

APPLICATION SUMMARY

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|---|--|------------|------------|------------|------------|--------------|
| Charter School Name | College Achieve Brooklyn Charter School | | | | | |
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| Public Contact Telephone Number | (908) 227-5359 | | | | | |
| District of Location | New York City (Brooklyn) | | | | | |
| Opening Date | August 24 th 2015 | | | | | |
| Proposed Charter Term | Issuance through June 30 th 2020 | | | | | |
| Proposed Management Company or Partners | No CMO at this time. Proposed Support Partners: Schools That Can, City Year, and Teach For America | | | | | |
| Proposed Replication of Successful School or Model | Replication of ICEF Public Schools Model | | | | | |
| Projected Enrollment and Grade Span During Charter Term | | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| | K | 60 | 49 | 104 | 104 | 104 |
| | 1 | | 60 | 88 | 104 | 104 |
| | 2 | | | 75 | 88 | 104 |
| | 3 | | | | 75 | 88 |
| | 4 | | | | | 75 |
| | 5 | 60 | | | | 60 |
| | 6 | 80 | 60 | 96 | 96 | 96 |
| | 7 | | 80 | 75 | 96 | 96 |
| | 8 | | | 88 | 88 | 96 |
| | 9 | | | | 120 | 120 |
| | 10 | | | | | 120 |
| | Total | 200 | 249 | 526 | 771 | 1,063 |
| Projected Maximum Enrollment and Grade Span | K-12; 1,425 students (or whatever your ceiling will be) and then say – in first charter term K-10 with 1,063 students. | | | | | |
| Mission Statement | All CAB students will be prepared to excel in and graduate from the top colleges and universities in the nation. | | | | | |

College Achieve Brooklyn Charter School (CAB) will closely resemble the school model of ICEF Public Schools in Los Angeles. CAB will be a PK-12 charter school and begin with grades Kindergarten, 5th, and 6th grades; CAB will add a grade each year until it serves grades K-10 by the end of the charter term. The CAB Board intends to open a high school in 2018 so that at full scale CAB will serve nearly 1,600 students in grades K-12.

CAB's mission is to prepare its students to excel in and graduate from the top colleges and universities in the nation. Further, we – the parents, teachers, administration and greater community – pledge to achieve this mission by honoring and developing each student's gifts and talents. We intend to accomplish this through a highly rigorous, proven curriculum with a focus on writing and higher order thinking skills.

We believe a student's success in early grades is a foundation for his or her success in high school and college. As a result, we invest heavily in the early years through small group instruction, more time on task,

and by placing more than one teacher in a classroom. In high school, our students will build upon their early foundation by completing a rigorous and challenging college-prep and AP curriculum. CAB teachers will embrace ten fundamental educational approaches that are designed to give CAB students a world-class, college preparatory education. The table below displays CAB’s key design elements; it is followed by some of the signature features, which will allow us to fulfill our mission and put our key design elements into practice.

Key Design Elements: 10 Pillars of a College Achieve Brooklyn Education

| | |
|--|---|
| A rigorous, standards based instructional program that is backwards mapped from college standards | ICEF Toulmin College Writing Model (Grades 6-12) |
| Elementary Curriculum: Phonics and the Core Knowledge Program | More Time for Learning & Science |
| Advanced Placement Program for High School Students | Pacing for the Top Quartile |
| Data-driven assessment & instruction | Integrated or Inclusive Co-Teaching (ICT) Model & High Dosage Tutoring |
| Shared Inquiry: Socratic Seminars | Athletics |

Signature Features of a College Achieve Brooklyn Education:

- 2 teachers per classroom in K, 1, 2, and 3 to ensure 100% reading proficient or above
- 2 teachers per core classroom in 6th grade to ensure great start to middle school
- 2 teachers per core classroom in 9th grade to ensure great start to high school
- Student: Teacher Ratio of 13:1 in K, 1, 2, 3, 6, and 9
- A City Year Corp Member in each class serving as mentor and tutor grades 3-9
- Free After School Programs
- College Going Culture
- Longer School Day
- No rookie teachers have their own classroom

College Achieve Brooklyn plans to locate in Community School District 17 (CSD) near Prospect Park and the rich cultural institutions including the Brooklyn Museum, Brooklyn Library, Botanical Gardens, and Prospect Park Zoo. Based on the demographics of CSD 17, CAB anticipates serving students currently in high risk circumstances the great majority of whom will qualify for Free & Reduced Price Lunch (over 80%), and are Black (83%), Hispanic (11%), and many of whom speak a language other than English in the home (12%) or have special needs (17%).

College Achieve Brooklyn Charter School intends to partner with Schools That Can, City Year, Teach For America, New Leaders, and the Trey Whitfield School. Further, we have enlisted a strong founding board who will help us achieve our mission. We firmly believe that the students of CSD 17 deserve more high quality educational options and are confident that with the strong founding board, a model replicated after the highly successful ICEF Schools, and a strong academic program that includes significant supports for students, we will be able to achieve high levels of success.



College Achieve Brooklyn Charter School

A Charter School Application Submitted to the New York State
Education Department's Charter Schools Office

August 18, 2014

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

A. Mission Statement and Objectives

College Achieve Brooklyn's mission is to prepare all of its students to excel in and graduate from the top colleges and universities in the nation. Further, we – the parents, teachers, administration, and greater community – pledge to achieve this mission by honoring and developing each student's gifts and talents. College Achieve Brooklyn will teach each student to think for her or himself and equip her or him with the skills, knowledge, grit, and tenacity needed to one day graduate from college.

College Achieve Brooklyn's Objectives aligned with NY State Education Law 2850(2)

College Achieve Brooklyn (CAB) will materially further nearly all of the objectives specified in Education Law §2850(2). To begin, our number one priority is to increase student achievement for all and eliminate achievement gaps so that every student receives a high quality educational experience and is prepared for the rigors of college (see [Achievement Goals](#)). Additionally, since we desire to be a full K-12 program, we will further the objectives pertaining to middle school structures and increasing graduation rates. We will also employ a robust assessment system to ensure that we are accurately measuring students' knowledge, understanding of, and ability to apply critical thinking skills (see [Assessment System](#)). This assessment system will also enable our leadership team to make improvements to our operational and instructional programming to ensure that we are continuously fine-tuning our supports to students and their teachers. Our staffing structure and evaluation system will ensure that teachers are continuously supported and mentored to become skilled in their craft and deliver high quality instruction to all students (see [Evaluation and Professional Development](#)). Furthermore, we intend to share best practices, particularly the Toulmin Model, with low performing public schools in the community in an effort to increase the writing and critical thinking skills of all students (see [Programmatic and Fiscal Impact](#)). We will hire a school leadership team composed of individuals who are experienced and skilled in running high performing charter schools with a similar student population (see [Management and Staffing](#)). A thorough description of how we will accomplish each of these objectives is described throughout the entire application; however, a concise summary of the key aspects of our program that will enable us to achieve the Education Law objectives is described in Key Design Elements below.

B. Key Design Elements: 10 Pillars of CAB

CAB will embrace ten fundamental educational pillars designed to offer CAB students a world-class, college preparatory education. These pillars (our key design elements) are based on the highly successful model of ICEF schools, which were founded and led until 2010 by CAB's lead applicant, Mike Piscal, as well as lessons learned from other charter operators such as MATCH and Great Oaks (High Dosage Tutoring), KIPP (more time on task), and YES Prep (use of data). We are confident that this model will yield high levels of student academic achievement, as ICEF, under Piscal's leadership, maintained over a decade-long track record of closing the achievement gap among low-income and minority students. The model has proven remarkably successful at raising the academic achievement levels of the most at-risk students, particularly low-income and minority students and at delivering on the promise of college-readiness. Following is a brief discussion illustrating the success of ICEF.

High School: Between 2007 and 2009 ICEF's high school graduation rate was 100 percent, 98.5% and 93.5%.¹² These graduation rates significantly outpaced both the state and Los Angeles Unified School District (LAUSD), which reported graduation rates of 79 percent and 69 percent respectively for the class of

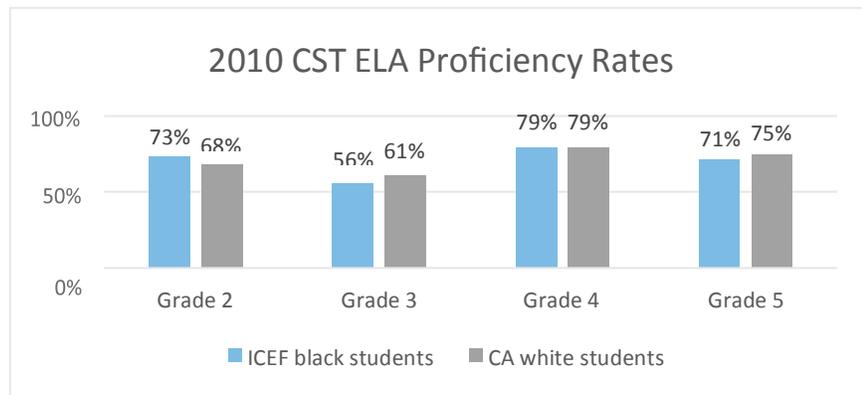
¹<http://dq.cde.ca.gov/dataquest/CompletionRate/comprate4.asp?cYear=200607&cSelect=View^Park^Preparator-->

²<http://dq.cde.ca.gov/dataquest/CompletionRate/comprate4.asp?cYear=200708&cSelect=View^Park^Preparator--Los^Angeles^Uni--1964733-0101196&cChoice=SGradRate&TheName=Level=school>

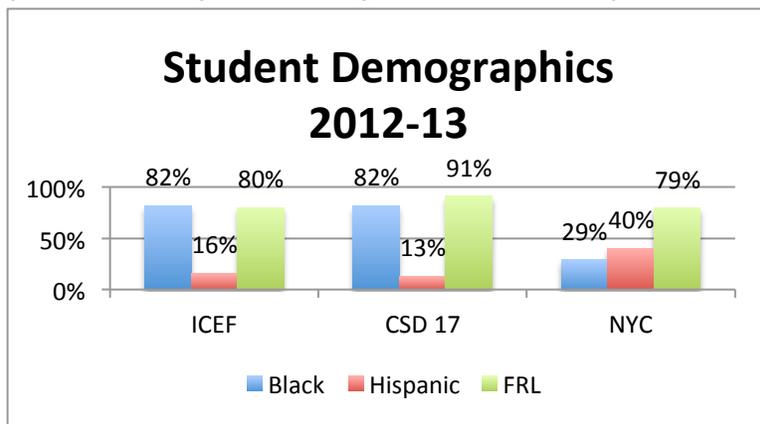
2010.³ More than 90 percent of each of ICEF's graduating classes of 2007 through 2010 matriculated to college closing the achievement gap with their white peers statewide. According to ICEF, over 31 percent of the students from the class of 2007 graduated from college in six years. This is more than 50 percent higher than the national passage rate for African-Americans of 19 percent.²⁷

Middle School: In 2009, ICEF's five middle schools ranked among the top middle schools in Los Angeles based on California Academic Performance Index (API) scores, with two schools in the top 25. ICEF's five middle schools has similar results in 2010, with the schools ranking among the top half of middle schools in Los Angeles and two in the top 25.

Elementary School: In 2010, nearly the same percentage of ICEF's black elementary students scored proficient or higher on the reading portion of California's Standards Test (CST) as white students statewide, closing the achievement gap.



Experience Serving a Similar High-Needs Student Population: As noted above, we are confident that this



model will produce positive results as ICEF serves a similar student population. Today ICEF serves a population of over 4,300 K-12 students in South Los Angeles. The schools serve a demographic similar to those in Community School District 17 that CAB will serve: in both cases approximately 80% of students are African-American, roughly 13-16% Hispanic, and more than three-quarters qualify for free

or reduced-price lunch (FRL). ICEF has served this high-need population since its inception.

Additionally, although ICEF schools on average serve a larger population of black students than Hispanic students, two of ICEF's schools were predominately low income and Hispanic. ICEF Vista Elementary served a population that was 80 percent Hispanic; ICEF Vista Middle School served a population that was 85 percent Hispanic.⁴ As a result of its success, in 2011 ICEF Vista Middle School was named a California Distinguished School.⁵ ICEF Vista Middle School was 1 of only 6 schools to receive this award in Los Angeles Unified, a district of nearly 900 public schools. In 2014, ICEF Vista Elementary School scores

³ <http://www.cde.ca.gov/ta/ac/sc/documents/reportcard0910.pdf> and <http://ayp.cde.ca.gov/reports/Acnt2011/2011APRDstAYPReport.aspx?cYear=&allCds=1964733&cChoice=AYP10b>

⁴ <http://dq.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cType=ALL&cGender=B&cYear=2009-10&Level=School&cSelect=ICEF+VISTA+ELEMENTAR--LOS+ANGELES+UNI--1964733-0117937&cChoice=SchEnrEth>

⁵ <http://star.cde.ca.gov/star2010/ViewReport.asp?ps=true&lstTestYear=2010&lstTestType=C&lstCounty=&lstDistrict=&lstSchool=&lstGroup=1&lstSubGroup=1>

improved remarkably and it too was named a California Distinguished School⁶ as well as Title 1 Award School.⁷ Although Piscal was no longer leading ICEF at the time, he had put the curriculum in place, and the principal and majority of the teachers the school had been hired by him.

Given the success of ICEF's educational model with low-income minority students, and especially with low-income Hispanic students, we feel confident that bringing ICEF's educational model to New York through CAB will produce equally outstanding results for the children of Central Brooklyn and especially Community School District 17. The founding team and board is fully aware that Los Angeles is not Brooklyn; however, the above data analyses shows that ICEF Schools returned impressive student academic achievement results for communities of students who are very similar to the students in CSD 17. The founding team and board know that many of the operational, instructional, and school climate and culture elements can be applied and adapted to serve families and a school community in Brooklyn.

In order to achieve equally high levels of success, CAB will implement the following ten pillars, our key design elements that are modeled after the ICEF schools:

Pillar 1: A rigorous, standards based instructional program that is backwards mapped from college standards

At CAB, we will implement a rigorous, standards based instructional program that is backwards mapped from college standards and the Common Core State Standards. Teachers and administrators will build a school curriculum that backwards maps from Advanced Placement (AP) Courses in the sciences, history and social sciences, English literature, mathematics, Spanish & other global languages and includes the Common Core State Standards. Studies show that an intense curriculum and instructional model is the single most reliable predictor of a student graduating from a 4-year college or university.⁸ Additionally, teachers and administrators will deconstruct and prioritize content standards. We believe the Common Core State Standards align consistently with the expectations and standards of knowledge and skill required to pass Advanced Placement exams.

Pillar 2: Elementary Curriculum: Phonics and the Core Knowledge Program

Data indicates that the students we anticipate serving, low income and minority students in Brooklyn, enter kindergarten nearly a year behind their white and middle class peers.⁹ This puts them at a distinct disadvantage for future success, as research demonstrates that students who have not learned to read by the end of third grade have high dropout rates from high school, low college matriculation rates, and low college graduation rates.¹⁰ Further, individuals who do not graduate from high school have lower lifetime incomes, higher unemployment rates, and dramatically higher rates of incarceration than their peers who graduate from high school.¹¹

For over 30 years, the reading scores in Brooklyn traditional public schools have created a negative cycle of unacceptably high rates of high school dropouts, low college matriculation, and low college graduation. Only 44% of CSD 17 students in the 4th grade scored advanced or proficient in English language arts on

⁶<http://www.cde.ca.gov/ta/sr/cs/disting2011.asp>

⁷ <http://www.cde.ca.gov/ta/sr/cs/yr14distschools.asp>

⁸ Adelman, Clifford: Answers in a Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment, US Department of Education 1999.

⁹ Early Childhood Longitudinal Study, 2011. <http://nces.ed.gov/ecls/myeclsk2011/>

¹⁰ Hernandez, Donald J. (2011). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. The Annie E. Casey Foundation. Retrieved from: <http://files.eric.ed.gov/fulltext/ED518818.pdf>

¹¹ National Dropout Prevention Center. (2014). Economic impacts of dropouts. <http://www.dropoutprevention.org/statistics/quick-facts/economic-impacts-dropouts>

the NY State Assessment in 2010-11.¹² In contrast, 66% of their white peers statewide scored advance or proficient in reading.¹³

CAB will reverse this trend by ensuring that all students learn to read by the end of third grade. To do so, CAB will use a Direct Instruction program called Reading Wonders, a successor to Open Court that heavily emphasizes a systematic approach to the teaching of phonics and reading comprehension. We will couple this program with two and a half hours of daily reading instruction, ensuring that our students have the greatest possible chance of reading on grade level by the time they leave third grade, and ultimately, the greatest chance of future academic success. We plan to augment the Reading Wonders curriculum with the Core Knowledge Program, which we will use for the study of history, science, and art in grades K-5. (For more information about the success of these programs, please reference the [Curriculum and Instruction](#) section).

Pillar 3: Advanced Placement Program for High School Students

We believe (and a massive body of research supports this belief) that participation and success in the Advanced Placement (AP) Program leads to higher college matriculation rates, higher GPAs in college, and higher college graduation rates. For over half a century, the AP Program has exposed students to rigorous, college-level course material while in high school, offering the opportunity to gain both high school and college credit. To this end, CAB will require students to participate in Advanced Placement courses and will offer a wide range of AP courses.

Pillar 4: Data-driven assessment & instruction

CAB will administer a comprehensive assessment system in order to ensure that students are learning and achieving at high levels. As detailed in our [Assessment System](#) section, we will utilize Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP), Fountas & Pinnell's Benchmark Assessment Series (BAS), our own teacher-created interim assessments, Advanced Placement exams (AP), the SAT, and other assessments, including state-mandated assessments to measure students' learning. We will also utilize online learning programs such as iStation,¹⁴ a program which offers students individualized reading instruction at their level, and DreamBox¹⁵ which personalizes math instruction for students. In grades 6-12, teachers will have the support of Read 180, ALEKS math, and Achieve3000, as well as Kahn Academy. These programs contain robust data reporting to ensure teachers understand student progress. In addition to formal assessments and programs, all teachers will regularly employ other informal assessments, such as daily exit tickets and ongoing student classwork, to inform instructional practices and student differentiation. Data gleaned from these various assessments will enable teachers to have frequent and regular checkpoints to determine how well their students are progressing. Data from these assessments will also be used to group students and to plan future lessons, including re-teaching and/or accelerating content as needed.

For data to be useful, it is critical that teachers understand how to use it to inform and improve their instruction. As a result, we will deliberately use our scheduled professional development days both to ensure that teachers understand how to use data and to support teachers in using that data to address the needs of their students. Please see the proposed school calendar and [Professional Development](#) section.

Pillar 5: Shared Inquiry: Socratic Seminars

CAB will employ the Socratic method of teaching, a method that engages students in dialogue,

¹² <https://reportcards.nysed.gov/files/2010-11/AOR-2011-331700010000.pdf>

¹³ <https://reportcards.nysed.gov/statewide/2011statewideAOR.pdf>

¹⁴ www.istation.com

¹⁵ www.dreambox.com

encouraging them to think critically about content and ideas instead of simply looking for the “right” answer. Teachers respond to students’ comments and queries with a series of probing questions designed to facilitate broader and deeper understanding. The Great Books Foundation calls this “shared inquiry.”

In the classroom, students will be given opportunities to “examine” a common piece of text, whether it is in the form of a novel, poem, art print, piece of music, historical debate, mathematical problem, or scientific formula. After review of a common text or problem, the teacher will pose open-ended questions. Open-ended questions will allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. The dialogue created through this process will encourage students to think deeply. This is in contrast to more traditional discussions or debates where information is transferred with the goal of “winning” the argument. Once teachers and students learn to dialogue, they find tremendous value in the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas. It also encourages students to become deeper and more critical readers of text. The focus on drawing their insight or response from specific passages in the text and using the text as evidence to make their point dovetails perfectly with the Toulmin writing model (described below). All teachers will receive training in teaching the Socratic Method from programs offered by the National Paideia Center¹⁶ and the Great Books Foundation.¹⁷ Every teacher must be trained in this methodology for at least 16 hours before they start teaching at CAB.

