

Brooklyn Laboratory Charter High School
www.brooklynlabhighschool.org

I. APPLICANT GROUP INFORMATION

a. Applicant Group: The applicant group for Brooklyn Laboratory Charter High School (BLCHS) is comprised of leaders in urban education. Our team includes long-term residents of, and educators who serve, CSD 13. We have deep experience: i) designing and governing schools to meet the learning needs and raise the achievement of the highest-need students and students at-risk of academic failure; ii) improving productivity and results through technology and personalization of learning; iii) using assessment data to inform and enhance teaching and learning; and iv) managing and serving as fiduciaries of complex public organizations with large budgets. See Table 1 for details.

b. Current or Proposed Roles of Applicant Group: See Table 1 for details.

c. Public Contact: Kate Cochran, (347) 454-2971, info@brooklynlabhighschool.org

d. Application History: The Trustees of Brooklyn Laboratory Charter School, a middle school serving grades 6-8 in downtown Brooklyn, applied for and successfully received a charter from the NYSED Board of Regents to open in the 2014-15 school year. Erin Mote was part of that applicant group. In Round 1, the BLCHS applicant group submitted a Letter of Intent.

II. PROPOSED CHARTER SCHOOL INFORMATION

a. Proposed School Name: Brooklyn Laboratory Charter High School (BLCHS)

b. Proposed School Location: The proposed location is in NYC Community School District (CSD) 13. BLCHS will submit a request to NYCDOE for co-location. BLCHS plans to be sited in a DOE facility, or in a private facility if no such facilities are available.

c. Planned grades/enrollment in each of the years of the proposed charter term

Grades	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9 th	14-15	117	132	230	230	230
10 th	15-16		117	132	230	230
11 th	16-17			117	132	230
12 th	17-18				117	132
Totals		117	249	479	709	822

d. Proposed Management and/or Partner Organization(s): InnovateEDU Inc will serve as an academic program partner for BLCHS. InnovateEDU is a Brooklyn based non-profit that works with district and charter schools to implement school models empowered by digital technology and innovative human capital focused on eradicating the achievement gap.

e. Proposed School Mission: The mission of BLCHS is to prepare scholars with the academic foundation, digital literacy, and leadership skills necessary to excel in college and professional life while they grow as ethical leaders. BLCHS is dedicated to serving the highest need students, with a particular focus on students with disabilities, low academic level, or limited English proficiency.

f. School Overview: Planned to open in August 2016, BLCHS will combine a culture of high expectations with an innovative competency-based, Common Core-aligned learning model designed to dramatically improve scholars’ academic success. It will establish an environment conducive to intellectual curiosity and competence by:

- Emphasizing research- and evidence-based writing and close reading of foundational works of literature, poetry, visual art, philosophy, history, economics, mathematics, and science;
- Developing students' mathematical understanding, computational thinking, and ability to apply these skills to solve problems in everyday life, college, and the workplace;
- Ensuring that every graduate is prepared for, and admitted to, a selective four-year college;
- Putting every graduate on a pathway to career success through innovative experiential internships in grades 11 and 12;
- Inspiring scholars to take responsibility for, and joy in, their own education;
- Facilitating entrepreneurial learning and cultivating dispositions for lifelong learning; and
- Fostering leadership, a commitment to social justice, and compassion.

BLCHS's academic approach ensures that all scholars graduate from high school having mastered New York State Learning Standards, and equipped with the knowledge and skills to succeed in college and careers of their choosing. BLCHS will cultivate these skills through the following:

