ensuring that these norms are happening consistently (by making informal visits) and communicating with and providing professional development for teachers about how they can improve their effectiveness in this area. The DYD, HoS and DCIs will also communicate regularly about their observations of teachers' classroom management skills. Logs of interventions, resources and support provided will be maintained by the DYD. In some ways, the DYD will be viewed as an additional mentor for teachers who are specifically struggling with managing their classroom. All teachers will be provided an opportunity to assess the effectiveness of this support and the feedback they received (via a survey tool) at the end of each semester. This data is reviewed by the HoS, compared against anecdotal records, teacher performance data and adjustments made accordingly.

Youth Development

The DYD will coordinate the implementation of youth development principles⁶⁴ into the fabric of the school environment. These principles include: "Physical and psychological safety; Appropriate structures that provide: limit setting; clear, consistent rules and expectations; continuity and predictability; and age appropriate monitoring; Supportive relationships characterized by warmth and closeness; Connectedness, caring, support and

⁶³ In Key's 2006 review of the research on CFGs, she reports that such groups can promote positive changes in staff professionalism and culture and that they hold potential in providing learning opportunities that transform teacher practices and student learning.

⁶⁴ "Youth Development (YD) is a strategic approach with a focus on practices for engaging entire communities in helping all youth thrive. It builds on traditional youth service approaches by emphasizing long term, systemic strategies for cultivating qualities and traits desirable in young people through the creation of environments that support their developmental needs and capacities (Whitlock, 2004)."

responsiveness; Opportunities to belong and for meaningful inclusion regardless of demographics or abilities; Positive social norms with clear rules for behavior, expectations, values and morals; Support for efficacy and mattering that includes enabling, responsibility and meaningful challenge; Opportunities for skill building; Integration of family, school and community efforts (Whitlock, 2004).”⁶⁵

The DYD will establish and track the development of these principles school-wide. Datacatation’s Skedula will enable school staff to recognize and track every student’s progress in this regard, using anecdotal records (entered by teachers and support staff) that translate to a scaled outcome. The scale is the same as used for all other school-wide grading criteria (and teachers’ evaluations). Emotional intelligence is included in this model.

The DYD will provide development opportunities via team meetings (weekly) and school-wide initiatives (monthly). All staff will be provided an opportunity to assess the effectiveness of this support and the feedback they received (via a survey tool) at the end of each semester. This data is reviewed by the DYD and HoS, compared against anecdotal records, anecdotal record/scaled outcomes data and adjustments made accordingly.

Support Services

It is of paramount importance that all staff are aware of the various ways in which students are supported at IPCS. All staff will receive training annually, led by the DYD, about the various services IPCS implements for students with disabilities, English language learners, or any student who is determined to be at-risk. Training will include topics like: elements of and how to read an IEP, testing modifications and state mandates for English language learners. Monthly meetings, also led by the DYD, will focus on the services being provided and the efficacy of those services. Team meeting participants will include the DYD, DCIs, content area teachers, support staff (e.g. Social Worker) as well as students and parents/guardians when appropriate.

All stakeholders involved in this process will be provided an opportunity to assess the effectiveness of this support (via a survey tool) at the end of each semester. This data is reviewed by the DYD, compared against student achievement data, anecdotal records (including feedback from students and parents/guardians) and adjustments made accordingly.

Summer Institute

A three-week summer professional institute will take place annually in August. Topics covered and learning activities likely to be included are below. “Meaty” topics – where the most time will be spent – are underlined. All other topics will be presented more succinctly, but then fully incorporated into the larger professional plan.

- Problem-based learning and design thinking (what and how it works at IPCS)
- PBL content road maps
- Planning for effective instruction (what and how – unit/lesson plan development format, submission/feedback cycles, working with colleagues)
- Developing literacy skills & strategies across all content areas
- Teacher support and evaluation, grounded in Charlotte Danielson’s Framework for Teaching Tool
- IPCS student academic systems – protocols, routines/practices, expectations (e.g. uniform grading policies)
- IPCS student, family and staff culture systems – protocols, practices, expectations
- Social-emotional development
- Meeting the needs of all learners: in inclusive classrooms, CASA, tutoring and early college
- Youth development: social emotional learning, partnerships and initiatives (including iMentor)

⁶⁵ http://www.actforyouth.net/resources/rf/rf_understandyd_0904.pdf

- Collecting and utilizing data to drive practice (systems and strategies, e.g. use of Datacation tools such as Skedula, DDC, PADS, etc.)
- Co-Teaching: Effective Models

Family and Community

IPCS believes in meeting the needs of all stakeholders, including families and the community. In Year One the DYD (and the Parent Coordinator – PC in Years 2 and later) will be responsible for interfacing with and creating opportunities for families and the community to become a part of the school community. This will include helping to organize the Parent Association’s monthly meetings as well as scheduling sessions/opportunities for parents/guardians and the community to better understand the school’s model, it’s instructional focus and methodology and how students are supported. All stakeholders involved in this process will be provided an opportunity to assess the effectiveness of these interactions (via a survey tool) at the end of each semester. This data is reviewed by the DYD and HoS, compared against previous survey data (including feedback from students and parents/guardians) and adjustments made accordingly.