Pillar 6: ICEF Toulmin College Writing Model (Grades 6-12)

Writing is a tool for thinking, and writing well is a skill that our students must master in order to be successful in high school, college, and the professional workplace. Unfortunately, too few educators focus on explicitly teaching students to write. At CAB, however, teaching students to write well will be an area of focus in all content areas. To do this, we will rely on the Toulmin writing model. The Toulmin writing model teaches students to make a claim, define the issue in the claim, support the claim with evidence, explain how the evidence supports that claim, and finally consider and engage with any possible counter-claims. This is a high level of thinking and writing that requires students to have read, understood, and engaged deeply with a text prior to making an argument and writing a persuasive essay. As a result, coupling this writing model with Socratic seminars (discussed above) is imperative.

The academic journal Educational Leadership highlighted the success of the ICEF’s Toulmin writing model at its first school, View Park Preparatory Charter School:

“Ninety-eight percent of View Park’s 375 students are black; half receive free or reduced-price lunch. View Park uses a curricular approach similar to Tempe Prep’s, with a focus on developing students’ analytical and argumentative skills. From 9th through 12th grade, English instruction focuses almost exclusively on reading, argument, and persuasive writing... View Park students not only outperformed their white peers in the district on the 2005 California English Language Arts Exam, but they also have the highest test scores among black high school students in California.”¹⁸

We at CAB believe so strongly in the high caliber of learning that results from combining Socratic seminars and the Toulmin writing model that we will require teachers to use both methods in every class and in every discipline from grades 6-12. From experience, we have learned that if only the English department is responsible for teaching students to think and speak critically (the intended purpose of shared inquiry in the Socratic Seminars) and to think and write critically (the intended outcome of the Toulmin writing model)

¹⁶<http://www.paideia.org/>

¹⁷ <http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness/state-and-common-core-state-standards-for-english-language-arts/#>

¹⁸ Educational Leadership, Hernandez, Kaplan, & Schwartz, 2006. Note: View Park Prep was the first K-12 charter school founded by CAB Lead Founder Mike Piscal.

then only a third to half of the students will actually master the skills of thinking and writing critically and only in the discipline of English literature. However, by using these methods frequently in the instruction of not only English, but also in science, history, and mathematics (and even to a degree in art, music, and physical education) all students acquire critical thinking and writing skills. Further, students are challenged in every discipline to define in their own words what they believe to be the answers to essential life questions about life, art, justice, freedom, and equality. The process of grappling with these essential questions both verbally (through Socratic seminars) and in written format (through Toulmin) helps students define what they believe to be true and question issues of which they are uncertain.

Pillar 7: More Time for Learning & Science

Research shows the impact of more time to learn is tremendous.¹⁹ CAB students will have a longer school day, the equivalent of more than 30 additional days of school. The longer school day means that teachers will have adequate time to plan high-quality lessons and collaborate with one another, which will in turn ensure students' academic and social needs are addressed. As a result, students will be afforded more rigorous learning experiences. The longer day will also allow time within the school day for teachers, apprentice teachers, and City Year Corp members to intervene with struggling students and tutor one-on-one or in small groups.

Additionally, CAB will double the average instructional minutes devoted to science instruction in grades K-5. According to the National Center on Education Statistics, students nationwide receive 2.3 hours of science instruction per week. At CAB, we will devote 4.3 hours per week to science instruction. This will amount to an additional 432 hours of instruction in science by the time a student reaches the 6th grade. Beginning in the 6th grade we plan to increase the amount of time spent on science to 5.25 hours per week. This will amount to 319 additional hours of science instruction over the three years grades 6-8. An additional 700 additional hours of science instruction will significantly contribute to our students' success on Advanced Placement exams in chemistry, biology, and physics in grades 10-12.

Pillar 8: Pacing for the Top Quartile

It is not enough for our students to compete effectively with other low-income students; they must be prepared to excel at top-tier colleges and ultimately, in the professional workplace. Because of this, we employ the approach of "Pacing for the top quartile." This practice was pioneered by Henry Levin at Stanford University and endorsed by the US Department of Education as the "Accelerated Schools" model of education. In this method, teachers tailor their instruction to meet the needs of the top quartile of students, at a pace of 1.25 grade levels per year. This means that teachers will cover one-and-a-quarter years' worth of material during the year.

This pace ensures that top quartile students will make outstanding gains, and all other students will be stretched to their full potential. The belief is that the default mindset of teachers ought to be accelerating the learning of their students, rather than remediating their students' deficits,²⁰ and that students achieve at higher levels when they are in an environment with high expectations.²¹ In order to support students at all

¹⁹ See Hansen (2008); Jacob and Lefgren (2004); Rivkin et al. (2005); and Krueger (1999). This research shows the estimated effect for third-grade students of adding 10 days of learning is nearly 0.16 standard deviations. This exceeds the estimated effects of grade retention for low-achieving students (approximately 0.13 standard deviations), of having a teacher who is one standard deviation above the mean for effectiveness (approximately 0.11 standard deviations), or of reducing class size by four students (approximately 0.10 standard deviations).³⁴

²⁰ <http://schoolimprovement.com/resources/video-summaries/Accelerated-Schools-Transform-Education-with-Henry-M-Levin/>

²¹ <http://www.schoolthatcan.org/index.php.schools/ca/the-accelerated-school/>

levels, we plan to employ interventions by employing apprentice teachers in nearly every classroom and aides in the others. Apprentice teachers and aides will be responsible for small group and individualized instruction to ensure that the lowest quartile maintains pace with the class. See more about this approach in section regarding School Staff Structure.

Pillar 9: Integrated or Inclusive Co-Teaching (ICT) Model for K, 1, 2, 3, 6, and 9th grades & High Dosage Tutoring

The ICT Model will put two teacher in every core classroom in what CAB believes are the most critical years: learning how to read in K-3; and the transition years into middle school and high school. The ICT model will have several salutary effects: reduce the student teacher ratio from a high of 26:1 to 13:1; create an apprentice program where new teachers first shadow, observe, and teach (first lessons, then units) and nearly half of the apprentice teacher's time will be spent offering high dosages of tutoring to the students most in need of individualized attention: students with disabilities, ELL students, RTI students, and students at risk of academic failure (those in the bottom quartile of the classroom).

The Inclusive Co-Teaching (ICT) model provides for a master teacher and an apprentice teacher in every core classroom. One of the two teachers will be Highly Qualified Special Education. This will provide students with disabilities with 100% instruction from a qualified SPED provider in every core class for the entire class every day. It will be a massive commitment to our special needs students, and creates an apprentice path for new teachers into the classroom without ever having our most vulnerable students being taught by a rookie teacher straight out of college or another career – see Special education section for fuller discussion.

The benefits of high dosage tutoring are well documented. In 1997, the U.S. Department of Education published a research brief entitled “Evidence that Tutoring Works,” which surveyed dozens of studies and finds that “when tutors work closely with teachers and are provided with intensive, ongoing training, they can make a difference.” More recently, Harvard Economists Roland Fryer and Will Dobbie found tutoring to be a key characteristic of highly effective charter schools in New York.²²

Tutoring is one of the most effective methods of individualized instruction and will ensure that struggling students have the support they need to meet our high academic standards. Tutoring one-on-one will be targeted at the students in the lowest two quartiles – especially focused on the lowest performing students. Every student in the 4th quartile will receive at least two hours of individualized or small group tutoring every day delivered by our full time Apprentice Teachers – see staffing model – or by a City Year Corp (CYC) member or equally qualified and trained tutors. City Year Corp member will provide one-on-one or small group tutoring before, during, and after school to help students work through their academic challenges.

Embedded in the schedule is time for tutoring. From the 5th grade on, every student who has been identified by our diagnostic assessments or referred by their teacher will have Math Lab and/or English Lab four days per week (see schedule). During this time, they will receive small group and/or one-on-one tutoring. Tutoring will also take place during whole class instruction (during group work, Socratic Seminars, and Blended learning blocks) through in class pull outs. Every class 3-9 will have at minimum one experienced teacher and a tutor and in grades K, 1, 2, 3, 6, and 9, there will be two teachers per classroom to provide this high level of support in our Integrated (or Inclusive) Co-Teaching Model.

²² In their research of the inner-workings of over 35 charter schools in New York City, Dobbie and Fryer (2011) show that an index of five policies suggested by over forty years of qualitative research – frequent teacher feedback, the use of data to guide instruction, high-dosage tutoring, increased instructional time, and high expectations – explains approximately 50 percent of the variation in school effectiveness.

Pillar 10: Athletics

In a recent study published by the Institute of Education Sciences and the National Center for Education Statistics found that males who participated in high school sports had 58 percent higher odds of immediate enrollment in postsecondary education than those who did not participate.²³ Hispanic students who participated in high school sports had 73 percent higher odds of immediate enrollment in postsecondary education than those who did not participate in a sport. A 2007 study found that women who played a sport in high school were 73 percent more likely to earn a college degree within six years of graduating high school than those who did not play a sport. This held up even for students facing socioeconomic challenges to graduating from college.²⁴ Given the low rates of high school and college graduation for the students we anticipate serving, CAB intends to use sports as a key lever to increase the number of students prepared to attend and succeed in college and create a college going culture. At CAB we plan to have a traditional sports program offering team sports in high school football, basketball, soccer, track & field, and rugby.

C. Enrollment, Recruitment, and Retention

CAB will grow to serve students in K-10 in the charter term and K-12 upon renewal. The table below presents the school's projected enrollment in each year of the proposed five year charter term.

| Grades | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------|------------|------------|------------|--------------|
| K | 60 | 49 | 104 | 104 | 104 |
| 1 st | | 60 | 88 | 104 | 104 |
| 2 nd | | | 75 | 88 | 104 |
| 3 rd | | | | 75 | 88 |
| 4 th | | | | | 75 |
| 5 th | 60 | | | | 60 |
| 6 th | 80 | 60 | 96 | 96 | 96 |
| 7 th | | 80 | 75 | 96 | 96 |
| 8 th | | | 88 | 88 | 96 |
| 9 th | | | | 120 | 120 |
| 10 th | | | | | 120 |
| Total | 200 | 249 | 526 | 771 | 1,063 |

Rationale

In meeting with the parents of CSD 17 and talking with leaders in the charter school movement, we repeatedly heard that there were so many more elementary charter schools than middle or charter high schools. Initially, we designed our enrollment strategy to start with just elementary school, but after hearing the community's urgent call for school choice at the middle and high school levels, we adjusted our model to open a middle school first. Lead founder Michael Piscal has had success at all levels elementary, middle, and high school at ICEF Public Schools and at Andre Agassi College Preparatory Academy, so the founding group decided to adjust our strategy based on the community's priorities with full confidence as to the outcome of the middle and high school. See pages 1-3 of this application for a full discussion of ICEF's success at all three school levels. Also, on September 12th, 2010, the New York Daily News described ICEF Schools as "Consisting of 15 schools in a once academically blighted area of south Los Angeles and with an 88% African American enrollment, ICEF has done what we are always told is impossible. ...eliminated the achievement gap in reading for its African American students [at the elementary level]. Eliminated it. ... To add a little sizzle to the steak: one of his (Piscal's) elementary campuses - View Park Prep, which has a 100% African-American student body - just beat the reading scores of Beverly Hills Unified. Of his five graduating classes of high school seniors, 99% have been accepted to college, and an

²³ Higher Education: Gaps in Access and Persistence Study, p.251. IES, NCES, US Department of Education, August 2012.

²⁴ Mueller C. Racing to a degree: high school sports help girls earn college diplomas. US News World Rep.2007; 143(4):32.

astounding 91% are still enrolled in college full-time. Operating on the tiniest budget imaginable - about \$1,700 less per student than the L.A. public schools, in a state that ranks 46th in the nation in education funding - Mike (Piscal) has created a 15-campus testament to the maxim of Theodore Sizer: 'The highest compliment you can pay a child is to be demanding.' -New York Daily News September 12, 2010 school. However, in modeling the enrollment for the middle school and the problem of reaching scale in year one if we were only a middle school soon became apparent. We could not execute our model with only 140 students, and to open with say 80 5th graders and 120 6th graders risked not opening at all. We know it is harder to fill middle school seats especially at the 5th grade level (a NYC charter school took a planning year recently after failing to fully enroll their 5th grade) than Kindergarten seats. Also, in order to successfully execute our academic model and be fully staffed, we need at least 200 students in year one. This has led us to open with K, 5, and 6 without having any grade in year one exceed 80 students, and with the most difficult grade to recruit for - 5th grade - requiring only 3 sections of 20 students, or 60 in all. After year one, we will not recruit students for the 5th grade (the most difficult year to recruit) until year 5 of the charter. From year two on, nearly all growth is at the natural entry points of Kindergarten, 6th, and 9th grade.

We will begin our enrollment with a small student population, which will enable us to establish a strong school culture of high academic expectations and provide intensive supports to our students. As described in our [Management and Staffing](#) section, we will hire more staff than necessary during the first few years, particularly apprentice teachers, so that they are ready to take on master teaching rolls once the school adds more students in its third year.

Enrollment Projection and Recruitment: Plan for Publicizing to a Broad Cross-Section and Meeting/Exceeding the Enrollment Targets established by the Board of Regents

A core belief of College Achieve Brooklyn's education philosophy, which is supported by research, is that a school that draws from diverse populations can enrich both the educational and the interpersonal experiences of its students (Kahlenberg & Potter, 2012; Frakenberg & Orfield, 2007). Accordingly CAB will use application, lottery and admissions, and enrollment policies, in alignment with the Federal Charter Schools Program and the New York State Charter Schools Act, to enroll a student demographic that reflects the diversity of the district in which it is located. As permitted by the NYS Charter Schools Act, CAB will work with NYSED's Charter Schools Office to establish a weighted lottery and variable admission preferences for at-risk students. CAB's board will use the most up-to-date enrollment and retention target calculations provided by the Board of Regents and the SUNY Charter School's Institute – provided on NYSED's Charter School Office web page – to determine the appropriate targets for the school. During the pre-opening year, school leadership will determine if any variable admissions preferences for students eligible for free and reduced lunch program (FRLP), students with disabilities, or students living in poverty need to be set. As of the writing of this application, the founding team expects to attract, and is prepared to reach out to families, by employing a comprehensive recruitment and retention strategy described below (see attachment 1 for further details on admissions, including procedures for administering preferences for those students eligible for FRLP).²⁵

CAB's extensive outreach campaign will inform a broad cross-section of families about the school and its academic support for all learners. This campaign will include disseminating informational fliers in languages and formats accessible to the community that highlight CAB's rigorous academic programs, high

²⁵ According to a recent analysis by the New York City Charter School Center, the percentage of students with disabilities (SWD) enrolled in district schools in central Brooklyn as of 2012 is 15.6%. It is this percentage that we will strive for in exceeding the enrollment and retention targets for SWD established by the Board of Regents.

expectations, and co-curricular support programs such as athletics, art, music, and drama, after school, and summer programs – and our proposed partnerships with Schools That Can, City Year, and Teach For America. Families will also hear extensively about our services for students with special needs, and our array of interventions and supports such as two teachers per classroom in grades K-3, 6th and the 9th to ensure that every student learns how to read at grade level and that students navigate transition years more effectively. Through these efforts, we are confident that we will be able to meet or exceed the enrollment targets established by the Board of Regents.

Beyond the dissemination of materials, CAB plans to hold multiple informational meetings between October and April with the support of local stakeholders. Education and community leaders such as CAB Board Chair Erica Hamilton of City Year who is a resident of CSD 17, board member Stan King who is the Director of the Madison Square Boys & Girls Club in Flatbush in CSD 17, Michael Druckman (Schools That Can and Board Chair of the Trey Whitfield School in Brooklyn), and AB Whitfield and Janey Whitney (Co-founders of the Trey Whitfield School in Brooklyn and retired NYC public school administrators) will leverage their lifelong relationships with other community leaders in central Brooklyn to ensure that the word about CAB is spread far and wide, and that we have the appropriate venues to hold our information sessions.

Finally, in an effort to reach a broader audience within CSD 17, CAB will use radio ads, local media, social media such as Twitter, Facebook, and our website collegeachievebrooklyn.org (launch date October 1, 2015) to provide vital information about our proposed school. (see Public Outreach for more information).

Retention: Meeting Targets

The experience of the founding group has been that when students withdraw or do not apply– including students most at risk of academic failure, students with disabilities, ELL students – it is for one of four reasons: one, the families are simply not well informed or knowledgeable about available school choices; two, lack of supports (tutoring, counseling, and simple encouragement) for the rigorous academic demands that may be a new experience; three, strict discipline policies seen as rigid or blatantly unfair; and four, a lack of extracurricular programs such as athletic teams, art and music programs that students and parents feel will be readily available in larger traditional public (particularly high) schools.

CAB will address each of these root causes proactively in an effort to ensure that we meet or exceed the retention targets established by the Board of Regents through the following:

- Our extensive outreach campaign and strong ties to the community will ensure the word about the CAB opportunity will reach deep into the community and inform parents they do have a choice in where they send their child to school.
- We will provide an array of supports to help all students who might struggle with our high academic expectations. A Key Design Element is our Inclusive or Integrated Co-Teaching model that we will employ in grades K-3, 6th and 9th grades. In each core classroom at these grade levels there will be two teachers in each classroom, a highly qualified experience teacher with a proven track record of success, and an apprentice teacher. The apprentice teacher will spend half of their day tutoring students who are struggling or have disabilities. One teacher in each pairing will be a Highly Qualified Special Education instructor – ensuring that all students with disabilities are receiving qualified instruction 100% of the day.
- Data and a Tutoring Corp: CAB's array of supports will be informed by the use of data and a tutoring corp in grades 3-9. This approach will ensure daily one-on-one and small group instruction that is designed to match individual learning needs. In addition, CAB will regularly use assessment results to improve student academic progress by identifying knowledge and skill gaps and targeting instruction

accordingly. Parents are regularly informed of student progress by teachers, apprentices, and tutors. Built into the schedule in grades 5-12 are math and English labs to make sure time is set aside during the school day specifically for tutoring.

- CAB anticipates developing a partnership with City Year to provide tutoring services. Should this not be possible, CAB will look for other tutoring services and service organizations or develop its own program in house. We have budgeted a significant amount for this – conservatively at 50% greater cost than if we were to partner with City Year.
- Should we be successful in forming this partnership, City Year Corp members will provide home school visits to all of the students in their charge (typically the lowest quartile of students academically). Further, City Year Corp members will meet with their students before school starts to make sure they have had breakfast and to get them in a learning frame of mind before the school day starts. City Year Corp members will also be responsible for calling parents whenever a student is absent and following up to ensure the student is coming back to school and getting the support they need.
- CAB will offer a short summer camp to build a positive connections with students and parents prior to the first day of school. This will help create a positive start to the new year.
- CAB will offer a rich selection of engaging, co-curricular activities through partnerships with local and national organizations that rival those of the best private schools. At ICEF Public Schools, the lead founder successfully established international travel programs, summer programs in partnership with TFA, and co-ed athletic teams that won several city and state championships. All students will be mandated to play on an intramural sports team from 5th grade through 12th grade as part of the PE requirement.

Ensuring Adequate Enrollment: Evidence Supporting a Demand for CAB

CAB lead founder Mike Piscal opened 15 charter schools in South Los Angeles and ran for over 2 years the Andre Agassi College Preparatory Academy. At ICEF in Los Angeles, Piscal's first three schools had a waiting list of over 6,000 students. At Agassi Prep when Piscal arrived there were only 600 plus students enrolled despite the campus having the capacity to hold 1,400 students. In six months, under Piscal's leadership, Agassi Prep increased its enrollment to over a thousand students, and tripled its waiting list.

The founding group has engaged with local stakeholders, including representatives from area institutions, elected officials and members of community organizations, school leaders, and families to gain a deeper understanding of the interest in and need for a new school and to learn how CAB might best address the need. In the course of these conversations, stakeholders have consistently articulated the immediate need for additional middle and high school options and expressed their interest in CAB's model

Additionally, the founding team has met with families in focus group sessions, informational sessions, and one-on-one discussions to gain a deeper understanding of their hopes, interests, and concerns with public schooling in CSD 17. These families have also provided feedback on aspects of our model, including our extended day, after school programming, and an appeal to offer French instead of Spanish (there is a large Haitian community in Flatbush and the surrounding area). Due to parent and community engagement we revised our model based to start immediately on the elementary and middle school levels where before we were planning to just start with Kindergarten and first grade (see Public Outreach). In many instances, parents with whom we have met and who support our school have committed to assisting our founding team in networking with other parents in the local community. These families and parents have also expressed a genuine interest in having additional middle and high school options that meet their children's needs.