- **Entrepreneurial learning:** The exponential rate of digital innovation is rapidly reordering the contours of both knowledge and work. BLCHS prepares students to succeed in jobs and industries we can hardly imagine. Our school offers experiences that foster inquiry-driven learning and instills in students a sense of curiosity in the face of challenges. We teach scholars to frame meaningful questions and assess the quality, sufficiency, and relevance of claims and evidence in answering them. Working alongside industry partners and entrepreneurs, BLCHS cultivates entrepreneurial learners, providing scholars with opportunities to explore new challenges and learn from others.ⁱ
- **Rigorous, college-preparatory curriculum and focus on college-level reading and writing:** BLCHS's college-prep program of study in mathematics, English, science, and social studies fosters the capacity to learn independently, think critically, and communicate proficiently. All students will take Advanced Placement courses. Recognizing that literacy is the cornerstone academic skill upon which all future knowledge acquisition rests, BLCHS devotes hours every day to targeted college-level literacy and writing instruction to ensure that our scholars can read with comprehension and insight, as well as analyze and effectively respond to texts across disciplines. Across the curriculum, we emphasize building knowledge through content-rich nonfiction; reading, writing, and speaking grounded in evidence from text; and regular practice with complex text and academic language. Engagement with foundational documents and global conversations allows students to learn academic vocabulary, gain command of evidence, refine essays analyzing sources, conduct text analysis in science and humanities, and study problems grounded in real-world contexts.
- **Culture of high expectations:** BLCHS upholds uncompromising standards for attendance, homework, coursework, and participation to prepare each scholar for post-secondary success and supports students in reaching them. We ensure student success by focusing on mastery of Common Core standards and supporting all students in completing a Regents diploma.
- **Effective instruction:** Research shows that effective instruction is the most cost-effective investment schools can make.ⁱⁱ BLCHS recruits, trains, and supports highly-skilled teachers who can transform our students' lives and infuse joy and rigor into every lesson. We bolster teachers' instructional capacity through individualized professional development that amplifies their strengths and focuses them on serving the spectrum of scholars' needs.

- **Pathway to college completion:** BLCHS will partner with a college in the Brooklyn Tech Triangle to enable 11th and 12th graders to engage in credit-bearing college courses, easing their transition into college and reducing the financial burden.
- **Experiential learning through internships:** Students in 11th and 12th grades will intern with local companies (e.g., Amplify, MakerBot), organizations (e.g., Made in NY Media Center by IFP, MAGNET Center), and colleges (e.g., NYU, Pratt, Carnegie Mellon, City Tech).
- **Extended personalized learning time:** BLCHS leverages high-dosage peer-to-peer and small group tutoring with blended instruction via Cortex, a web based learning management system and formative assessment engine. Cortex allows scholars to access learning opportunities anywhere and generates Personal Learning Plans to meet the wide range of student skills and to ensure each student achieves breakthroughs in learning.
- **Technology-enhanced, data-driven instruction:** BLCHS faculty and staff are united by a relentless improvement ethic and employ varied, real-time diagnostic data to inform practice—from lesson planning to professional development to curriculum selection—and improve academic outcomes. Teachers use digital courseware and real-time diagnostics through Cortex to bolster lessons and enhance small group tutoring sessions.
- **Family partnership:** Our scholars' families are critical to their success and ours. BLCHS continuously communicates with families about academic and behavioral progress of students, and creates robust opportunities for families to engage with the school, including regularly scheduled family nights and conference opportunities and a parent leadership council.
- **Continual improvement and operational excellence:** BLCHS regularly reviews and improves upon operational and academic systems and approaches. We use time, talent, and technology purposefully to optimize effectiveness of learning experiences for every scholar.

g. Target Population and Community to be Served: BLCHS seeks to serve the highest-need students in CSD 13, which includes downtown Brooklyn, Bedford Stuyvesant, Clinton Hill, Fort Greene, and Prospect Heights. CSD 13 lacks sufficient seats for its students in unscreened high-performing high schools. BLCHS will recruit a student body into the admissions lottery that reflects CSD 13's and New York City's diverse population. Of the 22,000 K-12 students enrolled in CSD 13, 52% are Black, 19% are Asian, 16% are Hispanic, and 11% are White.ⁱⁱⁱ 71% of students in CSD 13 are eligible for free or reduced price lunch.^{iv} In 2013-14 the graduation rate of economically disadvantaged students in CSD 13 was 75%, and just 64% and 68% respectively for Latino and Black students. Only 36% of students with disabilities graduated—below the statewide average.^v BLCHS will focus on students with disabilities and students at risk of academic failure and enable them to excel and graduate at far higher levels.

h. Replication of high quality school models: Not Applicable.