Board Retreat

Once per year, the school’s Board will participate in a one-day retreat to engage in its professional development. The focus of the session will be guided primarily by the needs of the school and the growth areas/needs of the Board. Board members will utilize a needs assessment tool to in preparation for this work. The Board’s Chairperson will be responsible for organizing the retreat as well as establishing a method for reviewing and evaluating this development. The outcomes will be shared with the entire Board and the HoS. The HoS serves as an ex-officio member of the Board and will participate in the retreat.

Review and Evaluation of Professional Development

There will be structured opportunities for teachers to provide feedback and contribute to professional development at IPCS. Teacher leaders will be developed and encouraged to assume leadership roles within teams and throughout the school. IPCS leaders will develop a standard feedback tool for teachers to complete after PD experiences, and they will be frequently survey to identify needs and interests.

F. FACILITIES

Innovation Prep seeks to locate in the Northeast Bronx, within Community School District 11. The IPCS Board of Trustees assures that our school facility will meet all NYSED specifications and be accessible to students and adults with disabilities.

The table below presents the schools approximate facility needs in term of classrooms, shared and common spaces, offices and bathrooms.

Facility Utilization Table

School Year	Y1	Y2	Y3	Y4	Y5
Grades Served	9	9-10	9-11	9-12	9-12
Enrollment	100	200	300	400	400
General Education Classrooms	4	8	12	16	16
ELA	1	2	3	4	4
Math	1	2	3	4	4

School Year	Y1	Y2	Y3	Y4	Y5
Grades Served	9	9-10	9-11	9-12	9-12
Enrollment	100	200	300	400	400
Science	1	2	3	4	4
Social Studies	1	2	3	4	4
Additional Learning Spaces	4	6	8	10	10
College Prep/Social Entrepreneurship instruction	1	2	3	4	4
Special Education instruction (pull-out)	1	2	3	4	4
English language learner instruction (pull-out)	1	2	3	4	4
Counseling/Social Worker/Guidance/At-risk Intervention	1	1	1	1	1
Related Services (Occupational, Physical, Speech)	1	1	1	1	1
Common Use Rooms	5	5	6	6	6
Auditorium	1	1	1	1	1
Cafeteria	1	1	1	1	1
Gymnasium (min 1525 SF)	1	1	1	1	1
Health (space shared with core classrooms)	0	0	0	0	0
Art /Music	1	1	2	2	2
Library/Media Center	1	1	1	1	1
Administrative	6	7	7	7	7
Head of School	1	1	1	1	1
DCI(s)/DYD	1	1	1	1	1
Special Education/ESL Coordinators (See Learning Space)	0	0	0	0	0
Technology Coordinator/Parent Coordinator	0	1	1	1	1
Main Office/DO	1	1	1	1	1
Staff Room	1	1	1	1	1
Nurse	1	1	1	1	1
Food Prep (In Kitchen/Cafeteria)	1	1	1	1	1
Bathrooms	4	7	8	9	9
Students (male, female)	2	4	4	4	4
Staff (Unisex)	1	2	3	4	4
Guests/Visitors (Unisex)	1	1	1	1	1

Facility Search Background

The IPCS applicant group has formally expressed interest in locating in NYC DOE facility space, through the NYC DOE's online form⁶⁶ on Friday, March 13, 2015 (Round 1) and again on Wednesday, August 12, 2015 (Round 2). Given the NYC DOE's latest School Construction Authority *Enrollment, Capacity, and Utilization* Report, we do not anticipate that our request to be co-located will be granted. As a result, a real estate subcommittee has begun to explore alternative options for school siting. Below is an assessment of our facilities needs and two options that the IPCS Founding Group is currently considering:

Facility Needs

An assessment of our facilities needs, based on our educational program and anticipated enrollment at scale (Y5)

⁶⁶https://docs.google.com/forms/d/1se130LaXjgj_50AVtgEpGISEbRa_xfrdUW3BTIEQIUg/viewform?formkey=dHNTYVFueWd4RWhmLW5CNHBqVIEzLUE6MQ

dictates that we will require space as outlined in the facility utilization table above. This translates to approximately 32,000 square feet (SF) of space needed for 400 students; based on an 80 square foot per student model calculation.

Option One (Plan A): Private Space

IPCS has been working with Maureen McCoughlin, the Managing Director of the Division of Charter School Facilities. The firm has successfully placed 35 charter schools in incubator or permanent facilities. They have more than 80 years of combined experience in New York City real estate.