Statistical evidence corroborates this strong interest within CSD 17. A spring 2012 study by the New York

City Charter School Center (NYCCSC) on the existing demand for charter schools among families in NYC, for example, highlighted Central Brooklyn (including CSD 17) as one of three areas in the city where a majority of students apply to charter schools. According to this study, the charter school waiting list in Central Brooklyn as of spring 2012 stood at an estimated 15,126. Please see *Attachment 1*, which describes our application, admissions and enrollment process, plan for a public lottery, and provides assurances that CAB will allow for full accessibility of the school for all eligible students.

D. Community to be Served: Our Desire to Serve the Students of CSD 17

We have selected CSD 17 because of its unique combination of elements: the need for more high-performing middle and high schools, a wonderfully diverse community, and incredible community resources and institutions nearby like Prospect Park, the Botanical Gardens, the Madison Square Boys & Girls Club, Prospect Park Zoo, and the Brooklyn Library. Five members of our founding group live and/or work in Central Brooklyn. With our knowledge of the community, its needs, wants, and aspirations, we believe we can create a school fully engaged with the community and all it has to offer. We further believe that the children of CSD 17 do not have enough quality school choices and are convinced that CAB can be both a premier school and a great source of pride within the community.

Student Demographics and Academic Achievement in CSD 17

Proposed School Location: CAB (CAB) prefers to be located in District 17, but will locate anywhere in the Central or East sections of Brooklyn in CSD 16, 17, 18, 19, 21, 22, or 23. We are open to speaking to NYC Public School District about a public school facility options. CSD 17 is one of the more socioeconomically and ethnically diverse school districts in the city. We see this as both a tremendous asset and an opportunity. By implementing the recruitment plan described in [Enrollment, Recruitment, and Retention](#), we anticipate a student body that reflects the diverse population of the district. Such diversity will ensure that, at CAB, students from various backgrounds will gain an appreciation for others' perspectives. Of the approximately 27,000 K-12 students in CSD 17 as of the 2010-11 school year, over 80% are African-American, 2% are Asian, 11% are Hispanic, and 1% are White.²⁶ Moreover, more than 80% of the student population is eligible for free or reduced price lunch, which illustrates the significant student population that is potentially lacking in opportunities due to economic disadvantage. Through CAB's core academic and co-curricular programs, we will provide an abundance of academic opportunities, support, and enriching activities that students might not otherwise experience. This is equally true for the 17% of students with disabilities and 12% of students with Limited English Proficiency who reside in CSD 17.

In addition to serving students with limited educational opportunities due to financial hardship, and those requiring special services, we also anticipate serving students in need of additional academic support based on comparative assessment data from 2010-2011.²⁷ According to the 2010-11 assessment data students attending schools in CSD 17 underperformed in comparison to their counterparts across the city and state on both the NYS ELA and mathematics exams. The gap in scores between students in the district and city/state was greater among 8th grade students, indicating that students attending middle schools in CSD 17, on average, lose ground academically rather than narrow the achievement gap. Only 28% of the district's 8th grade students demonstrated proficiency on the ELA exam while 42% demonstrated proficiency on the mathematics exam.²⁸

Finally, when examining recent graduation data in the district as of 2009-2010, we find that CSD 17 has only a 62% high school graduation rate.⁹ The district report card shows that in 2010, CSD 17 failed to make

²⁶ The New York State District Report Card, Accountability and Overview Report, 2010-11.

²⁷ The New York State District Report Card, Accountability and Overview Report, 2010-11.

²⁸ The New York State District Report Card, Accountability and Overview Report, 2010-11.

Adequate Yearly Progress (AYP) in the graduation rates of economically disadvantaged students, Black students, and Latino students. These sobering, persistent academic gaps in proficiency in the early years of middle school that continue and even increase in 8th grade and high school suggest that there is a clear need for schooling options that address such learning deficits.

E. Public Outreach

Michael Piscal’s professional relationships with AB Whitfield, Michael Druckman, and Sy Fliegel go back nearly 20 years dating to 1996 and the founding of what is now Schools That Can. AB Whitfield, Janey Whitney, (both of East NY section of Brooklyn), Paul Adams, and Mike Piscal were the leaders of the first three schools in the Schools That Can network (which now numbers 125 nationwide). For nearly all of that time, they have urged Piscal to open charter schools in Brooklyn. When Piscal left ICEF Public Schools in October 2010, they again urged Mike to come to Brooklyn. The conversations took a serious turn in May of 2013 when Piscal returned to the east coast and engaged in spirited discussions with two amazing artists and Brooklyn residents Piscal had also known for decades – Michelle Carluccio and Kate Maroney. They urged Piscal to explore options in Brooklyn. So since May of 2013, these members of the founding group have been meeting with Brooklyn community leaders, educators, and parents in informal conversations to explore a Brooklyn Charter School. In early 2013, Piscal had spent months working on bringing City Year to Las Vegas. When this venture failed, Piscal left Agassi Prep and came back to the East coast (his grandparents and parents are from Brooklyn and Jersey City), and decided on Brooklyn in September of 2013, and Community District 17 in April of 2014 after many heated and passionate discussions. Our outreach to CSD 17 soon yielded three incredible allies and board members; Erica Hamilton – our Board Chair, Executive Director of City Year, resident of CSD 17, and mother of two children; Stan King, a Brooklyn resident and Director of the Madison Square Boys & Girls Club in Flatbush (CSD 17) and the parent of a charter school student; and Kathleen P. Mone, a resident of Brooklyn for nearly a decade and a senior finance office in NYCDOE who frequently oversaw Brooklyn’s public schools.

Below is a list of our founding group and their track record as leaders. CAB’s founders have taken the following steps to inform community members of CSD 17 of our proposed charter school:

- **4 Brooklyn by Brooklyn:** nearly all of CAB’s founders are either residents of Brooklyn or have strong family or professional ties to Brooklyn.

| Board Member | Educational Leadership | Brooklyn Ties |
|--------------------------------|--|---|
| Erica Hamilton, Board Chair | Executive Director of City Year | Resident and parent in CSD 17 |
| Kathleen P. Mone, Treasurer | Senior Finance Officer, formerly NYCDOE and currently at CUNY | Lived in Brooklyn from 1982-1989; her current position calls for her to work in Brooklyn regularly. |
| Michelle Carluccio | Art Educator & Community Advocate | Brooklyn Resident |
| Michael Druckman | CEO of Schools That Can | Board Chair of the Trey Whitfield School for 10 years |
| Seymour Fliegel | President of CEI-PEA, legendary superintendent of East Harlem, and founding father of school choice. | Member of Trey Whitfield School Board and many professional and personal ties to Brooklyn. |
| Stan King | Director of the Madison Square Boys & Girls Club | Leader of a nationally respected youth organization located in CSD 17 – Brooklyn Resident |
| Dr. Kate Maroney | Mezzo-soprano - Music Educator | Brooklyn Resident |
| AB Whitfield | COO and Co-Founder of the Trey Whitfield School | Brooklyn Resident |
| Michael Piscal | Founder of ICEF Public Schools | Family ties to Brooklyn. Nearly two decade association with the Trey Whitfield School. |

- **Meeting with Community Leaders:** We have met with community leaders such as Stan King (who joined our board during our outreach process), Director of the Boys & Girls Club in CSD 17 in the Flatbush area and reached out to elected officials to get their advice and feedback on the need for

CAB. In these conversations, there was great urgency expressed about having more options at the high school level.

- **Meeting with Parents:** We will visit every childcare center in CSD 17, every Head Start, and as many school-based parent associations of local elementary schools as we can.
- **Public Meetings/Ongoing Outreach:** The founding group has had hundreds of conversations with friends, neighbors, and the very vocal opponents of charter schools in Brooklyn. In conversation after conversation, we kept refining our model as we learned more and more about the community's expectations and what they felt they needed for their children to succeed in college. CAB's founding team conducted extensive outreach through e-mail blasts, sending out hundreds of e-mails from our address book to families, community leaders, and fellow educators. We posted fliers throughout the Flatbush community and did our first ever Facebook advertising campaign and had extraordinary success. We ran six different promotions. First, we ran promotions just about College Achieve Brooklyn and the education program we plan to offer. These promotions reached first 1,830 Brooklyn residents interested in charter schools, then dipped to only 828 people. Our next campaign did better reaching 1,800 nearly back to our first campaign's level. Our fourth promotion hit 2,626 people, our fifth 10,956. Finally, we sent out an invite specifically to the community to attend our public meeting at the Madison Square Boys & Girls Club on August 12th, 2014 at 4:30 pm. We reached over 33,104 people. The enthusiasm and interest was palpable, and the event was a big success even though the torrential down pour and thunder storms impacted the overall attendance at the event, the feedback we received was tremendous. We will continue our outreach and will work through community organizations, including those with which we have already established formal partnerships, to connect with and invite families to upcoming public, town-hall style meetings as described in Family and Community Involvement.
- **Adjusting our Model Based on Parental Feedback:** Based on parent feedback about our model, we have already changed our enrollment plans. Before we planned to start with Kindergarten and first grade only. Parents pressed us hard to open a high school right away. In response to this urgent need, we decide to start with 6th grade so that we in year 4 (September 2018) we will open our high school and by year 5 we will be serving approximately 250 students in the 9th and 10th grade at the end of our first charter term. Also, we exploring changing our global language focus to include French classes as an option as there is a large Haitian-American community in CSD 17.
- **Local Media Coverage:** As CAB is replicating Piscal's ICEF school model, we will have ample media to get the word out to parents about ICEF's success that has been covered in NY media including Good Morning America,²⁹ the New York Daily News,³⁰ the New York Times,³¹ and the Wall Street Journal.³² CAB will also utilize radio ads and enlist the support of major cultural figures to get the word out about this great opportunity.^{33 34}
- **Information Sharing/Soliciting Input:** We consider our engagement with parents about how the CAB model will best serve their children to be ongoing. We have provided families with the lead founder's e-mail address to make any suggestions or improvements. One parent has already provided a list of the Catholic Schools in the area that have been shut down and urged us to open CAB's charter schools in

²⁹ <https://www.youtube.com/watch?v=C4BPIW6ExUo> Good Morning America

³⁰ <http://www.nydailynews.com/opinion/child-excel-teachers-unions-behind-schools-work-article-1.443008>

³¹ http://www.nytimes.com/2006/02/16/business/16sbiz.html?_r=2&oref=login&

³² <http://online.wsj.com/news/articles/SB122394095677630803>

³³ http://icefps.org/news_updates/what_s_new/bill_cosby_voices_support_for_fernando_pullum_performing_arts_high_school/

³⁴ <http://www.eduwonk.com/2009/10/whole-lotta-link.html>

one or both of them. As noted above, we will create a website at www.collegeachievebrooklyn.org that provides information about CAB's mission, vision, educational philosophy, key design elements, and sample student schedules. We have informed community members of our website through live meetings, email and phone calls, and social media sites. The site allows visitors to submit questions, comments, and concerns about our model and allows them to provide contact information.

F. Programmatic and Fiscal Impact

As the only grades K-12 charter school in CSD 17 and the only charter school in the district serving high school students (as of the writing of this application), we do not believe that the school would have a negative programmatic impact on other local schools. While there are five charter middle schools presently operating in CSD 17, last year's charter waitlist of over 15,000 families in central Brooklyn suggests that we will not affect enrollment in these schools. Instead, we intend to partner with schools in the district both to gather and share best practices through the two following initiatives to be implemented by our third year of operation:

- **Partnership with Schools That Can:** we plan to offer through our partnership with Schools That Can³⁵ (www.schoolsthatcan.org) a series of professional development training sessions on implementing the Toulmin Writing Model to all public and private schools in Brooklyn.
- **ICEF's Toulmin Writing Model:** in 1999, as the first principal of ICEF's View Park Prep, Mike Piscal took the Toulmin Writing Model out of the elite Harvard-Westlake English Department and transformed it into an across-the-curriculum-college-writing-model for history, science, math, and English courses, thus ensuring that all students would master the college argumentative essay as they would be held accountable for it in all core discipline subjects. So successful was Piscal's take on the Toulmin Writing model³⁶ –see section above on Toulmin - that ICEF was frequently ask to present at national and regional conferences – at the the NewSchools Venture Fund Community of Practice in Philadelphia in 2006, at Dr. Howard Fuller's Teacher Development Program at Marquette University in the summers of 2008 and 2009, and at the Bill & Melinda Gates Foundation's National Literacy Conference in Los Angeles in 2010.³⁷

Projected Fiscal Impact

The aggregated FY12 school budget for CSD 17 as of November 2011 was roughly \$200,932,141. In Year 1, we expect to enroll 200 students and anticipate a total, per-pupil revenue of nearly \$2,775,400 million, which is less than 1.5% of the district budget. In Year 5, we expect to enroll 1,063 students and anticipate per-pupil revenue of \$14,910,701, which is 7.5 % of the CSD district budget. The fiscal impact of CAB will thus be minimal on other public schools in the district especially in light of our impact on improving student literacy, high school graduation rates, and college graduation rates. The projected Fiscal impact of CAB is negligible when compared to the entire NYC School District budget, which exceeds \$20 billion.

³⁵ Mike Piscal, CAB's Lead Founder, joined with AB Whitfield and Janey Whitney of the Trey Whitfield School in Brooklyn, Paul Adams of Providence-St. Mel in Chicago, and STC Founder Joe Wilkinson – and later Michael Druckman) - to create Schools That Can, a network of independent public (charter, magnet, and pilot schools) and private schools serving 53,000 students in 129 schools in 15 cities. Piscal's View Park Prep was the first charter school in the STC Network. STC New York holds over a dozen collaborative professional development seminars each year in Harlem, the Bronx, and Brooklyn
<http://www.schoolsthatcan.org/index.php/who-we-are/stc-new-york-city>.

³⁶ In 2003, Piscal recruited Phil Holmes out of the Harvard-Westlake English Department to train every ICEF teacher in the Toulmin Writing Model. In June 2008, it became a frontpage story in the Los Angeles Times. <http://www.latimes.com/local/la-me-holmes21-2008jun21-story.html#page=1>.

³⁷<http://www.gatesfoundation.org/edextranet/Pages/LiteracyConvening2010.aspx>

II. EDUCATIONAL PLAN

A. Achievement Goals

CAB will utilize the New York State Education Department's Charter School Performance Framework as the foundation for our goals. More specifically, our achievement goals will mirror the measures identified in Benchmark 1: Student Performance, with the addition of some mission specific goals. These goals will be used by our board to hold ourselves accountable to the charter; they will also be utilized to evaluate the executive director and school principal's success.

| # | Indicator | Measure | Meets Level |
|---|---|--|--|
| 1. Student Progress Over Time (Growth) | | | |
| 1a. | Aggregate growth | Unadjusted Mean Growth Percentile (MGP) for all students on NYS assessments. | State Average |
| 1b. | Subgroup growth | Unadjusted Mean Growth Percentile (MGP) for all accountability subgroups. | State Average |
| 1c. | Performance Index: Aggregate growth to proficiency | Performance Index (which accounts for the number of students who are proficient or those making growth sufficient to achieve proficiency within 3 years or by Grade 8). | Effective Annual Measurable Objective Target |
| 1d. | Performance Index: Subgroup growth to proficiency | Performance Index (which accounts for the number of students who are proficient or those making growth sufficient to achieve proficiency within 3 years or by Grade 8). | Effective Annual Measurable Objective Target |
| 1e. | NYC only | Progress Report Grade for Student Growth. | B |
| 2. Student Achievement (Attainment) | | | |
| 2a. | Aggregate Proficiency | % of students proficient on 3-8 state assessments for all students | State Average |
| 2b. | Subgroup Proficiency | % of students proficient on 3-8 state assessments for all accountable subgroups | State Average |
| 2c. | Similar Schools Comparison | Effect Size in Comparative Regression Analysis controlling for prior academic performance (when possible) and student characteristics | Statistically significant positive effect size |
| 2d. | District Comparison | % of students proficient on 3-8 state assessments | Exceeds the district average |
| 2e. | Subgroup Comparison | % of students proficient on 3-8 state assessments | Exceeds the district average |
| 2f. | NYC only | Progress Report Grade for Student Attainment | B |
| 3. State and Federal Accountability System | | | |
| 3. | State Accountability Designation | Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status | Good Standing |
| 4. College and Career Readiness – Growth and Attainment (for High Schools) | | | |
| 4a. | Aggregate 4- and 5-year graduation rate | 4-year and 5-year graduation rate for all students | State Average |
| 4b. | Subgroup 4- and 5-year graduation rate | 4-year and 5-year graduation rate for all accountable subgroups | State Average |
| 4c. | Performance Index | Performance Index (which will account for the number of students who have reached the college/career ready standard on Regents exams within 4 years of their first entry into ninth grade) | Effective Annual Measurable Objective Target |
| 4d. | Other indicators/measures of growth and attainment related to college and career readiness based on Regents exams and graduation rates ⁵ | | Statistically Significant positive effect size |

| | | | |
|--|---------------------|---|---|
| 4e | NYC only | Progress Report Grade: Student Growth and Attainment | B |
| 5. Charter-Specific Student Performance Goals | | | |
| a. | Advanced Placement | Every student takes three Advanced Placement Exams. <ul style="list-style-type: none"> • Results close the achievement gap between our students and their more affluent and white peers. • Results are well-above State average for similar students (or District goals if no State test). • Results meet State average for similar students (or District goals if no State test). | |
| b. | SAT Examination | Every student takes the SAT examination. | |
| c. | College Application | Every student applies to at least 1 four-year college or university. | |

B. School Schedule and Calendar

The daily, weekly, and annual calendars reflect our deep belief that more time learning in the core subjects is critical for student success, particularly in communities we hope to serve. Therefore, CAB students will enjoy an extended school day and have the opportunity to participate in after-school and summer academic based programs.

The impact of more time to learn is tremendous. Research shows the estimated effect for third-grade students of adding 10 days of learning is nearly 0.16 standard deviations. This exceeds the estimated effects of grade retention for low-achieving students (approximately 0.13 standard deviations), of having a teacher who is one standard deviation above the mean for effectiveness (approximately 0.11 standard deviations), or of reducing class size by four students (approximately 0.10 standard deviations).³⁴ Our daily and weekly schedules and annual calendar both support our mission by providing significantly more hours of instruction than typical elementary, middle, and high schools.³⁸ Students will have the equivalent of more than 30 additional days of school. The longer school day means that teachers will have adequate time to plan high-quality lessons and collaborate with one another, which will in turn ensure students' academic and social needs are addressed. As a result, students will be afforded more rigorous learning experiences. The longer day will also allow time within the school day for teachers and apprentice teachers to intervene with struggling students and tutor one on one or in small groups. Teachers will have a 9 hour day and be contractually obligated for 195 days a year (180 school days and up to 15 days of training and/or Saturday sessions). This does not include the Curriculum Design Institute for which they will receive additional compensation and is optional after their 1st year of teaching at College Achieve Central.

At the elementary, middle, and high school levels, the school day will be extended. Monday through Thursday, students will arrive at 7:15 and be dismissed at 4:15, with a highly recommended option of attending a structured afterschool program from 4:30 to 6:30. On Fridays, students will start at 7:15 and be dismissed at 1:45. The afterschool program will be offered between 2:00 and 5:00 that day while the staff works together in professional development. We hope to maintain this proposed arrival and dismissal schedule as we engage the New York Office of Student Transportation to arrange for daily bus service.

According to the National Center on Educational Statistics, the average school year in New York is composed of 6.6-hour days and 1,201 hours of instruction for the entire year.³⁹ At CAB, the average day will be 7.9 hours long, which provides 1,422 hours per year of instruction. This amounts to 33.5 additional school days. CAB will also provide after school programs offering up to 360 more hours of learning and

³⁸ See Hansen (2008); Jacob and Lefgren (2004); Rivkin et al. (2005); and Krueger (1999).