III. ENROLLMENT AND RETENTION OF STUDENTS WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS, AND STUDENTS WHO ARE ELIGIBLE APPLICANTS FOR THE FREE AND REDUCED PRICE LUNCH PROGRAM

Recruitment Strategies: BLCHS has conducted extensive public outreach and student recruitment activities to reach our goals of serving the highest-need students in CSD 13. We are recruiting students who are often least well-served by traditional public schools (e.g., students with disabilities, ELLs, high poverty), underscoring that we work with *all* students regardless of their previous achievement. We commit to recruiting a higher proportion of ELLs and students with disabilities than CSD 13 to constitute 35% or more of lottery applicants. We anticipate that a significant proportion of our students will enter 9th grade several years behind grade level and are prepared to

meet their needs. Our outreach began in late 2014 and includes visiting local middle schools, after-school programs, community based organizations, and youth centers, as well as organizing open houses and information sessions at feeder middle schools, the Boys and Girls Club, the Brooklyn Public Library, the YMCA, health centers, new immigrant centers, and other local non-profits. We are assigning extra staff time to conduct outreach to special education coordinators at all CSD 13 schools; contact families with ELL students or students with disabilities on charter waitlists; recruit students from local houses of worship serving non- and limited-English speaking families; and conduct significant outreach through special education advocates, ELL advocates, therapists, immigrant centers, and other social service providers. BLCHS provides translation services for promotional materials and person-to-person interactions.

Retention Strategies: BLCHS is defined by the firm belief that all students can learn and achieve at the highest levels when given the proper support. Too often, students fail because they lack certain basic skills, whether socio-emotional, academic, behavioral, or organizational, that stand in the way of success at school. To address these gaps, BLCHS provides both school-wide programs like tutoring, and referral-based services that directly target students with particular deficits.

BLCHS's inclusive, heterogeneous model is designed to maximize all students' academic potential, ensuring that all students receive adequate attention and support every day. We will educate students with disabilities in the least restrictive environment allowable, with co-taught classrooms and small group support through high-dosage small group and peer-to-peer tutoring. Our mentorship program with volunteers and our internship program with nearby companies are designed to serve students with special needs particularly well. They provide experiences and social and emotional support necessary for our scholars to matriculate to college and succeed in careers of their choosing.

IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT

a. Public Outreach Conducted to Date: BLCHS has conducted extensive public outreach to families in CSD 13 and surrounding community to solicit input on the proposed school. We have distributed flyers and brochures while speaking with families at the Ingersoll, Whitman, Farragut, Lafayette, and Bushwick public housing communities and at over 40 nearby community sites. BLCHS has shared promotional materials at over 14,650 doors in nearby public housing, and handed out over 6,525 fliers in supermarkets, churches, community centers, youth serving organizations, libraries, health centers, school guidance counselors' offices, and apartment complexes. We have reached out extensively to counselors, social workers, parents, and special education coordinators at area public schools. This summer, BLCHS will convene district and charter middle school leaders that serve CSD 13 and surrounding CSDs to make them aware of BLCHS academic model. This fall, we will attend Family Workshops and both Citywide and Borough High School Fairs.

Our [Facebook](#) and [Twitter](#) pages, along with our [website](#), enable us to reach and respond to a broad audience, and build contact lists. BLCHS has held public information sessions to provide families with information about the school, including events in January, February, March, May, and two in early June. We have reached out to local Superintendents and principals of all the elementary and middle schools in the neighborhood and throughout central Brooklyn as well as the District 13 CEC. We are scheduled to present to Brooklyn's Community Board 2 on 6/24/2015. BLCHS is in communication with all members of the CSD 13 School Overcrowding Taskforce: Brooklyn Borough President Eric Adams, Congresswoman Nydia M. Velazquez, Congressman Hakim Jeffries, City Council Members Steve Levin and Laurie Cumbo, State Assembly Members JoAnne Simon and Walter T. Mosely, and State Senators Daniel Squadron and Velmamente Montgomery.

We surveyed over 1,700 local parents, educators, and community organizations to assess area need for quality public high school seats and to solicit input on BLCHS' proposed model. Parents overwhelmingly (98%) express need for additional quality high school seats in downtown Brooklyn, particularly with a focus on college preparation and STEM. Strong demand exists for high school models that meet the needs of students with disabilities and ELLs. 96% of parents and 100% of educators report a need for schools to provide additional instructional support for students with disabilities. 94% of parents state it is “very important” or “important” for high school students to gain real-world experience and 94% also state that it is important for students to receive extra instructional time through small group tutoring—key elements of the BLCHS model. All parent respondents indicate that it is “very important” or “important” that *all* high school students master grade-level learning and graduate from high school ready to succeed in college. The demand for high quality options for students with special needs emerged as a priority early in our planning process, and has shaped every aspect of school design since this feedback was received.