The Division of Charter School Facilities has located a building (former Yeshiva) with a certificate of occupancy for classrooms, a gymnasium, a library, a cafeteria, offices, conference rooms and more. It is ideally located for a high school as it is near a subway line. The building currently has 10,837 square feet and can be expanded to meet the needs of the school. The owner intends to undertake a gut renovation of the property (at his sole expense) for a long-term school tenant; thus, serving as a permanent location. He has agreed to accept the facilities reimbursement rate of \$2,775.40 per student per year (at a graduated rate as we scale up) to lease the property to the school. A financial analysis of this scenario demonstrates that the school would be funded sufficiently to enable the leasing of this facility while remaining cash flow positive in years one (\$23,852) through five (\$1,744,240) - see Attachment 9, line 180.

Option Two (Plan B): Incubator Space

We have identified a nearby school that can serve as an incubator space. The potential incubator property is a closed Christian school with a certificate of occupancy for a school. The facility has 11 classrooms, offices, nurse's station, a gymnasium/cafeteria, playground and parking. The owner of this facility has agreed to work within the limits of the school's ending cash balance (not including facilities reimbursement funding) for the leasing expenses incurred for year one (\$23,852) and two (\$76,100). A financial analysis of this scenario demonstrates that the school would be funded sufficiently to enable the leasing of this facility while remaining cash flow positive. Starting year three the school would need to relocate to facilities suitable to our scaling needs. It should be noted that the school will amass sizable reserves while scaling up (starting year three) in this incubator scenario, where ending cash balances will grow from a starting point of \$446,233.

Facilities Timeline

Month	Goals
October 2015	Identify 2 potential sites, explore finances and leases
November 2015	Identify first choice site
December 2015	Draft, review, negotiate lease
January 2016	Finalize lease and work plan
March/April 2016	Facility construction (if needed)
May 2016	C of O, or Temp C of O granted Facility ready for move in and set up
June/July 2016	Doors open for operations

G. INSURANCE

The school will obtain insurance, at a minimum, as follows:

- General Liability - \$2 million aggregate and \$1 million per occurrence
- Umbrella liability - \$5 million
- Directors and Officers liability - \$1 million

- Property insurance - \$250,000

H. HEALTH, FOOD, AND TRANSPORTATION SERVICES

Health Services

Innovation Prep Charter School shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The School will provide on-site health care services similar to the extent that such health services are available to children attending other public schools in the district where IPCS will be located. This will be done, if possible, through a contractual arrangement with the New York City Department of Health to supplement the level of health services mandated to be provided to IPCS in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

If sited in shared space in a NYCDOE facility, Innovation Prep Charter School will seek to secure a school nurse through the Department of Health; however, there is no guarantee that the Department of Health will provide a nurse to the school. If that is the case, IPCS will hire a full time registered nurse. In accordance with NYS law, each student entering IPCS is required to have a certificate of immunization at the time of registration or not later than the first day of school. Parents may waive immunization in accordance with § 2164 (8) and (9) of the Public Health Law.

Student immunization data will be recorded in ATS and on the School's own student information management system. Immunization and medical records will be stored in the nurse's office in a secure and locked file cabinet.

Defibrillator: In accordance with §917 of the Education Law, the School will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that at least two staff member are trained in the operation and use of such equipment in the School.

Medication Delivery System Procedures: IPCS will establish a secure, easy to understand, and safe medication delivery system. IPCS will communicate to parents, students and staff the requirements for the administration of medications in the school.

Food Services

IPCS will participate in the Federal School Breakfast Program and National School Lunch Program, and intends to utilize the Office of Food and Nutrition Services of the NYCDOE to provide breakfast, lunch, and afternoon snacks to students. All students enrolling at IPCS will complete School Meals Application forms required for participation in federal free and reduced-price breakfast, lunch, and snack programs. Based on current demographic information, IPCS assumes that approximately 87.2% of the student body will be eligible for free or reduced-price lunch. The school will comply with all applicable guidelines with regard to nutritional values, determination of eligibility, and reporting requirements.

To ensure compliance with the School Breakfast Program and the National School Lunch program and to ensure proper reimbursement from the Federal government for meals received by students eligible for free- or reduced-priced lunch, IPCS will track school breakfast and lunch meals eaten by children on a daily basis. All students at IPCS will be provided with a free school breakfast and lunch, whether or not they are eligible to receive free meals. No families will be billed for food served to their children.

If IPCS co-locates in a NYCDOE facility, the school will seek to participate in the existing food services program. If IPCS is housed in a private facility, the school will contract with the NYCDOE to provide hot meals if there are sufficient kitchen resources available. If not, the school will arrange for cold meals to be provided either in the classroom or other designated common areas. In that event, Innovation Prep will secure a refrigerator for short-term storage of milk, cold meals, and perishables.