³⁹ http://nces.ed.gov/programs/digest/d13/tables/dt13_203.90.asp

summer programs up to five weeks each summer, which will provide 175 hours of additional learning time. These programs offer a potential additional 80 days of learning to our students. Over the course of 13 school years, the 33-day difference will contribute to nearly 2.4 more years in school for a CAB student as compared to a student attending the average New York school. Please see *Attachments 3a* and *3b* for the sample weekly student and teacher schedules and the proposed first year calendar.

C. Curriculum and Instruction

In Section B [Key Design Elements](#), the founders of CAB articulate the 10 Pillars of CAB education and how each pillar supports the mission of college graduation for all and the research to support the CAB Design. In this section, we will lay out the College Achieve Curriculum in order of the elementary, middle, and then the high school. We will also describe the actual textbooks that will be utilized.

Curriculum

CAB will use established, research-based ELA, math, history, science, and social studies programs in an articulated K-12 curriculum. CAB will use the Common Core-aligned Engage NY curriculum for Reading and Math. Engage NY is created by Expeditionary Learning and is fully aligned to the Common Core State Standards for English language arts and math. The Common Core aligned Engage NY curriculum materials will:

- Provide access to sequenced, spiraled, content-rich statewide curriculum programming and instructional practices that support the attainment of the CCLS and align to the Board of Regents' strategic goals.
- Include teaching and learning experiences that scaffold PK-12 grade levels, are focused on PK-12 learning progressions, and project a trajectory of learning standards in each content area (English Language Arts & Literacy and Mathematics).
- Incorporate curriculum maps, lesson plans, performance tasks, scaffolding materials, samples of student work, and other classroom artifacts. Newly developed modules will provide curriculum and instructional resources targeted to address all learners within any classroom setting.
- Emphasize resources that are planned and developed according to the principles of Universal Design for Learning, and are able to be used by all students, including: English Language Learners (ELLs), students with disabilities, accelerated learners and students achieving and performing below grade level (up to two grade levels behind through grade 8, and up to four grade levels behind in high school, grades 9-12).

Curriculum modules will include:

- Year-long scope and sequence documents
- Module framing/overview documents
- Performance tasks (for administration in the middle and at the end of each module)
- Lesson plans and supporting materials (class work, homework, etc.)

The school will supplement instruction with complementary curriculum resources and experiential learning encounters. Additionally, we believe Engage NY aligns with CAB's goal of building a rigorous K-9 curriculum that will prepare our students to succeed in taking Advanced Placement Courses and Exams in grades 10,11, and 12, which is one of our fundamental pillars. There is a wide body of research that demonstrates that AP classes have a significant impact on students in college. More specifically, research indicates that college matriculation rates are higher for AP students, AP students have higher GPAs in college, and AP students persist in college at higher rates. For these reasons, the majority of our high school classes will be AP courses.

College Matriculation Rates Higher for AP Students

The impact of AP programs is profound: “the college benefits of AP has not only found that AP students and, particularly, successful AP students are more likely to perform well in college than their non-AP peers; it has also shown that AP students are more likely to simply enroll in a four-year college and university (Chajewski et al., 2011). Based on a national sample of more than 1.5 million students, the odds of enrolling in a four-year institution increased by 171% for students who took one AP Exam compared with students who took no AP Exams. The increase in odds was even higher for students who took more than one AP Exam.⁴⁰ CAB will track our college matriculation rates through each year of college and publish the results of the cohort (ex. Class of 2022) to the student body, parents, and in the board minutes.

Higher GPAs in College for AP Students

The same study’s research indicates that once in college, AP students outperform their non-AP peers. In addition to performance in a related or subsequent course, research has also shown that, in general, AP students perform better in the first year of college.⁴¹ A handful of studies have examined the relationship between AP performance and more distal outcomes, such as college major, cumulative GPA, and graduation. In addition to having a higher likelihood of persisting in a related major, AP students tend to earn higher grades throughout their college career (Hargrove et al., 2008; Morgan & Ramist, 1998; Morgan & Maneckshana, 2000; Willingham & Morris, 1986). This research speaks powerfully to the AP Program fulfilling an essential part of the CAB Mission of “preparing our students to excel in the top college and universities.”

College Persistency Rates Higher for AP Students

Research findings in the same publication have also shown that students who perform well in AP are more likely to return for their second year of college, even after controlling for prior academic performance (Mattern et al., 2009). For example, for the AP English Language results, students who earned a score of 3 or higher had 54% higher odds of returning for their second year than students who did not take an AP Exam. Similar results were found for the other exams.⁴² CAB will track our alumni’s persistency rates through each year of college and publish the results of the cohort to the student body, parents, and in the board minutes.

In terms of the ultimate indication of college success — graduation, Clifford Adelman (1999) found that the best predictor of bachelor’s degree attainment was the rigor of the courses a student completed in high school.⁴³ Given that the hallmark of AP courses is their high level of rigor, these results would suggest that students taking AP have a higher likelihood of obtaining a bachelor’s degree, and research suggests that this is the case. Morgan and Maneckshana (2000) found that four-year graduation rates tended to exceed 50% for AP Exam students for each of the exams. This is a significant difference. For reference, national

⁴⁰ <http://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf>

⁴¹ A number of studies have confirmed a positive relationship between AP Exam score and FYGPA (Geiser & Santelices, 2004; Hargrove et al., 2008; Mattern et al., 2009; Shaw et al., 2013; Willingham & Morris, 1986). Shaw et al. (2013) found that even after controlling for students’ prior academic credentials (SAT® scores and high school grade point average [HSGPA]), a positive relationship between AP performance and FYGPA remained.

⁴² With information about more than 70,000 students, Mattern et al. (2009) looked at second-year retention rates by AP Exam performance for the four highest volume AP Exams: AP Biology, AP Calculus AB, AP English Language and Composition, and AP U.S. History. AP students, regardless of their score, were more likely to return for their second year than students who did not take the AP Exam, even after controlling for SAT scores and HSGPA.

⁴³ Adelman, Clifford: Answers in a Toolbox: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment, US Department of Education, 1999.

four year college graduation rates within four years tend to hover around 36% to 38% (Snyder & Dillow, 2012).

At CAB, we anticipate serving a high percentage low income and minority students, particularly African-American students. The AP Statistics regarding access and passage rates for African-Americans are alarming. College Board reported “Black/African-American students in the graduating class of 2013 were the most under-represented group in AP Classrooms and in the population of successful A.P. exam takers.”⁴⁴ Further, there is a crisis in America in educating African-American young men. In the last round of statistics released by the National Center for Education Statistics, Black males enrolled in four-year programs suffered from the lowest graduation rates, regardless of whether they attended private, public, for-profit, or non-profit institutions. When it comes to four-year programs, only 15% complete their degrees within the given time frame.⁴⁵

Yet the same NCES report made it clear that better preparation in K-12 is the key to success. Young Black men who attended highly selective colleges that admitted only 25% or less of those that applied had a 64.5% college graduation rate, compared to 16.5% rate for those who attended colleges that were open admissions, and 40.1% for those that attended colleges that admitted 50% to 74.9% of those that applied. The college graduation rates for young Black women are significantly better: 24.1% from all 4 year colleges, 26.9% for open admissions, 48.4% for those that admitted 50% to 74.9%, and 73% for those attended the highly selective colleges that admitted only 25% or less of those that applied.⁴⁶ This bodes well for CAB’s approach to educating the students we anticipate serving.

Clearly, our strategy will be to matriculate as many of our students as possible to the most selective 4 year institutions of higher learning. Key to this will be ensuring that our K-8 curriculum and instructional model is designed and implemented so that our students are prepared for the rigors of our high school curriculum and the Advanced Placement Program. The impact of the AP Program on our students will be profound if we succeed in our mission’s goal of placing all of our students “at the top colleges and universities in the nation.”

English Language Arts

Grades K-4

In kindergarten through 4th grade, the curriculum will begin with an early, systematic, and explicit phonics program. As noted in our [Key Design Elements](#), our goal will be for all students to read proficiently by the end of 3rd grade. Through our ELA program, students will receive direct and necessary skill instruction, which will create a love of reading that will simultaneously be cultivated in an atmosphere rich with authentic literature and print. Following is a description of the curricular tools CAB will utilize that are aligned to the Common Core State Standards:

- **Reading Wonders:** This program is McGraw-Hill's successor to the Imagine It/Open Court programs,⁴⁷ and is designed specifically for the Common Core State Standards for Reading and Language Arts. Combining research-based instruction with new tools, every component and every lesson is designed for effective and efficient CCSS instruction. The program provides support for building a strong reading

⁴⁴ College Board 10th Annual AP Report to a Nation published February 11th 2014

⁴⁵ http://nces.ed.gov/programs/digest/d11/tables/dt11_345.asp Table prepared November 2011 by the US Department of Education's, National Center for Education Statistics NCES, and the Integrated Postsecondary Education Data System (IPEDS). Fall of 2001 through Spring of 2011.

⁴⁶ Ibid.

⁴⁷ <http://mhreadingwonders.com/>

foundation that emphasizes teaching students to access complex text, find and use text evidence, and engage in collaborative conversation. Using a rich range of diverse print and digital media, Reading Wonders provides the instructional support and materials you would expect to find in a program that was created to teach the rigor and depth of the CCSS. This variety of formats and engagement methods will meet the needs of diverse learners. Research from the Center for Data Driven Reform in Education at Johns Hopkins University found in three separate studies instruction approach to teaching reading “has been rated as among the strongest in reading outcomes.”⁴⁸ In a synthesis of 15 reports on reading instruction, the authors find, “That the direct case studies found few effects [of various reading curriculums] on student reading achievement ... The only curriculum with promising effects was Open Court.”⁴⁹

- **Core Knowledge (CK)⁵⁰ Language Arts:** This is a sequence that exposes students to a foundation of content in history, science, art, and music. As noted on the CK website, “an education grounded in shared knowledge of history, science, art and music is also the great equalizer.” This program has been found to exceed the Common Core Standards, and has been widely studied.⁵¹ The Core Knowledge program is a research-based program supported by numerous studies showing the efficacy of its sequenced curriculum. Based on the available data and subsequent analysis, there appears to be a strong relationship between student performance and the Core Knowledge curriculum. Schools that implemented the Core Knowledge curriculum consistently exceeded the national averages across six content areas, regardless of the ethnic profile, economic profile, or school size. Not only is there a performance gap favoring Core Knowledge schools over their national counterparts, the gap widens over time suggesting the performance gains may be long-term and sustainable provided the schools continue to implement the Core Knowledge curriculum.⁵² The Core Knowledge Program is another design element that will prepare students to perform on AP Exams.
- **Narrative, expository, descriptive & persuasive writing composition:** Using age appropriate writing prompts and inquiries, students will learn the components of the four writing styles from direct whole-class instruction and independent practice. Essential to becoming a successful and skilled writer is receiving prompt feedback during each stage of the writing process, which is equally a commitment of the teaching staff.
- **G.U.M.: Grammar, Usage, & Mechanics:**⁵³ This program offers short lessons for students in grades two through four. Each lesson focuses on one grammar, usage, and mechanic skill at a time. This curriculum is flexible, concise, and offers self-directed instruction with ample skill practice. It is aligned to the Common Core Standards.
- **Introduction to novel-based instruction:** Beginning in second grade, students will be introduced to engaging, age-appropriate novels in a whole class format. The expectation is that students in second grade will read one novel over the course of the year, students in third grade will read two novels, and students in fourth grade will read three novels. The goal is to model critical reading habits for students as we teach them how to read fluently, make inferences about the text, make connections to their lives and the world around them, and to think critically about what they are reading. This type of whole-class

⁴⁸ e.g. Hermann, 1999; Borman et al., 2003; CSRQ, 2006

⁴⁹ Slavin, et al., 2010. *Effective Reading Programs for the Elementary Grades: A Best-Evidence Synthesis*

⁵⁰ <http://www.coreknowledge.org>

⁵¹ http://www.coreknowledge.org/mimik/mimik_uploads/documents/727/CKLA_Bibliography.pdf

⁵² Wedman, John and Waigandt, Alex. (2004). Core Knowledge curriculum and school performance: A national study. Retrieved from: http://www.coreknowledge.org/mimik/mimik_uploads/documents/31/CK_National_Study_2004.pdf

⁵³ <http://www.zaner-bloser.com/media/zb/zaner-bloser/LA1174/index.html>

reading and teacher modeling will prepare students to be critical, independent readers in middle school.

Grades 5-12

CAB’s 5-12 ELA curriculum will focus on a novel-based instructional approach to analyzing traditional and contemporary texts. The curriculum is age appropriate and relevant so that students are able to connect to the content and use critical thinking skills to explore the text’s big ideas.

- **Non-Fiction Reading:** Students will learn to read closely and discuss essays (e.g. by Montaigne, Emerson, Thoreau, Crouch), speeches (e.g. by Pericles, Lincoln, Martin Luther King, Jr.), and informational writing on mathematics, science, and history. Students will read closely editorials from the NY Times, Wall Street Journal, and the Newark Star-Ledger.
- **G.U.M.: Grammar Usage & Mechanics:** This program offers short lessons for students in grades five through eight. Each lesson focuses on one grammar, usage, and mechanic skill at a time. This curriculum is flexible, concise, and offers self-directed instruction with ample skill practice.
- **Vocabulary development:** Developing students’ knowledge of words is important for all students. A rich vocabulary helps students to improve their articulation skills, both verbal and written, as well as their reading skills. CAC will use supplemental resources and materials to advance students’ vocabulary usage.

Grades K-12

- **Poetry and Plays:** All students will study poetry extensively, learning to read each poem closely. Students will start reading more accessible poets like Mary Oliver or certain William Blake poems. By grades four and five students will be reading Langston Hughes, Emily Dickinson, Walt Whitman, Shakespeare, Yeats, and Keats. The study of these and other poets’ more complex works will continue throughout high school. Students will also study the works of great playwrights from Sophocles’ Antigone to Shakespeare’s Hamlet to Rostand’s Cyrano de Bergerac. From the 7th grade to the 12th grade, students will study at least one Shakespeare play per year. In high school, students will also study the epic poems of Homer and Dante.
- **D.E.A.R. (Drop Everything And Read):** At least thirty minutes per day of sustained silent reading has been found to be the strongest predictor of success on the verbal section of the Scholastic Aptitude Test. In addition, reading high-quality literature helps students build rich vocabulary banks, which in turn contributes to strengths in reading comprehension and writing. In CAC classrooms reading will be actively encouraged and modeled.

Grades 9-12

The ELA curriculum in high school will provide four years of English instruction for every student. All students will take AP English Literature or AP Composition in their senior year. CAB will set a goal that over 40 percent of its students take the Advanced Placement in English class.

| Grade | For 100% of Students | For 50% of students | For top 25% of English |
|------------------|----------------------|---------------------|------------------------|
| A.P. | No AP | 1 AP Courses | 2 AP English |
| 9 th | English I | English I | English I |
| 10 th | English II | English II | English II |
| 11 th | English III | English III | AP English |
| 12 th | English IV | AP English | AP Composition |

Mathematics

Grades K-8

CAB will prepare all students to be ready for Algebra I by 8th grade. Students must master knowledge of basic math facts in numbers and numerical operations, geometry and measurement, patterns and algebra, data and probability, and mathematical processes. In each course students are expected and held accountable for mastering their math facts in order to be prepared for the next level of math instruction.

During whole group instruction, students are instructed in a scaffolded manner, building skills gradually upon one another. Students are also given substantial independent practice, leading to mastery.

- **Saxon Math:** This program distributes content throughout the year using an incremental structure, will be used at the elementary level. Students have time to understand and practice each new lesson, have time to practice and master previous concepts, and spend time preparing for high stakes assessments. Saxon lessons provide deep, long-term mastery of the content and skills called for in the CCSS.
- **Glencoe Math:** This middle school math program is designed so that every lesson provides differentiated instruction and practice problems, ensuring that each type of learner’s needs are met without compromising the grade level content. Students who are not yet proficient in grade level content can receive one-on-one instruction via Glencoe’s Math Intervention program. The Glencoe math program’s assessment component identifies a student’s deficit and then outlines an effective plan towards mastery. This particular component prevents lower level math students from falling behind any further and encourages them to remain determined in attaining their math goals.
- **Math Fact Achievers:** This is a CAB-created math fact program in which students memorize the facts needed for success at every stage, grade, and level of instruction. This includes addition, subtraction, multiplication, division, vocabulary, terms, formulas, etc. Students are celebrated after mastery each level.
- **Supplemental digital software:** We will use online software and technology to deliver a personalized learning path for each student, driven by ongoing formative assessment.

Grades 9-12

Column one is a path that all students should be able to take, and do well on the AP Calculus. (We hope to pass at same rate as the national average for each exam). Column two shows the path we believe at least 50% of our students can take and do well on 1 AP Math exams. Finally, Column 3 is the all AP Column for our truly gifted math students.

| Grade | For 100% of Students | For 50% of students | For top 25% of Science Students |
|------------------|----------------------|---------------------|---------------------------------|
| A.P. | Rigorous Course | 1 AP Courses | 3 AP Course Path |
| 9 th | Algebra | Geometry | Algebra II Trig |
| 10 th | Geometry | Algebra II Trig | AP Statistics |
| 11 th | Algebra II Trig | Pre-Calculus | AP Calculus AB |
| 12 th | Pre-Calculus | AP Calculus | AP Calculus BC |

Science

Grades K-8

Science will be taught by way of experiential instruction in accordance with the New Jersey Core Curriculum Science Standards and Framework. Teachers will engage students in interactive lessons using authentic science equipment and supplies. Furthermore, CAB is committed to inspiring students through education in Science, Technology, Engineering and Math (STEM) supplemental curriculum and resources.

- **Core Knowledge Sequence for Science:** Created by E.D. Hirsch, this curricular sequence for science guides teachers in mapping science expectations from kindergarten through 8th grade. Teachers collaborate, gather, and organize science resources, choose quality resources for each grade level,

and involve the community in the science and STEM program in an effort to ensure vertical alignment and coherence across grade levels. We will utilize this curricular sequence as our foundation to offer our students a challenging, engaging, and hands-on science education.

- **Lab Learners:** This curriculum offers an interactive, hands-on approach that teaches science by doing science. It is designed so that essential scientific themes, aligned to the state standards, spiral throughout the curriculum from kindergarten through eighth grade. At each grade level, the Lab Learners curriculum incorporates a range of academic skills including math, reading, writing, and critical thinking. The curriculum deliberately uses previously learned information and skills to introduce and help students understand more advanced concepts.
- **Supplemental STEM resources and supplies:** We will utilize resources such as JASON learning, which provides multimedia curricular experiences in science, technology, engineering, and math (STEM) for K-8th grade students, including STEM career exploration.

Grades 9-12

After making a massive investment in staffing and time in our elementary and middle school programs, we are expecting our students to thrive in Advanced Placement Science courses. Column one is a path that all students should be able to take, and do well on the AP Environmental Science Exam (we hope to pass at same rate as the national average for each exam). Column two shows the path we believe at least 50% of our students can take and do well on 2 AP Science exams. Finally, Column 3 has are all AP Option for our students who are most bitten with the science bug and have great determination and curiosity.

| Grade | For 100% of Students | For 50% of students | For top 25% of Science Students |
|------------------|--------------------------|--------------------------|---------------------------------|
| A.P. | 1 AP Course | 2 AP Courses | All AP Course Path |
| 9 th | Biology 1 | Biology I | AP Environmental Science |
| 10 th | Chemistry | Chemistry I | AP Biology |
| 11 th | Environmental Science | AP Environmental Science | AP Chemistry |
| 12 th | AP Environmental Science | AP Biology | AP Physics |

History & Social Studies

Students at CAB will act as historians, enhancing their knowledge of geography through study of American and world cultures. Students will explore the richness of the past by studying history through different lenses: social, geographic, political, moral, and economic. Students will learn to see similarities among their current society and those across the globe and over time and to feel personally connected to history in order to understand both the past and the present. As discussed above, students will engage in Socratic discussions and formal seminars, and demonstrate their understanding and reasoning in persuasive essays written according to the Toulmin model of argumentation.