Area high schools currently fail to meet student needs. The average college readiness rate for CSD 13's public and transfer schools is 27.5%. Only four district schools send more than 80% of graduates to college, and three of these schools have rigorous screening and/or entrance exams.

b. Initial Assessment of Sufficient Interest: Through conversations and meetings with families of local elementary and middle school students, organization partners, and elected officials, as well as analysis of local data, we have determined there is overwhelming demand for a college preparatory high school in downtown Brooklyn that supports high need CSD 13 students. The growth of residential development in downtown Brooklyn is increasing demand exponentially. According to a recent report, nearly 25,000 residential units (including 6,400 at Atlantic Yards) are being added (See map [here](#)).^{vi} This growth has led to overcrowding in district elementary and middle schools—some of which are already at 140% overcapacity—increasing the need for high school seats. According to Downtown Brooklyn School Solutions, an additional 3,500 high school seats will be needed by 2019 in downtown Brooklyn alone to serve the growing population.^{vii} A petition with over 325 parent signatures states: “the city did not plan for the massive influx of residents and they need to do something about it now before the situation is unfixable.” According to the NYC Charter School Center, CSD 13 has nearly 8.5 applications for each available high school seat. In Central Brooklyn in 2013-2014, 39,276 applications were submitted for 4,789 available middle and high school seats.

V. PROPOSED BOARD CHAIR SIGNATURE AND DATE



Kevin Heffel

June 23, 2015

Date

ⁱ IES. (2007). Organizing instruction and study to improve student learning: A practice guide. NCER 2007-2004, U.S. Department of Education. Heppen, J. B., Walters, K., Clements, M., Faria, A., Tobey, C., Sorensen, N., & Culp, K. (2012). *Access to Algebra I: The effects of online mathematics for grade 8 students* (NCEE 2012-4021). Washington, DC: IES.

ⁱⁱ Hanushek, E. A. (2011). The economic value of higher teacher quality. *Economics of Education Review*, 55, 466-479.

ⁱⁱⁱ University of the State of New York. (2014). The New York State report card 2012-13: NYC GEOG DIST #13 – Brooklyn, 2-3.

^{iv} University of the State of New York. (2014). The New York State report card 2012-13: NYC GEOG DIST #13 – Brooklyn.

^v University of the State of New York. (2013). The New York State Accountability Report 2011-12: NYC GEOG DIST #13 – Brooklyn, 19.

^{vi} <http://commercialobserver.com/2015/02/36-projects-in-the-pipeline-in-downtown-brooklyn-report/>

^{vii} <http://dobroschools.org/impact-of-development-on-existing-schools/>



PHASE I: Letter of Intent

Created: 06/22/2015

Last updated: 06/23/2015

Basic Contact and Application Information

Page 1

Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group or an Existing Education Corporation is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, brand new charter school

Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name(s)).

School Name	Brooklyn Laboratory Charter High School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	9-12
Number of Students During Initial Term	822

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Kevin Heffel	[REDACTED]	[REDACTED]
Public/Media Contact Person	Kate Cochran	347-454-2971	info@brooklynlabhighschool.org

If available, please provide the URL to the website established for the proposed school or existing education corporation.