Transportation

Innovation Prep Charter School will provide transportation services for all students in accordance with Section 2853(4)(b) and 3635 of the Education Law. IPCS students will receive the same transportation services as other New York City public school students. Eligibility for busing and half-fare or full-fare student MetroCards is determined by and provided by the OPT. IPCS will submit a Transportation Request Form and use ATS or NIPSIS to supply the NYCDOE with the necessary information about its students. The NYCDOE will then determine the eligibility for transportation of our students. This eligibility is in accordance with the Chancellor's regulations (Regulation A-801). IPCS will not guarantee yellow school bus service or half-fare or full-fare student MetroCards until such service eligibility has been confirmed by OPT. With regard to the days that IPCS is in session and the regular NYCDOE public schools are not in session, transportation becomes the responsibility of the student's parents.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. IPCS students with disabilities will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation services, transportation becomes the responsibility of the child's parents.

I. FAMILY AND COMMUNITY INVOLVEMENT

IPCS has and will continue to engage and collaborate with students, families and community residents in order to design and refine its plans to offer a high-quality education and achieve its goals. Members of the IPCS founders group have met with many individuals, groups and community-based organizations and sought support and feedback from hundreds of parents and students. An overview of this outreach was described in Section I, Public Outreach, and Attachment 2 provides evidence of such activities.

Organized/Open Communication

IPCS intends to strengthen and deepen these relationships over time, through regular meetings with elected community officials and other local leaders, at well-publicized and interactive Board meetings, by creating an inclusive culture of family involvement, and supporting the establishment of an active parent/teacher/student association (PTSA). The goals of the PTSA are as follows:

1. Support the school community in achieving its mission/goals
2. Develop positive interactions between the school and the community
3. Establish/maintain open lines of communication with school, home and community
4. To enhance the school's mission with activities, events and choices that support social entrepreneurship/action
5. Inform members of the curriculum, units of study, and academic goals
6. Establish partnership relationship between teachers, parents and students
7. Encourage parent participation in school activities
8. Ensure diversity in the membership of the organization
9. Seek suggestions for how the school can improve student learning

10. Ensure the success of English Language Learners and cultural diversity in our school
11. Develop a sense of unity and community

Involvement with Governance

Families are encouraged to participate in school governance. A Parent Engagement Committee (a sub committee of the Board) will be established to field and proactively engage parents and the community about concerns that may arise. The Chair of the PEC will be a member of the Board. The PEC will be comprised of parents, community members, teachers and at least one administrator. Parents and teachers serve on the PEC for a term of one year, with a new PEC group of parents and teachers serving each academic year. The PEC is responsible for listening to/gathering/sharing information with families of the school community and providing that feedback to the Board. They also have input with the various ways the school communicates with parents/community via: monthly newsletters, IPCS website and social media accounts, fundraisers, etc.

Open Board Meetings and Transparent Communication

The IPCS Board of Trustees will comply with all requirements of the Open Meeting Law, routinely publicizing board meetings, notifying all school and community members accordingly and holding board meetings at the school. IPCS leaders, teachers and other staff members will create and maintain an inclusive and positive culture that welcomes and actively partners with parents and other caregivers. The IPCS Family Handbook will include a Code of Conduct that delineates expectations for everyone at IPCS. For example, parents and other caregivers will be expected to ensure their children attend school every day and on time, arrive ready to learn, and complete assignments. IPCS also expects parents, as stipulated in the School Culture and Climate section, to be involved in the process of resolving problems - disciplinary or otherwise, and to provide feedback about the school culture at least bi-annually.

Survey/Opportunities to Provide Feedback

Twice per year, parents will be provided the opportunity to give the school detailed feedback about its educational program, operations, safety and offer suggestions for improvement. This data is reviewed not only by the school but also by the NYC DOE. Both IPCS and the NYC DOE will publish the data. The data will be discussed with the Board, Leadership Team, the PTSA and the PEC. Suggestions will be harvested, discussed and adjustments made and then implemented.

Additional Involvement Opportunities

There will be many other ways for parents/families and the community to participate in the school. Some ways are via regular academic events, celebrations and performances as well as workshops that specifically target the needs parents/community have expressed as concerns for their own development (e.g. computer literacy, tax preparation, continuing education).

J. FINANCIAL MANAGEMENT

Beginning with the start-up period and each fiscal year ending June 30th, IPCS will engage an outside independent CPA firm licensed in New York State to perform an audit of IPCS's statements of financial position, and related statements of activities, functional expenses and cash flows. The audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States of America. The Director of Operations, Head of School, and Board of Trustees will interface with the auditors to ensure a timely process and resolution of any outstanding needs or issues, if any. The schools' audits typically take place over the summer months.

IPCS will use as its guiding principles for its budgeting process and financial planning the primacy of providing quality education to all of its students and maintain a sustainable school utilizing principally if not exclusively, the revenues from non-discretionary sources. The IPCS Board of Trustees understands its responsibility for financial oversight, and has therefore secured individuals with expertise in the financial and operating requirements of educational institutions. The IPCS Board of Trustees, with the Head of School and Director of Operations, will implement and maintain a systematic process for identifying, evaluating and obtaining the resources that will be incorporated in to a budget that reflects a commitment to quality outcomes for IPCS while minimizing the need for additional third party financing.