Grades K-8

- **Core Knowledge History Sequence:** This sequence guides teachers to address key history and geography topics at each consecutive level, providing students with opportunities to dig deep into specific geography and historical information, rather than being filled with facts and information. Teaching history in this manner allows students to build a unified, solid base of academic knowledge in history, which contributes greatly to overall literacy and future success.
- **History & Social Studies Alive by TCI:** This curriculum uses a variety of proven instructional practices that allow students of all abilities to master key social studies concepts at every grade level. In kindergarten through 8th grade, students study the world through interactive activities that capture their imagination and help them remember key content. This history program engages students in the

lessons of the past, and allows them to correlate it to lessons of today.

Grades 9-12

Column one is a path that all students should be able to take, and do well on the AP US History. (We hope to pass at same rate as the national average for each exam). Column two shows the path we believe at least 50% of our students can take and do well on 2 AP History exams. Finally, Column 3 has are all AP Option for our students who are most bitten with the history bug and have great determination and curiosity.

| Grade | For 100% of Students | For 50% of students | For top 25% of Science Students |
|--------------|-----------------------------|-----------------------------|--|
| A.P. | 1 AP Course | 2 AP Courses | 3 AP Course Path |
| 9th | World History | World History | World History |
| 10th | US History to Civil War | US History to the Civil War | AP US History |
| 11th | European History | AP European History | AP European History |
| 12th | AP US History | AP US History | AP World History |

Global Languages & Cultures

CAB students will study Spanish daily in grades K-4. Direct instruction by a teacher, supplemented with Rosetta Stone interactive technology, will provide a blended learning experience. To further enhance the study of language, our students will also study the cultural and historical context of the nations that speak that language. So in grades K-4 when students are learning Spanish, they will study the history of Spain, Spanish conquests of other lands and people, and the evolution of these conquered territories into their own nations with unique cultures. Students will be exposed to the works of Spanish, South American, and Latin American authors including Cervantes, Octavio Paz, Carlos Fuentes, Gabriel Garcia Marquez, Isabel Allende, and more. Students will also study the art and music of these cultures.

At the middle and high school levels, students will have the opportunities to study Latin, French, and Chinese. In addition to studying the cultural and historic contexts of nations speaking these languages, our middle and high school students will have the opportunity to travel abroad through CAB's Global Study Program.

Instruction

In order to implement the curriculum described above, our teachers will utilize a mix of instructional strategies to ensure that all of our students will attain high levels of academic achievement. All teachers will embrace a rigorous, fast-paced teaching style. Various instructional methods, including direct instruction, Socratic seminars, in-class writing using the Toulmin writing model, whole class and small group discussion, and teacher coaching, will be utilized to engage and challenge all students. Finally, CAB will implement a range of instructional strategies to support our instructional methods.

A rigorous, fast-paced teaching style

Our teachers will pace instruction at the level at which the top quartile in the class has to work hard to achieve an A. We gauge the level of difficulty to which we are teaching through a combination of recommendations from the textbook, data gleaned from formative assessments and interim assessments, and teacher consensus. One way teachers know the work is at the appropriate level of difficulty is if the majority of the students struggle to achieve a B or a C the first time they are assessed.

This rigor and pacing is well suited to the population we anticipate serving because low-income and minority students are historically underserved. The lack of rigor in their educational opportunities prevents low-income and minority students from attending and graduating from college: only 9% of low-income

students graduate from college before age 25, 54 and only 19% of African-Americans and 14% of Hispanics complete college before age 25, compared to 39% of white Americans.⁵⁵ Clifford Adelman's study concludes that a rigorous curriculum in high school is the single most reliable predictor of a student graduating from a 4-year college or university.⁵⁶

The right combination of instructional methods

Inquiry-based learning, where students learn by posing questions and working through scenarios, reinforced with direct instruction, Socratic seminars, and Toulmin writing, will drive our overall model. There will be a routine and rhythm to the structure of our units and lesson plans so that questioning and discussion leads to high-level reasoning, and high-level reasoning leads to thoughtful and logical writing closely grounded in the text. Teachers will utilize the following instructional methods to engage our students and ensure high levels of learning:

- **Direct instruction (15-30% of teaching time):** Direct instruction is an important and necessary part of inquiry-based learning. Direct instruction refers to the approach when content and information is structured and delivered to students by teachers. This delivery can happen in a wide variety of ways, including teacher lectures, students reading a text, or students watching a video or demonstration. A critical component of many lessons, direct instruction is likely to be the most utilized method across our curriculum.
- **Socratic seminars (15-20% of teaching time):** The Socratic method of teaching engages students in dialogue, encouraging them to think critically about content and ideas instead of simply looking for the “right” answer. Teachers respond to students’ comments and queries with a series of probing questions designed to facilitate broader and deeper understanding. See [Key Design Elements](#) for a detailed description of this teaching technique.
- **Toulmin writing model (15-20% of teaching time):** The Toulmin writing model teaches students to make a claim, define the issue in the claim, support the claim with evidence, explain how the evidence supports that claim, and finally consider and engage with any possible counter-claims. This is a high level of thinking and writing that requires students to have read, understood, and engaged deeply with a text prior to making an argument and writing a persuasive essay. See [Key Design Elements](#) for a detailed description of this teaching technique.
- **Whole- and small-group discussion (15-20% of teaching time):** When students are asked to communicate with their peers, they learn to organize their thoughts and naturally reflect on their own ideas, gaining further insight into the topic at hand.⁵⁷ When students listen to their peers, they learn to engage multiple points of view, consider contradictory ideas, and engage in healthy discussions. All of this leads to deeper understanding of content, and higher and more complex levels of thinking – which is exactly what we want our students to develop.
- **Teacher coaching (15-20% of teaching time):** Teachers will work one-on-one or with small groups as needed to remediate or accelerate learning as needed.

In order to successfully implement the instructional models described above, teachers will:

- Write effective standards-based lesson plans.

⁵⁴ "Low Income, High Income: Source: Postsecondary Education Opportunity, "Bachelor's Degree Attainment by Age 24 by Family Income, Quartiles" 1970 to 2009"

⁵⁵ NCES, Condition of Education (2010) and U.S. Census Bureau, Educational Attainment in the United States: 2010

⁵⁶ Adelman, Clifford: Answers in a Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment, US Department of Education, 1999."

⁵⁷ http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0132117339.pdf

- Utilize multiple methods by which to engage learners (multiple means of representation, engagement, and expression) in the content, process, and products in order to provide equal access to standards-based education for all learners (including English Learners (ELs) and students with special needs).
- Explore how all learners (including ELL and special needs students) vary in their readiness, interests and learning profiles.
- Use a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, and Tomlinson).
- Use Blended Learning to further differentiate instruction in literacy and math. More specifically, CAB teachers will design lesson plans so that they can rotate students in small groups through learning stations, blending small group instruction with silent study, group problem solving, and technology. For the technology station, CAB teachers will use research-based, Common Core-aligned supplemental tools that have yielded successful results including iStation, DreamBox, Reading 180 as mentioned previously and also Achieve3000 and ALEKS described here:
 - **Achieve3000:** When researchers looked into the test scores of nearly 87,000 middle schoolers across the nation, they found that those who used Achieve3000's middle school program nearly doubled their expected growth norms after only one year. The same level of achievement also was seen for students who had been struggling readers. This group began with reading levels at least two years below average, yet made a remarkable average Lexile gain of 118 points. ELLs and Special Education students using Achieve3000 showed that they could close the achievement gap after only one year. On average, ELLs more than doubled their expected Lexile growth, while Special Education students saw a gain of more than 1.5 times the expected.
 - **Assessment and Learning in Knowledge Spaces (ALEKS):** ALEKS is the practical realization of Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) and Professor Jean Paul Doignon at the University of Brussels⁷. ALEKS has been shown to dramatically increase student learning across numerous case studies, particularly among students at risk of academic failure and English Language Learners.

D. Assessment System

In order to measure if students at CAB are being prepared to excel in and graduate from the top colleges and universities in the nation (our mission), we must have a robust assessment system and a culture that continuously focuses on the proper and strategic use of data. Additionally, a strong assessment system will allow us to determine if we have met our goals specified in the [Achievement Goals](#) Section.

No One Measure or Type of Measure

Our students are not a test score. There is so much about them that no standardized test can ever tell us. While that is indeed true, we can and should use multiple measures and assessments to track whether a student is on track to one day become a college graduate. As indicated previously, we have designed our curriculum using backwards mapping in order to ensure that students are first and foremost prepared for the rigors of college. This requires that we identify what a student should know and be able to do by the end of 12th grade in order to excel in their first year of college and every year in college until they graduate. We will then backwards map what they should know and be able to do by the end of the 11th grade in order to excel in the 12th grade. We will repeat this process all the way down to Kindergarten aligning each grade

to Advancement Placement, College Standards, and the SATs in high school, to the Common Core and our own CAB standards from grades 9 down to Kindergarten.

In order to measure what students at CAB know and are able to do by the end of each grade level, we will employ a complex assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on a plethora of various measures that will be used in concert. Each one of these measures is essential to the effectiveness of our system to determine if students have mastered the curriculum, if extra support is needed for individual students, if cohorts have progressed over time, if individual teachers have demonstrated effectiveness, and if we are making progress towards accomplishing our overall mission of college graduation for all. Furthermore, our assessment system is aligned to NY State assessment methods and Common Core State Standards so as to ensure appropriate comparison with traditional public and other charter schools. Following is a chart showing the assessments we intend to administer at CAB:

| Assessment Administered | Frequency | Grade Levels | Purpose |
|---|--|---------------------|--|
| <i>NWEA MAP</i> | Three times per year (September, January, and June) | K-8 | This assessment allows the school to generate baseline data about students' ELA and mathematics skills and measure their growth over time. |
| <i>Fountas and Pinnell</i> | Three times per year (September, January, and June) | K-8 | This assessment allows the school to determine each child's instructional level for guided reading according to Fountas and Pinnell's A-Z Text Level Gradient. |
| <i>Classroom Developed Formative Assessments</i> | Regularly | K-8 | These assessments provide teachers with information regarding the students' success in mastering the content previously taught. |
| <i>School Developed Interim Assessments</i> | Every six weeks | K-12 | These assessments are created utilizing questions from previous State exams. The school alternates the assessments each month: one month focusing on literacy and the next month focusing on math. |
| <i>Bi-Monthly Toulmin Writing Prompts</i> | Toulmin Writing | 5-12 | On a bi-monthly basis, CAB will provide students with writing prompts and use specified rubrics to diagnose student writing strengths and deficiencies. |
| <i>New York State Assessments</i> | Once per year | 3-8 | These assessments provide the school with essential information regarding the school's success towards meeting the Accountability Plan goals and the Common Core State Standards. |
| <i>LAB-R</i> | Once per year | K-5 ELLs only | The LAB-R is given to all eligible students (when their HLIS form indicates that their home language is not English) to check their level of English ability and determine if they are eligible for ESL services. |
| <i>New York State Regents Examinations</i> | At completion of coursework and in alignment with the state schedule | 9-12 | Used as an accountability plan measure and to assess student mastery of state standards, as well as comparison to a national norm. School will analyze to identify possible instructional or curriculum gaps. Used as component of students' internal academic grades. |
| <i>College Board AP Examinations</i> | Annually | 9-12 | Used to earn college credit Used to measure effectiveness of AP courses and inform curriculum planning and instruction |
| <i>SAT Examinations</i> | Annually | 11-12 | Used as college entrance examination Used to identify individual and cohort skill gaps and determine appropriate remedial services. |

Following is a description of each of the assessments:

Northwest Evaluation Association's (NWEA) MAP: All students will complete Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) three times per year (fall, winter, spring). We will utilize NWEA MAP as both a diagnostic assessment (after the first assessment) and an interim assessment, as students will be administered the assessment three times each year to all students in grades K-8. MAP's computerized adaptive assessments will provide longitudinal data about student performance and readiness on a stable, grade-independent, equal-interval Rasch Unit (RIT) scale. MAP provides highly actionable data within 24 hours. We will also use MAP to measure value added outcomes. Value added scores will measure both the progress of individual students over time as well as cohorts of the same students over time.

Through NWEA's Dynamic Viewing Suite, teachers and school leaders will have access to assessment data in aggregate and disaggregated form, including both individual classroom reports and building-level reports. During full-day and after-school professional development sessions as well as during weekly grade level meetings, school leaders and instructional staff will meet to develop action plans based on student performance. CAB will partner with NWEA representatives to analyze assessment data and build capacity of school leaders and instructional staff as data specialists. These assessments will allow the school leaders and teachers to identify and address any gaps in student learning through both refinements in instruction and the school's remediation services, including its Skills-Building course, Homework Help, optional evening study hall, and/or Saturday and Summer Academies.

Fountas & Pinnell Benchmark Assessment System (BAS): CAB will also utilize Fountas & Pinnell's Benchmark Assessment System (BAS) to measure scholars' current reading levels. As noted previously, our goal is to ensure that students are reading proficiently by the end of grade 3. Because of that, we will administer this assessment, in addition to NWEA, to specifically assess reading skills. The BAS will be administered three times per year to students in grades K-8. According to Fountas & Pinnell, BAS "is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time."⁵⁸ The BAS captures accuracy, fluency, and comprehension. As also noted on the website, the BAS will help teachers:

- "Determine students' independent and instructional reading levels
- Determine reading placement levels and group students for reading instruction
- Select texts that will be productive for student's instruction
- Assess the outcomes of teaching
- Assess a new student's reading level for independent reading and instruction
- Identify students who need intervention
- Document student progress across a school year and across grade levels
- Inform parent conferences"

Classroom Development Formative Assessments: At CAB, students will take formative assessments on a regular basis. To ensure that formative assessments are routine and daily in every classroom, CAB will embed multiple formative assessments within teachers' daily lessons, including the Do-Now, Medial Summary, Exit Tickets, and at other junctures when assessing student understanding is crucial. CAB faculty will be trained to incorporate teaching techniques that promote active student participation and generate information about what students are learning in order to enhance the learning experience. These

⁵⁸ https://www.heinemann.com/fountasandpinnell/faqs_bas.aspx

techniques include a number of those outlined in Doug Lemov's *Teach Like a Champion*, such as "No Opt Out," "Normalize Error," "Stretch It," "Everybody Writes," "Ratio," and "Take a Stand," among others. Spiraled homework will be assigned daily and assessed to provide teachers and students with additional evidence of the degree to which students are mastering course content over the long term. Assessment data from these formative assessments will guide targeted re-teaching on an individual, small-group, or whole class basis during Skills-Building classes.

School Developed Interim Assessments: CAB, with the support of curricular experts and teachers, will design and develop internally its own interim assessments based on the Common Core State Standards and AP standards that have been planned backwards from the point of college preparation at the end of grade 11 (See Backward Mapping Section in Design Elements). CAB will use these six-week interim assessment cycles to assess student mastery of standards-based knowledge and skills in grades K-12. Following each assessment, teachers will analyze student performance data, identify which standards are causing the most difficulty, and create six-week "reteach" plans to address these deficiencies in conjunction with the preexisting scope and sequence for that time period. Additionally, teachers will use interim assessment data to create tutoring groups that address student learning deficiencies and to help determine which students receive push-in instruction from instructional support personnel during class periods.

Bi-Monthly Toulmin Writing Prompts: On a bi-monthly basis students in grades 5-12 will also be assessed on their writing skills according to the Toulmin Method. CAB will provide students with writing prompts and use specified rubrics to diagnose student writing strengths and deficiencies. As this is an integral part of our academic program, students in all subjects, not just ELA, will receive bi-monthly assessments.

New York State Assessments: CAB students will be evaluated based on all required NY State Assessments, including the NYS English as a Second Language Achievement Test and LAB-R.

New York State Regents Examinations: High school CAB students will be administered all state tests required for the granting of a New York State Regents Diploma.

College Board AP Examinations: At CAB, Advanced Placement Courses will make up the majority of student course offerings in the 11th and 12th grades and every student will be expected to take at least three AP Courses and Exams in order to graduate. Given our intense focus on college preparation, students will be administered various College Board AP examinations.

SAT Examination: Again, given our goal of preparing students for a rigorous college experience, we will require our students to take the SAT exam. SAT is a nationally standardized exam which will allow CAB to compare our performance with nation-wide performance, as well as the city and state.

Data Management and Use of Data

We will utilize a data management system, such as PowerSchool to accurately capture and maintain our student assessment records. In our view, creating a strong assessment system is the first step to creating a culture that prizes finding actionable data to improve student outcomes and helps students reach advanced levels of learning. CAB's system of assessment is designed to gather accurate and timely data so that informed decisions and course corrections can be made to maximize student learning. This process is critical to providing students with a rigorous and supportive educational experience. Actionable data helps create an accurate picture of each student's academic strengths and deficits, so teachers can target instruction effectively, increase rigor appropriately, and know when they need to reteach a lesson or perhaps scaffold a

complex idea or concept. Following is a table highlighting how data will be utilized at every level of our organization.

| Use of Data at Every Level to Create a Culture of Data | |
|---|---|
| Teachers | Teachers will use data to revise pacing, differentiate lessons, reteach skills or content, scaffold complex ideas or concepts, group students, and identify students for tutoring and other interventions. Teacher will also use data to assess professional growth and progress and communicate with students, parents, and families. |
| Instructional Leaders (Grade Team Leaders, Deans, Department Chairs and Principals) | Instructional leaders will use data to design and review curriculum, revise lesson and unit plans, evaluate teachers, evaluate instructional methods, assess whether professional development was effective or not, and design new professional development to address the greatest needs of the faculty as it relates to the mission. Instructional leaders will also use data to inform decisions on student promotion, and evaluate school progress towards student achievement goals. |
| Board of CAB | The Board will use data to measure the overall success of CAB in reaching students achievement goals, to evaluate the school principal, evaluate school policies and procedures, monitor progress towards achieving the school's mission, and holding all stakeholders accountable. |

Measuring and Reporting

Student assessment results will be reported to the board following each major assessment. In addition, the school will publish its annual report, which will show the school's achievement relative to its accountability plan goals, as well as overall student progress. Results will be shared with parents on a regular basis throughout the school year, particularly at parent-teacher conferences and through report cards.

E. Performance, Promotion, and Graduation Standards

CAB's founders have over 100 years of experience between them in running highly successful schools. They understand the encouragement young people need to hear, and they also understand the grit they need to develop in order to succeed and overcome life's challenges. The human mind is incredible wonder, and we seek to inspire, challenge, and put to the test the wonderful minds and spirits of our students. Our Math and English Labs (for the 3rd and 4th quartile students) provide the one-on-one and small group tutoring that will ensure that all students have the interventions and support they need to pass even our most challenging courses. Our practices of blended learning, extended school day, Apprentice Teaching Corp, and City Year partnership (a first rate pool of tutors) mean the students most at risk of academic failure will have the best in class supports, interventions, and technology that will ensure they succeed.

For promotion to the next grade, students must:

- Pass all subjects with a 75% pass rate in each core subject;
- Evidence proficiency on the NWEA;
- Achieve a 3 or 4 on the relevant New York State ELA, Math, and Science Assessments;
- Have no more than 15 unexcused absences during the year.

If a student does not achieve proficiency on required State exams, the student must attend a free summer program in order to be promoted to the next grade. The principal and the student's teachers and parents will meet to discuss what is best for each student, i.e. promotion, summer program, or repeating the grade. However, if a student fails two or more core subjects, scores low on the interim assessments (NWEA, Fountas & Pinnell, etc.) or does not score at least a 2 on the ELA and Math sections of the NY State Assessments, they will be asked to repeat the grade. CAB expects retaining a student in the sense of making them repeat a grade will be an extremely rare circumstance that impacts less than 1% of students

and in most years 0% of students. At ICEF Public Schools, their track record across 15 charter schools serving 4,300 students was that of retaining less than 25 students over 11 years. We are well aware of the negative long-term impacts of retaining students who struggle academically. We are equally aware of the often unseen effects of setting low standards and expectations, and we will in every word and deed seek to create a culture of excellence at our schools. It is a difficult decision to make, and as such we will always err on the side of promoting a student rather than asking them to repeat the grade.