<http://www.brooklynlabhighschool.org/>

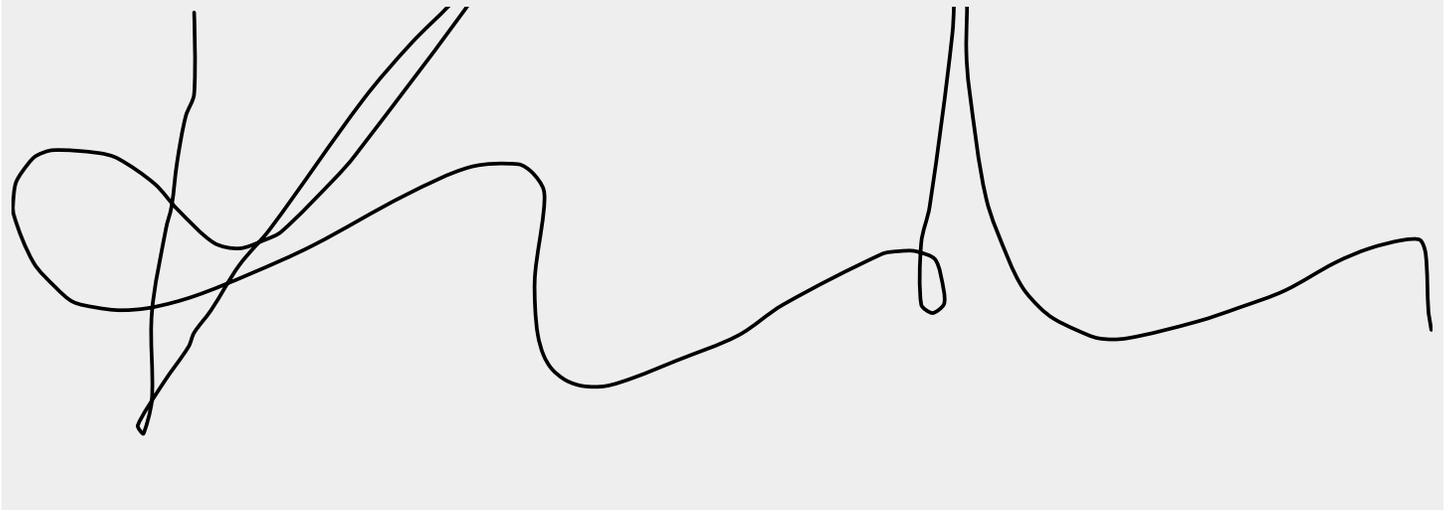
Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 45-46 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	(No response)
Partner Organization 1	InnovateEDU Inc
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

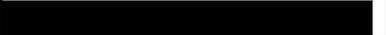
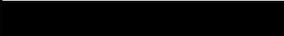


Date

2015/06/23

Thank you for completing this form.

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT
Erin Mote	[REDACTED]	Executive Director, InnovateEDU
Darnell Thomas	[REDACTED]	Master Teacher, Brooklyn Laboratory Charter School
Shaka Phillips	[REDACTED]	Dean of Culture, Brooklyn Laboratory Charter School
Jonathan McIntosh	[REDACTED]	Instructional Leader, KIPP: MP Academy
Sanda Balaban	[REDACTED]	Director, Future of Learning and Innovative Program

Jeff Wetzler		Executive Vice President, Strategy, Innovation, and Organizational Development at Teach For America
Lindsay Malanga		Superintendent, Democracy Prep Public Schools
Kevin Heffel		Former Senior Managing Director of Instructional Management, Success Academies
Michael Preston		Executive Director, New York City Foundation for Computer Science Education

Dalia Hochman	[REDACTED]	Director of K-12 Model Development and Adoption, Next Generation Learning Challenges, Educause
Janine Smalls	[REDACTED]	Administrative Assistant, McGraw-Hill Companies

TABLE 1: APPLICANT GROUP INFORMATION***Minimum of 5 members must be designated as Trustees**

RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Lead applicant; organizational and fiscal planning and management; next generation learning expert; technology expert; CSD 13 parent	Employee	None	N/A	No
School culture and climate; curriculum and instruction; professional development; working with CSD 13 scholars	Employee	None	N/A	No
Special student populations; students with disabilities; discipline; culture; assessment; working with CSD 13 scholars	Employee	None	N/A	No
Curriculum and instruction; academic performance; students with disabilities; teacher coaching; teaching	Employee	None	N/A	No
Future of learning; high school design; philanthropy; partnerships; curriculum design; racially, ethnically, and linguistically diverse students	Trustee	Trustee	1 year	Yes

Teacher recruitment and training; high quality assessments; instructional improvement systems; leadership techniques; CSD 13 relationships; improving productivity through innovative use of technology	Trustee	Trustee	2 years	Yes
Students with disabilities; high poverty students; curriculum development and leadership; literacy	Trustee	Trustee	2 years	Yes
Teacher recruitment and training; legal; high quality assessments; curricular design and academic systems; operations management; instructional improvement systems; leadership techniques	Trustee	Board Chair	2 years	Yes
Learning needs of high needs student; downtown Brooklyn schools; improved productivity through the innovative use of technology; students at risk of academic failure; high quality school models; leadership techniques; philanthropy; instructional systems	Trustee	Trustee	1 year	Yes

<p>High performing high school models; school start up; personalized learning; funder relationships; school governance; compliance</p>	Trustee	Trustee	1 year	Yes
<p>Needs and wants of parents and community members in CSD 13; Students with special educational needs; CSD 13 parent</p>	Trustee	Trustee	2 years	Yes