IPCS will adhere to a well-documented and rigorous process for creating and approving its budgets. 90 days or more prior to the start of its fiscal year, the IPCS leadership team will commence a process of assessing critical components and associated costs for meeting its educational goals for the coming fiscal year. IPCS will present a preliminary budget to its Board of Trustees no later than 30 days prior to the beginning of its fiscal year. All key assumptions and associated expected outcomes of the budget, in particular projected operating results and financial viability will then be discussed. Prior to the commencement of its fiscal year, the Board of Trustees will meet and vote on approving IPCS's budget.

Consistent with required practices, the IPCS leadership will provide members of its Board of Trustees monthly reports providing budgeted and actual results for the month and year-to-date with annotations describing variances. The Head of School, Director of Operations and Board of Trustees will meet at least quarterly to discuss the financial and operating results of IPCS and determine, as necessary, adjustments and actions required to meet challenges and opportunities identified.

K. BUDGET AND CASH FLOW

The proposed budget and fiscal plan for IPCS's initial charter term is provided in Attachment 9. This document also correlates directly to Option One (Plan A) of the Facility plan as described in Facilities above.

Investments in Teachers/Development

We believe that hiring, developing and retaining talented teachers is critically important to the long-term success of IPCS. As such, we have made strategic investments in this area to support this goal. \$98,484 has been allocated (over the first five years of operation) specifically for the purpose of finding and recruiting talented teachers who will be a good fit for IPCS, given our mission, academic focus and student population. Appropriately certified teachers entering the profession with a Master's degree will earn \$65,000, approximately \$13,575 more than NYC DOE teachers with the same level of preparation and experience (\$51,425⁶⁷). Four percent increases yearly are awarded to teachers who demonstrate progress toward becoming a master teacher and whose student achievement data support these increases. Teacher salaries will total \$555,000 in year one and rise to \$2,628,491 by year five. \$400,500 has been set aside for professional development of all staff over the first five years of operation. Our partnership with the Urban Science Education Center at Columbia University ensures that teachers receive high quality professional development and exposure to forward-thinking developments in pedagogy.

Investments in Academic Supports/School's Program

Built into our educational program/school day is a 45-minute period (CASA) specifically for remediation/acceleration and academic support. IPCS believes deeply in assessing students in order to properly plan for their academic success. To that end, we have allocated \$30/student/year (\$42,000 over the first five years) for purchase of ACT's

⁶⁷ <http://schools.nyc.gov/nr/rdonlyres/eddb658c-be7f-4314-85c0-03f5a00b8a0b/0/salary.pdf>

assessment system that indicates student readiness for college and career and provides detailed analysis of their strengths and growth areas. To ensure all students have the resources needed to succeed, IPCS has set aside \$511,500 for classroom teaching supplies/materials/textbooks/workbooks (over the first five years of operation). An additional \$122,500 has been allocated for resources specifically for students with disabilities (over the same period). This amounts to approximately \$500/student with disabilities spending for supplies/materials. Our five year investment of \$246,115 in technology will enable students to use Chromebooks in classrooms as well online resources for accessing and submitting assignments. This also includes the salary of the Technology Coordinator (hired in year two). Students will be provided a login that enables them to access application both at school and at home. Both students and parents will also have access to Skedula, an online portal for reviewing online portfolios, attendance, grades, transcripts, anecdotal records etc. Because we also know that nutrition plays a role in students' preparedness to learn, we have allocated monies to ensure that all students receive lunch – free of cost.

To ensure that academic leadership is strong, IPCS has will invest \$380,000 in year one administrative salaries. This includes the Head of School, Director of Curriculum/Instruction/Assessment and the Director of Youth Development. This investment continues through year three, when a second Director of Curriculum/Instruction/Assessment will be hired. By year five this investment will total \$568,930.

Additionally, IPCS offers enrichment activities to ensure that our students are well-rounded individuals. \$70,000 has been allocated for student services, which includes enrichment opportunities, co-curricular/extra curricular clubs and other activities targeting the development of the “whole child.” By the fifth year of operations, \$219,461 will be set aside for the salaries of a Social Worker, Guidance Counselor and Parent Coordinator. These individuals' roles further enhance student achievement by ensuring a healthy relationship with families and proactive resolutions of social/emotional issues that may serve as a barrier to learning. The school will also partner with iMentor, which provides same-sex mentor for every student. This program has been shown to increase students' connectedness to school and increases in achievement as well as college acceptance, entrance and persistence. The costs associated with this program are \$25,000 per grade (in year one) to \$100,000 for all grades (9-12) in year five.

Assumptions

Charter School Business Management has reviewed our budget. They are an organization that assists a charter schools with a variety of functions – including fiscal accountability. The following are the assumptions and contingencies inherent to our budget – Attachment 9.