Graduation Requirements

To obtain a College Achieve High School Diploma, students must meet or surpass the following academic and co-curricular requirements:

Academic Requirements:

- Take 3 Advanced Placement Courses and Exams.
- Take the SAT or the ACT.
- Apply to at least one 4 year college.
- Have at least a 2.5 GPA.
- Earn a 65% or higher on the required Regents exams, including Comprehensive English, Global History, & Geography, US History & Government, Mathematics, & Science.
- Earn 16 Carnegie units of credit in English Language Arts, math, science, and social studies; 3 units of credit in Global Languages or test out by passing an AP Language exam; and 9 units of credit in enrichment courses such as Music, Art, Drama, Dance, Technology, and/or College Preparedness.
- 2 elective unit of credit by participating in intramural sports.
- Earn 2 elective units in Physical Education, Health and Life Fitness Classes.
- Complete a community service project that positively impacts the local community and culminates in the top 10 projects being memorialized for two years with websites documenting their studies and the after and ongoing effects of their service.

Students with Individual Education Programs (IEPs) must meet the same requirements as general education students to earn a high school diploma with the following exceptions:

- A score of 55% or higher is required on the NYS Regent's Exams.
- The principal will have the authority to waive the requirement that a student take 3 Advanced Placement (AP) Courses & Exams for up to 15% of the graduating class. In most cases, the Principal will reduce the requirement to one or two AP Courses. In exceptional cases, the Principal will waive the requirement completely. It should be noted that students are required to take the course and the exam, but need NOT pass the exam with a 3 or higher to earn their diploma.

F. School Culture and Climate

Promoting a Safe and Orderly Learning Environment

The learning environment must be absolutely safe and respectful for the students enrolled at CAB to meet and exceed both the school's and the state of New York's high academic standards. To achieve our mission of preparing our students to excel and graduate from top colleges and universities, they first need K-12 experiences that not only help them to develop their content knowledge and academic skills, but also provide models and clear expectations of behaviors and attitudes they will need to internalize and adopt to be successful in college and in life.

All CAB staff members will commit to holding students, each other, and themselves responsible for demonstrating appropriate behavior at all times. Rules and consequences will be clearly defined and communicated to students. There will be a consistent approach and a common language utilized, with adjustments made by each leader to ensure developmental appropriateness and overall effectiveness. Parents and guardians will be informed of the behavioral expectations and discipline policies in writing through a distributed parent handbook, and through both visual reminders at the school and verbal reminders in interactions with the teachers and leaders at the school. The staff handbook will also include the Code of Conduct, and middle and high school students will receive copies of it as well.

The Student Code of Conduct will be developed in accordance with state law, and it will reflect the behavioral expectations for all members of the CAB community. It will also note the possible disciplinary actions that may be taken in response to a violation of the rules. Students with special needs will be expected to follow the Code of Conduct, and this document will be reviewed as goals, objectives and service recommendations are developed and modified in the cases of students who have IEPs. Given our mission and focus on college readiness, the discipline policy will seek to return students to those productive behaviors that are consistent with high academic achievement and healthy social-emotional development. While consequences are necessary, the ultimate objective of all disciplinary action is to refocus the student on the work they are doing and on the positive relationships they are developing with their peers and their teachers.

School Culture

CAB's mission is to prepare its students to excel in and graduate from the top colleges and universities in the nation. Key to preparing our students for college is teaching them the appropriate behaviors needed to thrive throughout their adult lives. CAB will implement the discipline system, aligned with our Code of Conduct, described above in an effort to adequately prepare our students for future success. At CAB, teachers will typically be the first staff members to address discipline issues within the classrooms. They will be expected to establish systems and procedures that will ensure an atmosphere that is safe, calm, and conducive to rigorous learning, and employ preventive strategies to avoid disruptive incidents from occurring. When students do demonstrate unacceptable behavior, teachers will set consequences appropriate to the situation, in accordance with the school's Code of Conduct, and work with the student to reflect on his or her behavior, identify alternatives for the future and fulfill the responsibilities related to the consequence.

Input will be obtained from parents and staff members, as well as community members who are contributing to the development of the school, and the Code will be approved and adopted by the school's Board of Trustees. At minimum, the Code of Conduct will include expectations for acceptable behavior and identify behaviors that will be categorized as disciplinary offenses. These will include actions that interfere with learning, are contradictory to the mission and goals of the school, or pose risks to the health of others or safety of the community. The range of school responses to violations of those expectations will be described; however, the leaders of the school will use their professional judgment and consider a number of factors, including the severity of the behaviors, the ages and developmental levels of the students, information collected from peers, staff, parents and the students themselves, and any other relevant facts and histories of student as appropriate. Please see *Attachment 4* for our proposed student discipline policy.

College Going Culture

Because college preparation is so integral to our school's design, creating a college going culture will also be a vital part of what we do. Our K-12 students will be immersed in a college going culture that seeks to

inspire all of our students to reach for college graduation, which we believe is possible for all. We will communicate this message to our students in every way possible. We will post the school's mission in every classroom and on every school communication. Beginning in the 5th grade, students will visit their first college on a formal field trip. Every year thereafter they will visit a college in a different city or state: 5th grade will be Brooklyn College; 6th grade, SUNY NYC; 7th grade NYU; 8th grade a field trip Boston and Cambridge to visit Harvard University and MIT; 9th grade a field trip to Washington DC, Georgetown and Howard Universities; and 10th grade to Yale or Princeton.

G. Special Student Populations and Related Services

A Responsive, General Education Classroom

CAB (CAB) is committed to serving the needs of all students – gifted, students with disabilities, English Language Learners (ELL), and those at risk of academic failure. The most recent test scores for 2013-2014 for New York City students with disabilities show the need for urgency – only 6.7% of students with disabilities were proficient in ELA and only 11.4% in math.⁵⁹ If we are to fulfill our mission for all students to “excel in and graduate from the top college and universities in the nation,” we must make a massive investment in the success of special needs students.

To that end, CAB will implement structures and systems to engage and challenge all students and hold all teachers and administrators accountable for the performance of students with disabilities (see Evaluation section for accountability linked to the special needs students). We have designed our curriculum, instruction, scheduling, and staffing to ensure that all students, especially those in need of additional supports and enrichment, receive a high-quality education tailored to his/her individual needs. The following aspects of our school model are particularly noteworthy for the support they offer to students who require additional supports:

- We will have an effective teacher in every classroom; one who has demonstrated the ability to achieve high academic outcomes for all students.
- The iterative nature of our Socratic Seminars and Toulmin writing model is built into every class across all disciplines. The repetition and consistency of teaching style and expectations will be especially beneficial for our at-risk students.
- Our rigorous curriculum is backwards-mapped from college standards so that our at-risk students (who are all too often denied rigorous instruction due to low expectations) will be ready to succeed academically in college.
- Our extended school day and optional afterschool and summer programs give students extra time to master the necessary content and skills.
- Our Integrated Co-Teaching (ICT) model is designed to support at-risk and special needs students with multiple positive effects across the system:
 - 1) In every Kindergarten, 1st, 2nd, 3rd, 6th, and 9th grade core subject classrooms - we will pair a master teacher and an apprentice teacher (TFA or similarly qualified first or second year teacher). A master teacher will have at least 4 years of experience, a track record of high student achievement (closing the achievement gap), and have Highly Qualified status as a SPED service provider. This ensures:
 - a. Students with disabilities are receiving instruction 100% of the time from a teacher who is highly qualified SPED certified.
 - b. Small student: teacher ratios - it cuts the ratio in half from 26:1 to 13:1.
 - c. That there are no true rookie teachers teaching in a CAB classroom, i.e., there will never

⁵⁹ Report issued by the NYC Special Education Collaborative, August 15, 2014.

be a new teacher who is straight out of college (or other career) into the classroom as the sole or lead teacher in our schools.

- d. To be hired, teacher must have a track record of results: not only do we not allow teachers with no experience to teach at CAB, but we only place in our classrooms teachers with a proven track record of effectiveness at their prior school or schools as evidenced by at least two years of test data showing close-the-achievement-gap- results.
- 2) Approximately half of an apprentice teacher's day will be devoted to tutoring students whose grades and NWEA scores place them in the bottom 25% of the class, and/or are RTI Tier 1, 2, and 3 students, LEP students, and/or students with disabilities.
- 3) In grades 3 through 9 an additional staff member – a tutor who is not a credentialed teacher but is a college graduate - will be assigned to core instructional classrooms including ICT classrooms in 3rd, 6th, and 9th grades bolstering the tutoring supports for students with disabilities or students in the lowest quartile, RTI, and/or are LEP students.
- 4) Blended learning opportunities will be routine as each classroom will have at least 7 working computers and access to laptop cart with 30 laptops. Students in at the blended learning station will depending on the subject being taught have access to the following software programs:

Providing Specialized Instruction to Students in Need of Additional Supports

In addition to the structural supports built in to our school model outline above, CAB will implement a three-tier Response-To-Instruction (RTI) model in compliance with the guidelines provided by the New York State Education Department.⁶⁰ The RTI model will allow us to identify students needing additional and more intense services. More specifically, our staff will monitor student performance on a regular basis. CAB will utilize the NWEA and BAS as the universal screeners. Teachers will also utilize other assessments, such as daily homework, interim assessments, etc. to monitor student progress. If assessment results indicate that a child may need additional supports, he/she will progress through the three tier model described below:

Tier 1: At CAB, all teachers will be required to deliver high quality instruction to all students in the general education classroom. Students in Tier 1, who are demonstrating any difficulties mastering the skills, concepts, or strategies taught, will receive additional support from one of the classroom teachers. These efforts may include pre- teaching or re-teaching on an individual or small group basis, either during DEAR or the independent work time following the introduction and guided practice of a lesson. Teachers will make accommodations in student lesson materials or provide supplementary supports (for instance, math manipulatives or personal word walls for elementary students) for students who need them.

Tier 2: In the event students are not making adequate progress, they will be moved into Tier 2 and 3 interventions. Teachers will recommend to X that students participate in Tier 2 interventions and their parents will be notified. Tier 2 interventions are provided in addition to Tier 1 interventions. A typical Tier 2 intervention will be small group (3 to 5 students) of supplemental instruction; these small group sessions will occur 3 to 5 times per week for 20 to 30 minutes. These interventions may take place in the general education classroom through either the teacher, apprentice teacher, or tutor; they also may take place outside of the general education classroom as necessary. Students in Tier 2 interventions will be progress monitored on a regular basis and will be remain in their assigned group for 6 weeks. Should the assessment data indicate that a student has made sufficient progress, the student will exit Tier 2 interventions. If sufficient progress has not been made, the student will be advanced to Tier 3 interventions.

Tier 3: As with Tier 2 interventions, Tier 3 interventions are provided in addition to Tier 1 and Tier 2

⁶⁰ <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>

interventions. Tier 3 interventions are more intense and are provided in small groups of students (1 to 2) for longer durations: students in Tier 3 interventions typically will receive 30-to-60 minutes of intervention at a minimum of four days per week. Student progress will be monitored through classroom work and assessment data. Students will remain in Tier 3 interventions for six weeks. Should assessment data indicate that the student has made sufficient progress, he/she will exit Tier 3 interventions. If sufficient progress has not been made, and a variety of interventions have been provided, the RTI committee may recommend a student to the Committee on Special Education (CSE) evaluation.

Support Services for Students in Need of Special Education Services

CAB will comply with the federal Child Find requirements (34 CFR §300.125), which requires all schools to have a process for identifying, locating, and evaluating students who are in need of special education and related services. CAB will have the responsibility to identify, refer, and work cooperatively in locating CAB students who have, or may have, exceptional needs that qualify them to receive special education services. CAB will adopt and implement policies and procedures to align with NYS Commissioner of Education's policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. CAB will refer a pupil to the Committee on Special Education (CSE) of the district of residence for formal evaluation only after the resources of the regular education program have been considered and, where appropriate, utilized.

We anticipate that some of our students will come to us with existing Individualized Education Plans (IEPs). If that is the case, we will request the student's previous school records and will implement the existing IEP if an IEP is already in place that can be appropriately carried out in our school setting, in the Least Restrictive Environment. We also anticipate that some students may enroll who have not yet been identified as needing specialized services. Accordingly, we will follow the child-find procedures to identify all students in need of additional services. We will utilize our RTI model described above to assist with the identification of students. Parents, also, can request that a student be evaluated for specialized services and thus the school will follow procedures to respond to this request according to state and federal laws. Once identified, the student will be referred to the CSE, who will conduct the initial evaluation to determine if the student is eligible to receive special education and related services. If the evaluation indicates the student requires services, the CSE will design an IEP with input from the RTI Review Team. Once created, CAB will have the responsibility to implement the IEP in compliance with all federal laws and regulations relating to students with disabilities (Education Law §§2853(4) and 2851(2)(s)).

All of our teachers will be highly effective at meeting the needs of students eligible for special education and related services. We will ensure a track record of effectiveness through our rigorous hiring process, and will support teachers in strengthening and honing their skills related to supporting special needs students throughout the year with continued professional development. Our weekly Friday professional development sessions (described in detail in section 2) will include a variety of important topics, including providing targeted staff training for teaching and supporting students with special needs. Additionally, individual teachers will be supported through classroom observations and one-on-one coaching with administration.

To the maximum extent possible, CAB will educate students with disabilities in the least restrictive environment, which, in accordance with what is mandated on each individual IEP, may include: Special education-certified teacher support, within and outside of the general education classrooms; Speech and language therapy; Physical therapy; Occupational therapy; Counseling, social work and psychological services; and Special transportation. CAB will compile, maintain, and ensure access to and confidentiality of student records in accordance with state and federal law. Students with disabilities will be included in all school-wide and statewide assessments, with appropriate accommodations as mandated by IEPs.

Staffing Model for Special Education

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--------|--------|--------|--------|---------|
| Enrollment K-12 | 200 | 249 | 526 | 771 | 1,063 |
| 12- 15% SPED Students | 24-30 | 30-38 | 66-83 | 93-116 | 128-160 |
| Special Education Teachers without an assigned classroom for grades 4, 5, 7, 8, 10 | 1 | 1 | 2 | 4 | 6 |
| Special Education Teachers in Inclusive/Integrated Co-Teaching Model (ICT) in all core classrooms grades K, 1, 2, 3, 6, and 9 | 7 | 8 | 15 | 25 | 26 |
| Total number of Highly Qualified SPED Teachers at CAB | 8 | 9 | 17 | 29 | 32 |

The reason for the comparatively low number of SPED teachers with an assigned classroom is because in our enrollment growth model we do not have a 4th, 7th, and 8th and 10th grades in years 1-3; and we do not have a 4th, 5th, 10th grade in years 2-4. Grades K, 1, 2, 3, 6, and 9 will all employ an Inclusive Co-Teaching Model with at least one teacher being a Highly Qualified Special Education teacher. The budget only represents SPED teachers without a core classroom in the SPED line. The additional SPED teacher in the ICT model are represented in either the Apprentice Teacher line or the Core Teacher Line for K, 1, 2, 3, 6, and 9th grades.

English Language Learners

CAB is committed to appropriately identifying and addressing the needs of students who are learning the English language. Families of incoming students will be asked to complete a home language questionnaire. If the family indicates that the student speaks a language other than English, CAB will research to determine whether the student has taken the LAB-R assessment at a previous school. If already taken, we will contact the student's former school to ask for the New York State English as a Second Language (ESL) achievement test scores. If our research indicates that the LAB-R assessment has not yet been taken, we will administer the assessment in an effort to determine the appropriate instructional support. If a student scores at the beginning, intermediate, or advance level, the student will be classified as Limited English Proficient (LEP) and will be administered the New York State ESL achievement test on an annual basis in the spring. Once a student reaches the proficient level on the ESL achievement test, the student will be re-designated and will no longer be LEP.

All ELL students will take part in the same scheduled classes and activities as their peers, but those with the most limited English will be provided with additional English language instruction. Further, we will hire certified and trained ESL teachers to provide additional support. Students will also have access to after-school tutoring from teachers and tutors. All of our teachers, however, will be well versed in supporting students as they learn a second language. To the extent possible we will hire teachers who speak both English and Spanish, and will provide support to our teachers throughout the year in both whole-faculty professional development sessions and in one-on-one coaching sessions. Further, we plan to create a culture where students learn to support one another in their language development.

Gifted and Talented

Given our academic model and focus on Advanced Placement courses, we believe that our academic program will challenge all students that walk through our doors. Students will have the opportunity to be continuously challenged, including those who are gifted and talented.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

| Name | Relevant experience/skills and role on founding group | Proposed role(s) |
|--|--|-----------------------------------|
| Michael Piscal College Achieve Brooklyn | <ul style="list-style-type: none"> • Teaching: substitute teacher Toms River Public Schools (1988-1989); English teacher, Harvard-Westlake School, Los Angeles, 1989-1994. • School Leadership: Principal, View Park Preparatory Accelerated Charter School from 1999-2002; CEO of ICEF Public Schools 1994-2010; Executive Director of Agassi Prep from 2011-2013. • Curriculum Design & Teacher Evaluation: designed and implemented a ICEF's public school academic model. Developed a unique application of the Toulmin Writing Model that was featured at the Bill & Melinda Gates National Literacy Conference (Los Angeles, February 2010) and the NewSchools Venture Fund Community of Practice (Philadelphia, 2008). • Management & Start-Up: Founder & CEO of the first CMO in Los Angeles - ICEF Public Schools 1994-2010. Founded 15 schools in South-Central, Inglewood, and the Crenshaw District. College Achieve, 2013 to present. • Community Organizer: Co-founder of Families That Can 2007-2010, now part of the California Charter School Association. http://ccsafamilies.org/about/ | Lead Founder & Executive Director |
| Erica Hamilton Executive Director of City Year | <ul style="list-style-type: none"> • Educational Leadership: Executive Director of City Year (2012 – present). Chief Program Officer of iMentor 2009-2012. • Governance: board member of Community Roots Charter School. • Executive and Business Leadership: Citigroup, Senior Vice President 2005-2009; Goldman Sachs, 1999-2003; • Resident of Community School District 17 and mother of two. | Board Chair |
| Michael Druckman CEO of Schools That Can (STC) | <ul style="list-style-type: none"> • Governance: Board Chair of Schools That Can; past Chairman of the Board of the Trey Whitfield School in East New York, Brooklyn. • Management: CEO of Schools That Can – a national network of high performing independent schools – charter, private, and public serving over 45,000 students in 125 schools in over 17 cities. | Vice Chair |
| Kathleen P. Mone Finance Manager, City University of New York | <ul style="list-style-type: none"> • Public School Finance: CUNY, Finance Manager of Academic & Student Affairs, 2013 to present; School Business Administrator, Elysian Charter School, Hoboken, NJ, 2010-2013; School Business Administrator, Ethical Community Charter School, Jersey City, NJ, 2009-2011. • NYCDOE: Budget Unit Director for Division of Budget, Operations, and Review (DBOR); District 75; Special Education; and Facilities 1981-2004. Headed various units in budget and finance over two decades at headquarters and field locations, Budget Director for Manhattan and Bronx, Director of Budget and Finance for District 75 Citywide Special Ed, spent one decade in Division of School Facilities, Office of Building Services, formerly Deputy Budget Director, Division of Special Education. • In her capacity as Budget Unit Director of District 75 worked extensively with Brooklyn's traditional public schools. • Governance: VP of the Board of Innovate Manhattan Charter School; Secretary-Treasurer of the Ethical Charter School Foundation. • Special Education: Special Education Coordinator at Elysian Charter School from 2004-2010. Coordinated all SPED data, IEP's, annual reviews, compliance and monitoring. | Treasurer-Secretary |
| Michelle Carluccio | <ul style="list-style-type: none"> • Art Educator and Community Advocate: Professional Artist; fully credentialed art educator; and Brooklyn community resident and education advocate. | Board Member |

| | | |
|--|---|---------------------------|
| Seymour Fliegel CEI-PEA | <ul style="list-style-type: none"> • Educational Leadership: President of the nation’s oldest education advocacy organization Center for Education Innovation – Public Education Association. • School Leadership: NYC public school teacher, principal, and the legendary Superintendent of East Harlem. First Superintendent to offer a school choice model district wide in the nation. Inspired Union Leader Al Shanker to back the creation of charter schools and Senator Junge of Minnesota to write and pass the first charter school law. • Governance: Board Member of | |
| Stan King Boys & Girls Club | <ul style="list-style-type: none"> • Educational Leadership: Director of the Madison Square Garden Boys & Boys Club in Flatbush (CSD 17). • Brooklyn resident and parent of a student who has attended charter schools from 2nd grade through 11th grade. | Board Member |
| Kate Maroney Nassau College | <ul style="list-style-type: none"> • Music Educator and Mezzo-soprano. Holds advanced degrees including a Doctorate from Eastman. Brooklyn resident. www.katemaroney.com | Board Member |
| Rachelle Nelson | <ul style="list-style-type: none"> • School Leadership: Interim principal at Agassi Prep from December 2012 to June 2013. Held various roles of Dean, Director of After School Programs, and interim principal at the Garr Charter School. • Director of Student Support Services: at Agassi Prep serving over a hundred students with disabilities and Limited English Proficiency. • English teacher at ICEF Public Schools from 2009-2011. Noted for her excellence in using the Toulmin Writing Model. | Founding School Principal |
| A.B. Whitfield COO & Co-Founder of the Trey Whitfield School | <ul style="list-style-type: none"> • School Management: retired Administrator of NYC Public Schools. • Founder & COO of the Trey Whitfield Academy for 30 years. Trey Whitfield School, formerly Bethlehem Baptist Academy has for 30 years been a high performing private school in the East New York section of Brooklyn. www.treywhitfieldschool.org | Board Member |

The founding group came together as a result of passionate discussion about how few low income, African-American, Latino, and students with disabilities were graduating from college. The statistics shock the conscience – less than 10% of low income students, and less than 16% of young Black men and 25% of young Black women who enroll in college graduate in four years.⁶¹ This is how we decided on our name – College Achieve Brooklyn Charter School. In learning about City Year and its amazing service corp of tutors and mentors, lead founder Michael Piscal came to know City Year’s Executive Director, Erica Hamilton. Ms. Hamilton passionately believes the children of Community School District 17 are underserved and that families want more school choices. Piscal had previously worked with Michael Druckman, AB Whitfield, and Sy Fliegel in the development and growth of the Trey Whitfield School and Schools That Can. Having previously served on a Boys & Girls Club board, Piscal soon met Stan King, Director of the Boys & Girls Club in CSD 17 and learned of King’s passion for the community he serves and charter schools (his daughter has attended a charter school for 10 years). Piscal immediately brought Mr. King on to the board as an active member. Wanting to ensure CAB has excellent art and music programs and ties to local art institutions, Piscal recruited Brooklyn residents Michelle Carluccio and Kate Maroney to join board.