- Startup and initial development costs are budgeted to be met with grants from Charter Schools Programs (CSP) and matched to a staggered three year draw down under CSP
- Teacher ratios commence and remain at approximately 25 to 1 (for general education classes)
- IPCS's budget assumes a per-pupil funding of \$13,877 for its first year of operations and an increase to \$14,027 thereafter for its five-year budget
- The special education funding for IPCS reflects analysis of the potential communities and community school districts the school could potentially be located in and their associated demographics
 - 14% of students per year anticipated to be classified as students with disabilities
 - 60% of IEP students receiving services 20-59% of the time at \$10,390 per student
 - 40% of IEP students receiving services >60% of the time at \$19,049 per student
 - One SpEd teacher is budgeted for year one; while two SpEd teachers per grade are budgeted for years two through five. The DYD will hold a special education teaching license and will provide SETSS services support/instruction as needed during year one (in addition to leadership responsibilities)
- For the purpose of calculating Title I revenue we assume 87.2% of our students will be eligible to receive

- \$500 per student
- Funding under New York State Textbook Law (NYSTL), which must be spent on NYSTL--approved books
- Minimal revenue from private contributions: \$5,000 in year and growing to \$15,000 in year five
- Minimum teacher salary will be \$65,000/year given certification and a master's degree
 - Teachers hired who have not attained both certification and a master's degree may be paid less than \$65,000/year to start
- Salary increases of 4% per year
- Our lease costs are based on agreement with the owners of the properties described (see Facilities: Option One/Plan A and Option Two/Plan B)
 - Paid from revenue anticipated from facilities reimbursement at rate of \$2,775.40 per student

Start-Up/Pre-Opening Budget, First Year and Five Year Operational Budget and Cash Flows

Attachment 9 provides the proposed IPCS budget and cash flow for the pre-opening year and the first five years of operation. IPCS budgets reflect a bottoms-up analysis and approach to determining the required resources for achieving the educational goals and outcomes consistent with its focus on a rigorous yet inclusive education oriented institution. IPCS has then applied the experiences of its founders, particularly those who have functioned as school leaders, as well as those with financial expertise, to overlay teaching and operational systems and methodologies necessary to deliver a superior education in a cost efficient yet impactful way.

Start-Up/Pre-Opening Budget

\$260,000 is anticipated in CSP funding. The majority of this revenue has been allocated for the salaries (\$165,800) of administrative staff (HoS, DO, DCI, DYD, AA) to open the school. An additional \$62,675 has been set aside for start-up costs related to accounting (\$17,775) and a Problem-based curriculum development consultant (\$45,000). Net income at the end of the period is \$2,125; inclusive of other costs such as: marketing materials, insurance, fairs/conferences and outreach.

First Year Budget

Total revenue anticipated for the first year \$2,553,144 inclusive of \$277,540 for facility reimbursement expenses. Total expenses expected for year one is \$2,423,961 allocated as follows: administrative personnel (\$512,000); Instructional Personnel (\$620,000); Payroll Taxes/Benefits (\$261,870); Contracted Services (\$314,151); School Operations (\$269,400) which includes \$127,750 in classroom supplies, textbooks, materials and equipment/furniture; Facility Operations/Expenses (\$431,540); and Dissolution/Escrow/Reserves (\$25,000); and \$277,540 for facility lease expenses. Net income at the end of the period is \$129,183.

Five Year Budget

As we scale up we anticipate total revenue to rise to \$7,789,605 by year five of operations. By year five Administrative salaries total \$859,703 – inclusive of the HoS, two DCIs, DO, DYD and four Administrative Assistants. This amounts to only 23% of all salaries in year five. Instructional salaries total \$2,774,836 – inclusive of all Teachers, Aides, Social Worker and Guidance Counselor. This amounts to 76% of all salaries in year five. Payroll taxes, health insurance and fringe are all expected to rise by 10% from year one to five. Retirement/pension allocations assume 75% participation rate at a 3% match.

Contracted services (\$723,824) includes: \$100,000 for CSBM services (including costs of audits), Architect (\$50,000), Summer Institute/PD (Y1: \$47,700, and increases by number of staff each year), Summer Bridge Program (\$16,000 for two weeks/eight teachers); Ramapo Staff Retreat (\$5,865); iMentor (Y1: \$25,000; Y2: \$50,000; Y3: \$75,000; Y4: & Y5: \$100,000); Enrichment Clubs (\$22,500), Substitute Teachers at \$125/day for

every absent teacher day; PBL Curriculum Consultant (Zero for Y1 as covered by pre-opening, and then \$30,000 for Y2-5). \$400,500 is set aside for professional development of staff over the five year period (\$130,000 in year five alone).

\$1,407,543 has been allocated for Facility Operations/Maintenance expenses. This includes Janitorial (\$43,923), Security (\$91,829), Utilities (\$85,388), Repairs/Maintenance (\$25,000), Insurance (\$51,244), Lease Expenses (\$1,110,160). Net income at the end of the period is \$424,398

Cash Flows

IPCS' budget is cash flow positive every year. Net income for the first five years of operations are: \$21,727; \$52,249; \$370,133; \$844,272 and \$453,735. Beginning cash balances for years one through five are as follows: \$2,125; \$23,852; \$76,100; \$446,233; and \$1,290,505. Ending cash balances for years one through five are: \$23,852; \$76,100; \$446,233; \$1,290,505 and \$1,744,240.

Contingencies/Plans for Shortfalls – Cash Flows

- We can delay hiring additional staff, such as Administrative Assistants, Technology Coordinator or the second DCI. We can also delay hiring the DCI and DYD until years two or three
- We have been quite generous with instructional supplies and materials and can reduce a number of those related line items
- Finally, we can decrease the rate at which we purchase technology
- We have not placed a large emphasis on fundraising but can implement a plan – developed by our Development sub committee (initial outline below) to cover additional shortfalls for any reason; this includes a scenario where the facility reimbursement process is unsuccessful
 - Possible Funding Sources
 - Individual sponsors, one time and recurring
 - Corporate donors, one time and recurring
 - Grass Roots Funding
 - Community Fundraising
 - Funding Categories
 - Large Scale \$50k+
 - Foundation Donations
 - Mid Scale to \$10k to < \$50k
 - Foundation Donations / Other Fundraising
 - Mid to Small Scale \$1 to <\$10k
 - Individuals/Groups
 - Fundraising
 - Shop and Earn
 - E.g. Target supports schools by donating 1% of purchases when you use the Target REDcard (credit card). If you have a Target REDcard you can register online at redcard.target.com/redcard and connect your purchases to the school
 - Amazon
 - Crowdsourced Funding
 - GoFundMe

- Kickstarter
 - Local community involvement
 - Auction
 - Bake Sale
 - Car Wash
 - A non-profit organization THE INPREP FUND, INC., has been initiated (application to New York State for non-profit status has been made and 501c3 designation request will be forthcoming) and will fundraise to meet specific goals that benefit the school and its students/families
- Facilities contingency:
 - Should our appeal of the facilities reimbursement process be unsuccessful, the owner of the properties (described in Facilities: Option One/Plan A and Option Two/Plan B) have discussed the possibility of reducing/deferring lease payments for years one (\$277,540) through three (\$832,620) - see Attachment 9, line 133, until year four or later (\$1,110,160), when the school will be able to fund facilities costs without any facilities reimbursement funding; as evidenced by an ending cash balance of \$1,290,505 (year four) and \$1,744,240 (year five). In other words, the owners will calculate the year(s) rent and allow the school to backend payments. The school can begin full payments within three years of occupancy with the shortfall will be added on to the later years of the long term lease.
 - IPCS would also consider applying for loans or lines of credit to meet any facilities needs that may arise

L. PRE-OPENING PLAN

Below is an outline of steps to be undertaken between the time the charter is approved and the opening of the school. The individuals responsible for each task are:

BoT: IPCS Board of Trustees	HoS: IPCS Head of School	DO: IPCS Director of Operations
DCI: Director of Curriculum/Instruction	DYD: Director of Youth Development	AA: Administrative Assistant

Start	Complete	Focus Area	Task	Responsible
6/15	11/15	Recruitment	Continue community outreach	BoT
6/15	Ongoing	Development	Community relations and partnerships	BoT
6/15	Ongoing	BoT	IPCS Board of Trustees recruitment	BoT
8/15	9/15	BoT	Hold first Board meeting, ratify by-laws, distribute code of ethics, roles/responsibilities	BoT
9/15	11/15	BoT	Execute Head of School search (if needed)	BoT
9/15	9/15	BoT	BoT meeting: elect officers and assemble committees, collect BoT annual action plan commitments	BoT
10/15	10/15	Facility	Identify 3 potential sites, explore finances and leases	BoT
11/15	1/16	Operations	Execute DO/AA/DCI/DYD searches	BoT/HoS
11/15	11/15	Facility	Identify first and second choice site	BoT/ HoS
11/15	12/15	BoT	Head of School hired, inform NYSED	BoT
12/15	12/15	Facility	Draft, review, negotiate lease	HoS /BoT
1/16	1/16	Instruction Operations	Head of School begins work	
1/16	1/16		Finalize job descriptions Execute search for leaders, teachers and staff	HoS
2/16	2/16	Operations	Administrative Assistant begins work (P/T)	
2/16	2/16	Operations	Develop student recruitment plan/materials	DO
2/16	2/16	Operations	Write Student Application for Admission	DO
1/16	5/16	Instruction	Develop ELA/Mathematics/Science/Social Studies curriculum for 9 th	HoS