All agreed on the ICEF Model as the basis for CAB’s academic program. AB Whitfield urged that we make a massive investment in early literacy, and on this subject Kathleen Mone (a leading school finance expert and Special Education Coordinator) suggested an Integrated Co-Teaching (ICT) Model for Grades K-3 to ensure that all students are reading proficiently on grade level by third grade. The ICT model is a new development and not part of the ICEF model, but fits perfectly within it. Rachelle Nelson, proposed founding principal suggested that we also use the ICT Model for 6th and 9th grades as the research shows

⁶¹ NCES. Graduation rates of all first time postsecondary students who started as fulltime postsecondary degree seeking students. Table 345. Selected cohort entry years 1996-2007.

how those transition years are incredibly difficult for our students. Stan King after listening to the parents urge for more middle and high school choices lobbied the founding group hard to open the middle and high schools sooner.

Piscal has worked closely with Sy Fliegel and Harvey Newman at the offices of the CEI-PEA and we are very grateful for their suggestions and technical assistance in the writing of this charter pro bono. Sarah Rapa from SchoolWorks was hired to assist Michael Piscal – the primary author – in the writing of our application. Charter School Business Management (CSBM) was hired to assist in the budgets and financial sections of this charter application.

Please see the founding group chart above for a detailed list of each board member’s qualifications to serve on the board. The board determined that Michael Piscal was the best candidate to serve as the school’s founding Executive Director for his experience as a teacher, curriculum developer, principal, and CEO of the model we plan to replicate and for the tremendous success he has had. The board also determined that Rachelle Nelson, founding Principal, was the best candidate for the position of School Principal as she has experience teaching the ICEF educational model, and experience coaching and training teachers in ICEF’s teacher evaluation model, ICEF’s Toulmin Writing Model and Share Inquiry, and has served as an interim principal, in addition to other school leadership roles of Dean of Students, After School Director, and Director of Student Support Services. The board was particularly excited about Nelson’s experience and success as the Director of Special Education at two charter schools and how that will help ensure the success of CAB’s Special Education programs and particularly the implementation of the Integrated Co-Teaching Model that will be a central feature of CAB’s model.

B. Board of Trustees and Governance

There will be initially nine members of the Board of Trustees including a parent to be added during the first year of the school’s operation. The CAB Board is composed of former Superintendent (Seymour Fliegel); the Executive Director of a leading service organization (Erica Hamilton of City Year); the COO and co-Founder of the Trey Whitfield School in East End section of Brooklyn; the CEO of Schools That Can (Michael Druckman); the Director of the Madison Square Boys & Girls Club in CSD 17 in Flatbush (Stan King); two arts educators (Michelle Carluccio and Kate Maroney); and a school finance and Special Education expert (Kathleen P. Mone).

Proposed Founding Board of Trustees

| Trustee name | Voting Y/N | Position on the board (e.g., officer or constituent representative) | Length of initial term |
|--------------------|------------|--|------------------------|
| Erica Hamilton | Y | Board Chair (Executive & Audit & Finance Committees) | 3 |
| Michael Druckman | Y | Vice Chair (Audit & Finance Committee) | 1 |
| Kathleen P. Mone | Y | Treasurer & Secretary (Chair of Audit & Finance Committee & Executive Committee) | 2 |
| Michelle Carluccio | Y | Board Member (Education Committee) | 3 |
| Seymour Fliegel | Y | Board Member (Education Committee) | 1 |
| Stan King | Y | Board Member (Executive and Education Committee) | 2 |
| Parent | Y | Board Member (Education Committee) | 1 |
| Kate Maroney | Y | Board Member (Education Committee) | 2 |
| AB Whitfield | Y | Board Member (Executive Committee) | 3 |

There will be no fewer than 5 board members and no more than 15 Trustees at any given time. Board terms will be staggered to ensure that we do not have to turn over the board all at once. Board members

can be reelected to the board for multiple terms (see bylaws). The board as a whole is responsible for all legal and fiduciary matters pertaining to the successful operation of the school and the fulfillment of its mission. The board will select and hire the Executive Director who will serve at the board's pleasure. Board members will receive extensive training in their roles of developing school policy and procedures, overseeing the school's finances and operations, and its moral commitment to fulfilling its mission. Board members will also receive ethics training, go on retreats, and understand and adhere scrupulously to their proper policy and oversight roles and not cross over into interfering with the school's day-to-day management. The Board will have three main committees: Executive Committee, Audit and Finance Committee, and Student Learning Committee.

Qualifications and Election: the board is self-selecting. Trustees must be nominated by a current trustee and elected by majority vote of the board. No school employee or other person who has a conflict of interest prohibited under Sections 801 through 806 of the General Municipal Law may serve. Should any perceived or real conflict of interest be apparent, the Board member will recuse him or herself and leave the room for the discussion and vote (see Code of Ethics attached). The Board will seek to elect Trustees such that at all times at least two trustees are residents of CSD 17. In addition, the Board will seek to have at least one Trustee (who will serve on the Audit and Finance Committee described under "Board Committees" below) who qualifies as a "financial expert."⁶²

Meetings: Board meetings will be held monthly at the school. The Board may also schedule additional meetings as it determines necessary, including for matters such as the election of Trustees. Notice of all Board meetings will be given, and all Board meetings will be conducted, in accordance with the Open Meeting Law and other applicable law. Except as otherwise permitted by law, no Board quorum will meet privately to decide or deliberate on any matter.

Board Committees: The Board will have an Executive Committee, an Audit and Finance Committee, a Student Learning Committee, and other committees formed at the direction of the Board. Each committee will be comprised of not fewer than three Board members.

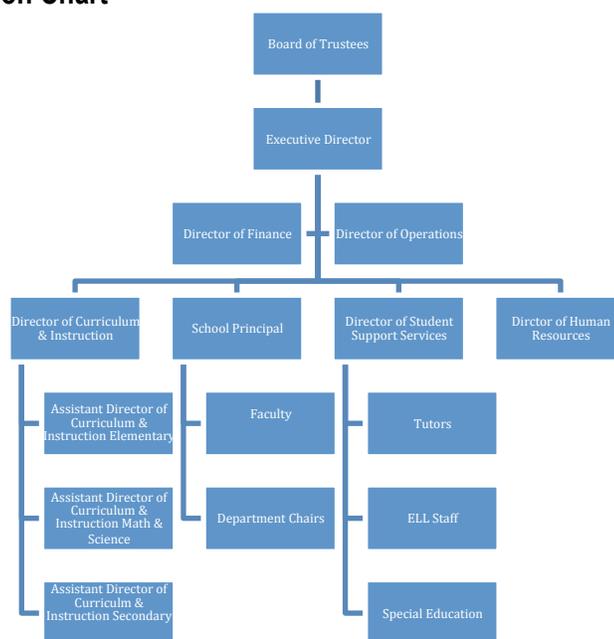
- **Executive Committee:** The Executive Committee, comprised of no fewer than three members, will transact such school business as the Board as a whole directs. It is anticipated that the Executive Committee will interact with the school's administration regarding the school's academic, financial, and administrative performance at intervals between scheduled Board meetings and/or where action is urgently required.
- **Audit and Finance Committee:** The Audit and Finance Committee will operate on an advisory basis and will provide recommendations to the Board for its review and acceptance. It will (i) review and provide recommendations regarding the school's annual budget; (ii) review and provide recommendations regarding the school's financial performance; (iii) provide recommendations regarding the appointment of the school's external auditor; (iv) meet with the external auditor prior to commencement of the audit; (v) review and discuss with the external auditor any risk assessment of the school's fiscal operations developed by the auditor; (vi) receive and review the draft annual audit report and accompanying draft management letter and, working directly with the external auditor, assist the Trustees in interpreting such documents; (vii) make a recommendation to the Board on accepting the annual audit report; (viii) review corrective action plans developed by the Board to assist in the

⁶² Finance expert within the meaning of item 407(d)(5)(i) of the Securities and Exchange Commission's Regulation S-K. In addition, the Audit and Finance Committee member must satisfy the "independence" requirements under the Sarbanes-Oxley Act of 2010.

implementation of such plans; and (ix) assist in oversight of the school’s internal audit function, including providing recommendations regarding the internal auditor’s appointment, reviewing the internal auditor’s significant findings and recommendations, monitoring implementation of such recommendations, and evaluating the performance of the internal audit function.

- **Student Learning Committee:** The Student Learning Committee will operate on an advisory basis and will provide recommendations to the Board for its review and acceptance. It will (i) monitor development of the school’s academic program by the school’s professional staff; (ii) review proposed amendments to the academic program; (iii) develop reporting requirements for the Executive Director and other staff to the Education Committee; (iv) develop and calibrate the school’s academic achievement goals; (v) receive and review reports from the Executive Director and other staff; and (vi) interact with the Executive Director and other staff if the school fails to meet its academic achievement goals and oversee adoption and implementation of a remediation plan in such case (see *Evaluation* for further details on how the Executive Director is evaluated).

C. Management and Staffing College Achieve Organization Chart



Organizational Structure of the School

College Achieve Brooklyn Charter School’s Board of Trustees’ roles and responsibilities are outlined in the detail in the Governance section of this application. The Executive Director, who is hired by the Board of Trustees and reports directly to them, will be responsible for the day to day management of the school, for fulfilling its mission, and achieving its annual goals. The board will evaluate the Executive Director (ED) on the following basis, and determine the Executive Director’s continuance of the employment, the termination or renewal of contract, and setting compensation based upon the following six metrics:

- 1) Student test scores shrinking or closing the minority/white achievement gap;
- 2) Hiring, development, and retention of school principals;
- 3) Hiring, development, and retention of high performing teachers;
- 4) Balanced budget and strong financial position;
- 5) Compliance with board policies, the charter, all applicable state and federal laws; and

6) Operational excellence.

The ED will be responsible for hiring all faculty and staff. The Leadership team will be composed of the Executive Director, the School Principal, and the Operations Manager in the first two years of the school. In year three, the school will add the leadership positions of Director of Curriculum & Instruction, Director of Students Services, Director of Finance, and in year 4, Director of College Counseling & Financial Aid.

Roles and Responsibilities of Leadership Team

| Role | Responsibility | Reports |
|--------------------------------------|--|---------------------------------------|
| Executive Director | <ul style="list-style-type: none"> Establishing and promoting high standards and expectations for all students and staff. Ensuring a safe, orderly environment conducive to learning. Hiring, evaluating, retaining, and dismissing all senior staff including the School Principal and Directors of Curriculum, Operations, College Counseling, and Student Support Services and the Operations Manager with the advice and counsel of the School Principal. Managing, supervising and evaluating all senior staff and teachers. Ensuring all school policies, systems, programs, and service are in alignment with the mission of the school. Ensure that all senior staff and faculty in the analysis and use of data to drive instruction. Oversee all financial and accounting activities and provide monthly reports to the board on the school's finances, and compliance with all legal and fiduciary responsibilities. Work with the Board Audit and Finance Committee and independent auditor to develop accurate and timely public audits. Acquire school facilities necessary to the successful implementation of the school's education program. | To the Board of Trustees |
| School Principal | <ul style="list-style-type: none"> The school's outreach, recruitment of students, and admissions and student lottery process. The day-to-day operations of the school's academic and extra-curricular programs. Hiring, retaining, and dismissing all teachers and support staff. Responsible for evaluating and training all faculty and staff. Developing a comprehensive understanding of the College Achieve Brooklyn academic programs and examining opportunities for continuous improvement. Overseeing and evaluating the Director of Student Services, Director of Curriculum & Instruction, Grade Team Leaders, Department Chairs, and Grade Level Deans. | To Executive Director |
| Director of Curriculum & Instruction | <ul style="list-style-type: none"> Setting up assessment systems including NWEA, NY State Assessments, and Advanced Placement, ACTs, and SATs. Training all faculty and staff in assessments formative, interim, and summative. In conjunction with the School Principal, responsible for evaluating and coaching all teachers. Development of the school's curriculum and instructional model. Designing and implementing the school's professional development program to be delivered every Friday from 1:30 to 4:30 pm and the Summer Curriculum and Instruction Institute every summer for two weeks. Training teachers and senior staff in the use of data to drive decisions. Training teachers in the key design elements (data, Toulmin, Socratic, proper use of tutors, Core Knowledge, phonics, etc.) of our curriculum and instructional model. Training tutors and coordinating the relationship with Tutoring Service Contract or relationship with City Year. | Executive Director & School Principal |
| Director of Student Support Services | <ul style="list-style-type: none"> Overseeing the instruction of students with disabilities and English Language Learners Coordination of all special education programs, data, IEPs, annual reviews, and initials. Hiring of all vendors to provide special services to students with disabilities and ELL. Hiring, training, and dismissing of all special education and ELL staff. Compliance and reporting for all students with disabilities. Hiring, training, and dismissing the school's social workers and counselors. | Executive Director & School Principal |
| Director of School Finance | <ul style="list-style-type: none"> In the school's first two years services to be contracted out to a provider such as Charter School Business Management. Responsible for school's fiscal and legal compliance, the annual audit, budgeting, monthly | Executive Director |

| | | |
|--------------------|---|--------------------|
| | budget vs. actual reports to the board, payroll, pension, and health benefits. | |
| Operations Manager | <ul style="list-style-type: none"> The school's cleanliness, maintenance, and operations. School furniture, storage of books, and technology. Hiring and oversight of Technology Coordinator. For all purchases. Hiring and oversight of Custodians. | Executive Director |

Staffing Plan for First Five Years of Operation

In accordance with N.Y. Education Law § 2851(2)(i) the chart below details the staffing plan and the number of teachers to be employed during the first year of the school's operation and over the proposed charter term. In CAB's initial growth years, the Executive Director will perform the role of the Director of Curriculum & Instruction and the School Principal will perform the role of the Director of Student Support Services. The role of Director of Finance will be outsourced to a consultant such as Charter School Business Management. As the school grows to scale (in years 3 and 4) and the Executive Director and School Principal will relinquish these roles and full time senior leadership will be hired. College Achieve Brooklyn is also implementing a unique Inclusive Co-Teaching Model for grades K, 1, 2, 3, 6, and 9. This means that for every core subject class there will be two teachers per classroom. In addition, one of those teachers will be a highly qualified special education instructor. See Special Education section for the number of highly qualified special education teachers.

Staffing Plan for the First Five Years of Operation

| Staff Headcount | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------------------|--------|--------|--------|--------|--------|
| Salary-Administrators | FTEs | FTEs | FTEs | FTEs | FTEs |
| Executive Director | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Principal | 1.0 | 1.0 | 2.0 | 3.0 | 3.0 |
| Director of Student Services (SPED) | | | 1.0 | 1.0 | 1.0 |
| Director of Curriculum & Instruction | | | 1.0 | 1.0 | 3.0 |
| Director of Science Instruction | | | 0.3 | 1.0 | 1.0 |
| Director of Talent | | | 1.0 | 1.0 | 1.0 |
| Director of College Counseling | - | - | | 1.0 | 1.0 |
| Director of Finance | | | | 1.0 | 1.0 |
| Director of Operations | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Administrative Assistant | 1.0 | 1.0 | 2.0 | 3.0 | 4.0 |
| Salary-Teachers | | | | | |
| Kindergarten | 3.0 | 2.0 | 4.0 | 4.0 | 4.0 |
| Kindergarten Apprentice Teachers | 3.0 | 2.0 | 4.0 | 4.0 | 4.0 |
| First Grade | | 3.0 | 4.0 | 4.0 | 4.0 |
| First Grade Apprentice Teachers | | 3.0 | 4.0 | 4.0 | 4.0 |
| Second Grade | | | 3.0 | 4.0 | 4.0 |
| Second Grade Apprentice Teachers | | | 3.0 | 4.0 | 4.0 |
| Third Grade | | | | 4.0 | 4.0 |
| Third Grade Apprentice Teachers | | | - | 4.0 | 4.0 |
| Fourth | | - | | | 4.0 |
| Math | 1.0 | 2.0 | 4.0 | 5.0 | 6.0 |
| Math App. Teachers | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| Science | 1.0 | 2.0 | 3.0 | 4.0 | 6.0 |

| | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|
| Science App. Teachers | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| English | 1.0 | 2.0 | 4.0 | 5.0 | 6.0 |
| English Apprentice Teachers | 1.0 | 2.0 | 1.0 | 2.0 | 2.0 |
| History | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 |
| History Apprentice Teachers | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| SPED Teacher | 1.0 | 1.0 | 2.0 | 4.0 | 6.0 |
| Specialty Teachers | | | | | |
| Global Languages Elementary | | | 2.0 | 2.0 | 4.0 |
| Elementary Science Instructor | | | 1.0 | 2.0 | 4.0 |
| Drama Teacher | | | | 1.0 | 2.0 |
| Music Teacher | | | 1.0 | 2.0 | 4.0 |
| Art Teacher | | | 1.0 | 2.0 | 3.0 |
| Technology Teacher | | | 1.0 | 2.0 | 3.0 |
| Physical Ed Teacher | | - | 1.0 | 2.0 | 3.0 |
| ELL Teacher | | | 1.0 | 1.0 | 2.0 |
| Secondary Global Languages | - | | 2.0 | 2.0 | 4.0 |
| Salary-Education Aides | | | | | |
| K-4 Aides | - | - | 1.0 | 3.0 | 4.0 |
| Special Education Aides | - | - | 1.0 | 2.0 | 3.0 |
| Salary-Support staff | | | | | |
| Cafeteria Workers Part Time | 1.0 | 1.0 | 2.0 | 3.0 | 4.0 |
| Custodian or addl security | 1.0 | 1.0 | 2.0 | 2.0 | 3.0 |
| Parent Coordinator | - | - | 1.0 | 2.0 | 3.0 |
| Salary-Other | | | | | |
| Social Worker | | | 1.0 | 2.0 | 3.0 |

Strategy for Recruiting and Retaining Effective Teachers

College Achieve Brooklyn will advertise on all the major teacher job boards including, *On Ramps, Indeed, Facebook, Craig's List, Idealist, and Employment Crossing*. We will also work with teacher search firms such as Carney Sandoe. However, we expect most of our top teaching talent to come to us from referrals, and we plan to offer up to \$10,000 in referral bonuses to whomever refers to us a teacher who: 1) we hire - \$2,500; 2) students exceed the state average in testing - \$2,500; and 3) closes the achievement gap in year 1 or 2 of their employment \$5,000. Hiring and Personnel Policies are to be found in *Attachment 8a*.