Start	Complete	Focus Area	Task	Responsible
			grade	
1/16	4/16	Operations	Student recruitment	DO
1/16	1/16	Facility	Finalize lease and work plan	HoS /BoT
2/16	3/16	Instruction	Develop resource purchase lists	HoS
2/16	4/16	Operations	Develop fiscal policies and procedures, obtain tax exempt status, establish payroll system	HoS
2/16	5/16	Instruction	Arrange instructional PD and partnerships	HoS
2/16	3/16	Operations	Finalize staff personnel manual	HoS
2/16	3/16	Operations	Finalize family handbook, including FERPA policy	HoS
2/16	5/16	Instruction	Draft Instructional Toolkit	HoS
3/16	5/16	Facility	Facility construction (if needed)	HoS /BoT
3/16	3/16	Operations	Prepare school calendar for enrollment packet	HoS
3/16	5/16	Instruction Operations	Plan summer institute, family/student orientation	HoS
3/16	3/16	Operations	Establish enrollment packet assembly, distribution and collection processes	DO
4/16	4/16	Operations	Director of Operations begins work	
4/16	4/16	Operations	Conduct lottery	HoS / DO
4/16	5/16	Operations	Establish billing system for school district funds	DO
4/16	7/16	Instruction Operations	Teacher interviews and demonstration lessons Teacher/leader/staff salary negotiations, offers	HoS
4/16	4/16	Operations	Notify families of lottery results	DO
4/16	7/16	Operations	Purchase furniture, supplies, books, technology	DO
5/16	5/16	Instruction	Director of Curriculum/Instruction begins work	
5/16	5/16	Operations	Submit application and admission summary to NYSED	DO
5/16	6/16	Operations	Obtain certificates of insurance	DO
5/16	5/16	Facility	Facility plan/schedule to NYSED	DO
5/16	5/16	Facility	Building signage & transition plans	DO
5/16	6/16	Operations	Request DOH nurse Develop medication administration plan	DO
5/16	6/16	Operations	Develop health services plan	DO
5/16	5/16	Operations	C of O, or Temp C of O granted – submit to NYSED Facility ready for move in and set up	DO
5/16	6/16	Operations	Create annual cash flow projections and submit to NYSED by 6/30	DO
6/16	6/16	Operations	Finalize food services vendor/DOE contract	DO
6/16	6/16	Operations	Submit student transportation requests	DO
6/16	6/16	Instruction	Director of Youth Development begins work	
6/16	6/16	Operations	Doors open for operation	
6/16	6/16	Instruction Operations	Student/Family Orientation	All
6/16	6/16	Operations	Set up locked storage for student academic & health records, files with proper FERPA protections/procedures	DO
6/16	7/16	Operations	Purchase food/beverage storage equipment, in accordance with vendor and legal requirements	DO
7/16	8/16	Operations	Prepare unaudited statements of income & expense to NYSED by 8/15	DO
7/16	9/16	Instruction	Secure all students' IEPs, request student academic records from former districts/schools	DYD/DCI
7/16	8/16	Operations	Arrange security services and finalize safety procedures	DO
7/16	8/16	Instruction	Contract with related services providers	DYD/DCI
7/16	8/16	Operations	Draft SAVE plan and submit to NYSED	DO
7/16	9/16	Operations	Verify immunization status of all students	DO
8/16	8/16	Instruction Operations	Staff Summer Institute	All
8/16	8/16	Instruction Operations	Incoming Student Summer Bridge Program	All

M. DISSOLUTION PLAN

In the event of closure or dissolution of IPCS, the Board of Trustees shall manage the dissolution process in accordance with Education Law § 2851(2(t)), the school's charter and any closure plans of the authorizer including the most recent dissolution plan provided by NYSED. In anticipation of dissolution, the school is committed to establishing an escrow in the amount of [\$25,000] to pay for audit and legal expenses that could potentially be associated with any dissolution that could occur. This process shall commence with a meeting of Board representatives and NYSED to discuss and finalize a 30-day timeline for dissolution that is based on the following template:

Days 1-5

1. IPCS shall deliver the current list of students attending the school to the regional superintendent and to school district central offices.
2. The Head of School of IPCS shall conduct a meeting with the regional superintendent to discuss openings and availability for students being displaced by the closure or dissolution.
3. Board Representatives of IPCS shall conduct a meeting with the school manager and auditors to begin process of identifying assets required for transfer.

Days 5-15

4. IPCS shall transfer student records to:
New York City Department of Education
52 Chambers Street
New York, New York 10007
5. IPCS shall provide written notice of the closure to key NYCDOE central office departments such as transportation, food services, and school safety in order to ensure adequate time for modifications to existing bus routes, school safety procedures regarding ingress and egress to a new building for a large number of relocating students, or other support services required for current students of IPCS being relocated into other school buildings.
6. IPCS shall notify all parents in writing of the closure of the school, and explain possible relocation options including contact information, basic school facts, and maps displaying locations of possible relocation schools targeted by the regional superintendent's office for transfer.
7. IPCS shall notify school Head of Schools in surrounding schools in writing of the closure and provide contact information for school personnel handling transfer.

Days 15-30

8. IPCS shall host an information session for families and introduce them to personnel from receiving schools and assist with all transfer processes.
9. A list of students attending the school and their known preferences for relocation will be sent to the school district offices.
10. Parents of the enrolled students shall be notified of the transfer of their student's records to the Department of Education.
11. IPCS shall conduct a final meeting with NYSED to ensure that each child has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.