To have a high retention rate, it is incumbent upon the administration to first hire the right teacher. College Achieve Brooklyn's Golden Rule of Hiring Teachers: we will not hire a teacher candidate unless they can demonstrate a track record of close-the-achievement-gap-results AND we have observed them teach their own students at their current school. Interviews and demo lessons work 60 to 80% of the time.

TNTP research recommends making it a priority for school leaders to retain the best teachers – teachers TNTP calls the irreplaceables. CAB will hardwire this into our evaluation and bonus system. This means in the Evaluation section you will see that the Executive Director and the School Principal will be evaluated based on their success in retaining the top 20% of their teachers as determined by student achievement on the State Assessments. In addition, teacher retention of the irreplaceables will feature heavily in their bonus plan. Also, we will follow TNTP's guide based on research to keeping these great teachers:

1. Start the School Year with Great Expectations

2. Recognize Excellence Publicly and Frequently
3. Treat Your Irreplaceables Like They Are Irreplaceable
4. Start Having “Stay Conversations” By Thanksgiving
5. Hold the Line on Good Teaching⁶³

Top teachers who experience multiple high impact retention strategies plan to remain teaching at their schools for nearly twice as long (2 to 6 more years).

Individual Base Salaries and Increases

We will use the NYCDOE pay scale to determine the starting pay for new teachers who come into CAB as apprentice teachers. Teachers we hire who we deem to be high performing (track record of their students achieving above state averages for all students) or extraordinary (track record of their students closing the achievement gap) will start at scale plus 10% for high performing candidates and 15 to 20% higher for extraordinary. In addition to this base pay they will receive bonuses based on the same metrics.

Addressing Potential Human Resource Issues & Using Data for Human Resource Decisions

In year three of the charter’s term, CAB plans to hire a full time Director of Talent who will be responsible for teacher recruitment, and all human resource matters. CAB will use student assessment data to show the achievement gaps between the students we serve and their more advantaged peers. We will use this data as a challenge, a call to action, that their teaching can make a difference in the lives of our students. Students who without excellent teachers might otherwise not go to college, and for whom college graduation is currently at the rate of 1 in 10 low income students in this country.

Once teachers are hired, we will use our teacher evaluation model to create a continuous cycle of improvement. Our evaluation system is not designed to remove or aid in the dismissal of teachers. Our evaluation system is designed primarily to make our teachers better teachers. This is not to say that interim and summative student assessments will not be used as a key factor in the dismissal of teachers, and in the awarding of raises, bonuses, and promotions. Student data will be a decisive factor. However, the Evaluation model will be primarily used to develop our good teachers into great teachers. See Evaluation section and *Attachment 8a* School Hiring, Policies, and Procedures.

CAB has four primary mechanisms for teacher support and development:

- 1) Teacher’s Apprentice Program in conjunction with Integrated Co-Teaching Model;
- 2) Summer professional development and Curriculum Design Institute;
- 3) Ongoing professional development; and
- 4) Individualized coaching.

Please see *Attachment 8a* School Hiring, Policies, and Procedures our Tutor to Teacher to Principal: Teacher Career Paths (TCP), and for alignment with NY State’s approach to incorporating status and growth data.

C.1. Charter Management Organization

We do not intend to contract with a charter management organization in the near future.

C.2. Partner Organization

We do not have any formal partnerships with any organizations at this time (i.e, Memorandums Of Understanding, contracts, etc.). However, we do have the support, advice, and participation on our board of

⁶³ <http://tntp.org/publications/view/the-irreplaceables-understanding-the-real-retention-crisis>

CEI-PEA, Schools That Can, and the Madison Square Boys & Girls Club. We also expect to work with Teach For America and City Year (see letter of support).

D. Evaluation

CAB is committed to regularly assessing the school's academic and operational effectiveness to ensure that our school continuously improves its delivery of a high quality education program for the most at-risk students in Brooklyn. Our continuous improvement model closely mirrors our goals for each student's continuous academic growth and improvement. To that end, CAB will implement the following structures and systems to evaluate the overall effectiveness of the school's academic, operational and fiscal programs and practices.

Overall School Effectiveness: Twice each year, a school quality review will take place– in October and in March – to evaluate the school's effectiveness in reaching its mission aligned goals. Reviews will be modeled after SchoolWorks's School Quality Review (SQR) process and will focus on six domains: leadership and organizational systems, human capital, climate and culture, teaching and learning, academic and non-academic supports, and finance and operations.⁶⁴ Each review will occur over 2 days. Areas in need of growth that are identified in the October review will be the focus of the March review. Both reviews will be administered by 5-6 experienced educators acting as critical friends who are members of the founding team's professional network, including school leaders, administrators, and teachers. Review team members will have expertise in such areas as school finance and operations, and student support services including special education, English Language learners, and students at risk of academic failure.

Additionally, at every board meeting the Board will receive budget vs. actuals reports prepared by Charter School Business Management (CSBM). Upon completion of the October SQR, the Board Treasurer will meet with CSBM and the Executive Director every 6 to 8 weeks to review the budgets, expenditures, revenues, payroll, insurance, transportation, and all state and federal compliance issues. After year three, the Director of Finance and Director of Operations will be included in these meetings. For more information on effective management, operations, and fiscal soundness, see *Financial Management*.

Teacher Evaluation: CAB will use the teacher evaluation model developed by ICEF Public Schools as part of ICEF's partnership with The College Ready Promise (TCRP).⁶⁵ This model is based on the Danielson Framework for teacher evaluation. Through robust implementation of the model, the school will create three powerful levers to improve student academic performance and establish a community of learning and a culture of high expectations. The four levers are: 1) school-wide adoption of effective teaching practices; 2) evaluation of each teacher's performance in serving special needs students; 3) the use of data to create accountability for student learning; 4) the use of data, observation, and good coaching to improve an individual teacher's practice. Each teacher will receive a scored evaluation based on the following:

- 1) **Adoption of school-wide effective teaching domains - 10 points:** The school staff will agree early in the year on two domains to be the school-wide areas of concentration. These domains will be translated into consistent instruction across classrooms for the benefit of all students. Teachers will be evaluated on how closely they adhere to the school's overall instructional program. In trying to implement, for instance, a writing model across all disciplines, an evaluation system focused on

⁶⁴ SchoolWorks is an educational consulting group based in Beverly, Massachusetts who assisted in the writing of this application.

⁶⁵<http://www.thecollegereadypromise.org/five-california-public-charter-networks-receive-60-million-to-promote-effective-teaching-and-prepare-more-students-to-succeed-in-college/>TCRP was a consortium of five CMO's in Los Angeles (ICEF, Green Dot, Aspire, PUC, and the Alliance) that won part of the Gates Foundation's Teacher Effectiveness Grant - the largest education grant in the Gates Foundation's history.

specified domains is necessary to hold all teachers accountable to its implementation. In this way, the evaluation is a lever for aligning the instructional approach across the school.

- 2) **Evaluation of each teacher's performance in serving special needs students – 10 points:** the school staff will agree to hold itself accountable to offering the best of what we know to all students, and especially special needs students. Therefore, teachers will learn how to make accommodations for special needs students within the context of our rigorous curriculum and high standards. If special needs students are to excel in college and graduate from college, it is essential that they be accountable to CAB's high expectations. Teachers must do this by finding the best way to teach all students effectively. The performance on the most recent NY Assessment by NYC students with disabilities was 6.7% level 3 and 4 proficient in ELA in grades 3-8 and 11.4% proficient in Math.⁶⁶ This is unacceptable. Holding all core teachers accountable for the performance of students with disabilities is the second lever of our evaluation model.
- 3) **Data and student performance - 40 points:** The third lever in the evaluation process is focused on the academic performance of individual students based on interim assessments, test data, and grades. It seeks to make data on student performance a key factor in defining teacher success. Teachers will be held accountable for the academic success of their students, and the principal will be held accountable for the academic success of the school as a whole.
- 4) **Use of data, observation, and coaching to improve teacher practice - 40 points:** The fourth lever is the use of evaluations to improve a teacher's craft. Through formal and informal classroom observations, an instructional leader will offer actionable feedback and opportunities for reflection. Much of our evaluation system calls for training our principals and other instructional leaders to effectively coach, model, demonstrate, and train. Additionally, individual teachers are asked to take ownership of the evaluation model by proposing a third domain, beyond the two school-wide domains, on which they would like to be evaluated. The process specifically calls for formal observations that occur at least once per semester, while informal observations should occur at minimum once per month. Formal observations are scheduled at least one week in advance and include a pre- and post-observation conference. Informal observations are not typically scheduled, and it is understood that the observer needs to stay only as long enough as necessary to gather enough evidence to provide adequate feedback to the teacher. By focusing school-wide performance goals on two domains we are streamlining our evaluation process and offering our teachers concentrated, intentional professional development through which we will build a highly effective teaching staff. We will endeavor each year to do a few things well, and each year, the effectiveness of our faculty will grow.

As the improvement of teacher practice is the primary purpose of the evaluation model, we have assigned an equal number of points to the improvement of teacher practice as we do to student achievement data.

School Principal and Senior Administration Evaluation: CAB anticipates working with New Leaders and using their principal evaluation model to evaluate the school principal and senior administration twice per year (mid year and end of year). CAB will also modify the New Leaders evaluation tools to evaluate the Directors of Curriculum and Student Support Service positions. See Attachment 8a for School Hiring Personnel, Policies, and Procedures. Student achievement performance for students with special needs and ELLs will be a part of every administrator's performance evaluation.

Executive Director Evaluation: the Board, under the direction of the school's Education Committee, will evaluate the Executive Director's performance annually. It will focus on six aspects of the school:

- 1) Student test scores shrinking or closing the minority/white achievement gap;

⁶⁶ NYC Special Education Collaborative, August 15, 2014 report on students with disabilities achievement from 2011-2014.

- 2) Hiring, development, and retention of school principals;
- 3) Hiring, development, and retention of high performing teachers;
- 4) Balanced budget and strong financial position;
- 5) Compliance with board policies, the charter, all applicable state and federal laws; and
- 6) Operational excellence.

Evaluation of Board:

The CAB Charter School Board will evaluate itself twice annually through a three step process: step one, in August of each year, the Board will set individual and collective goals tied to the school's mission and its legal and fiduciary responsibilities; step two, mid-way through the year at the January meeting, the board will take a self-assessment survey about its progress both as individuals and collectively in meeting those goals; and step three, in June of each year the board will go on a retreat and assess progress toward meeting the August goals. Members will also self-assess their progress in meeting individual goals and then meet with the Board Chair to have candid discussions about their performance. The Board chairperson may invite one or more Trustee or school leadership team member to participate in such meetings. In situations in which Board members are not meeting their individual goals, the chairperson and others participating in the review session will provide constructive feedback so that appropriate corrective actions are taken.

Parent and Student Satisfaction:

Three times a year in October, February, and May, parents and students will each take a survey to gauge their satisfaction with the school's education program, learning environment, and adherence to the mission. The school principal will be responsible for overseeing the successful implementation of all parent and student surveys. The results of the survey will be tabulated and published (results sent to home to parents and reviewed at the monthly parent information meetings) within two weeks of the survey's completion. Parent surveys will be conducted on line or if the parents wish in writing. Students will receive a free dress pass for a complete parent survey to ensure a large survey response. Student surveys will be completed in class during homeroom to ensure a near full response from the student body. Further, the school principal will also ensure that parents (and when appropriate) students with disabilities will take a survey specific to the quality of SPED services offered in October, February, and May and immediately after each IEP meeting. The results of the October, February, and May will be shared with parents within two weeks of the collection of the surveys. At the end of the year, a report about how parents and students feel about the level of SPED services will be reviewed by the Board, and a final report shared with the parents. We believe strong communication at every level (students, parents, teachers, administration, and the board) is essential to the development of a highly effective education program.

E. Professional Development

High Quality Professional Development and Training Plan

CAB has designed a high-quality professional development (PD) and training plan that will support the effective development and implementation of the education program. The PD plan will effectively address needs of administrators and teachers by providing consistent, embedded, and high quality PD on a regular basis. Our PD consists of the following: 35 early Friday dismissals during which we will have three hours of professional (105 hours), three Saturday trainings of six hours each during the first half of the year (18 hours), a ten-day Curriculum Design Institute (85 hours) plus a five-day summer staff retreat (38 hours), and at least one wrap-up day at the end of the school year (6 hours). These identified professional development sessions, in addition to continuous collaborative lesson planning during common planning periods, offer over 250 hours of training throughout the school year.

Early Friday Dismissals, Saturday Trainings, and Wrap-up at End of the School Year. As noted above, we will provide significant professional development to teachers throughout the school year in an effort to provide consistent training. We recognize that teachers will come to us with varying abilities and experiences. Our ultimate goal is to provide high quality instruction so students are prepared for the rigors of college, and key to that is ensuring that teachers continuously improve their craft so that they are providing the very best instruction possible. Core components of professional development will be designed, implemented, and administered by the principal, lead teachers, and deans, with the support of the Head of School. Depending on the topic and needs of the staff, it may be led internally or by external experts. At Friday's grade level meetings teacher questions will be addressed, lesson plans will be reviewed, and student data will be analyzed. Additionally, school leadership will review student data and information gleaned from informal observations to identify trends and areas of PD needed for staff. At the end of the school year faculty will partake in a one-day reflection on the operation of the school, instructional practices, and identify areas requiring improvement. In addition to the curricular training, teachers will also get practical training on topics including writing lesson and unit plans, classroom management, instructional methods, and effective ways to group students. Most importantly, the Head of School and principal will support others in understanding and practicing the teacher evaluation process. It is through the utilization of formal and informal observations that we will most effectively take teachers from average to good and from good to excellent.

Curriculum Design Institute: Prior to the school's opening, the leadership team and all faculty members will participate in the Curriculum Design Institute (CDI), which will be three weeks of training from approximately 8:00 am - 4:30 pm daily. Two weeks will be devoted to an intensive immersion in the core academic program features. In a third week, faculty will participate in a staff planning retreat to develop the school's college-going culture practices. Faculty will also be trained on the mission and educational philosophy, our adopted curriculum and instructional materials, fundamental instructional practices, ELL and special education program features, immersion in content specific workshops including unit and lesson plans, school management systems, and other essential attributes that are school-specific. After training in the core academic program features, faculty will have opportunities to collaborate, lesson plan, and develop their classroom environments prior to the second week of training. This allows teachers the ability to reflect on the school-specific educational features and have ample time to implement them prior to the first day of school. Figure 3 is a draft of College Achieve Central Charter School's Curriculum Design Institute schedule for the last week of July and the first week of August and the training in the week right before school starts.

Evaluation of PD

At the conclusion of each PD session, teachers will be asked to complete a survey regarding the effectiveness of the PD session. If the sessions we provide are not meeting the needs of our staff, we will adjust our offerings. School leadership will also utilize the results from the surveys to inform professional development topics for subsequent years. Additionally, following specific training and professional developments, leadership will focus their informal observations on that specific topic in order to ensure that teachers are implementing the professional development.

Addressing the Needs of All Students

Because we have such a comprehensive program, we are confident that our PD program will ensure that administrators and teachers will be prepared to address the needs of all learners. We will provide specific training on how to address the needs of students identified as at-risk of academic failure, students with disabilities, and English language learners. These sessions will be led by experts and will be provided on

an annual basis in order to ensure that all teachers, particularly those new to our school, have sufficient training to meet our students' needs.

Establishing a Professional Climate

Every teacher will have at least one planning period a day for lesson development. Lessons will be submitted one week in advanced to the principal. Collaboration with other teachers and instructional leadership will also occur at least once per week. Grade level teams will meet weekly to discuss grade level specific matters. Additionally, there will be a Lead Teacher or Dean of Instruction embedded in the teaching staff of each grade level. Each Lead/Dean of Instruction will be a full time teacher, teaching in most cases four to five sections a day. During the remaining periods they will observe and evaluate the teachers in their grade and/or discipline, providing support and coaching. They will also work with the principal to identify the focus areas needed for regular professional development.

F. Facilities

College Achieve Brooklyn's overwhelming preference is to receive a public school facility in Community School District 17. We have been in touch with the NYCDOE Charter School Office and the Office of Planning Space for Brooklyn to explore different public school options, including co-locations. We have determined that the three best scenarios for public school space are as follows.

1. **NYCDOE Space for Grades K-12.** Several sources have indicated to us that there are multiple NYCDOE spaces potentially available for co-location in CSD 17 at this time, including staff from the NYCDOE's Office of Space Planning and the NYC Charter School Office. Our own analysis of the School Construction Authority's *Enrollment, Capacity, and Utilization Report* also revealed available space). At the same time, we understand that it may not be possible for the NYCDOE to secure enough public space for all 1,063 of CAB's students in grades K-10 in the first term of our charter. Although locating all of our students at one public school facility is our preference, we understand that the NYCDOE may be unable to find one school campus for all three levels.
2. **NYCDOE Space for K-4, 5-8, and 9-12 configurations.** Due to the enrollment of our Elementary School which will reach its full enrollment at 520 students in year 7 (assuming renewal), we understand that the elementary grades may need to have their own location. Likewise, the Middle School which will reach full enrollment of 416 in year 7 (assuming renewal) may also need its own facility. Similarly, the High School with 500 students in year 7 may also need its own campus in this model.
3. **NYCDOE Space for K-8 and 9-12 configuration or K-4 and 5-12:** We also understand that the NYCDOE might find space by combining two of our school levels either in a K-8 and 9-12 configuration or K-4 and 5-12 configuration. We are open to all of these solutions.

We are deeply concerned, however of an outcome that might spread 2 or all 3 of the schools as far as possible from each other in Community School District 17. Our great preference is for all three schools to be as geographically close to one another as possible.

An assessment of our facilities needs based on our educational program and anticipated enrollment reveals that once College Achieve Brooklyn reaches full enrollment at 1,416 students, we can utilize space efficiently at approximately 80-85 square feet (SF) per student.

| Elementary | | Middle | | High School | |
|--------------|--------|--------------|--------|--------------|--------|
| Grades | K-4 | Grades | 8-May | Grades | 12-Sep |
| Students | 520 | Students | 416 | Students | 500 |
| Sq. Foot Per | 85 | Sq. Foot Per | 85 | Sq. Foot Per | 85 |
| Total | 44,200 | Total | 35,360 | Total | 42,500 |

| Elementary School Site | # | Sq ft. per unit | ES Sq. Feet | Middle School Site | # | Est. Sq Feet | High School Site | # | ES Sq. Feet |
|-------------------------------|----|-----------------|--------------|------------------------------|----|--------------|-------------------------------|----|--------------|
| Core Classrooms | 20 | 800 | 16000 | Core Classrooms | 16 | 12800 | Core Classrooms | 24 | 19200 |
| Specialty (Art, Music, etc.) | 4 | 800 | 3200 | Specialty (Art, Music, etc.) | 4 | 3200 | Specialty (Art, Music, etc.) | 8 | 6400 |
| 2 Science Labs | 2 | 1200 | 2400 | 2 Science Labs | 2 | 2400 | 4 Science Labs | 4 | 4800 |
| 1 Drama Lab | 1 | 1200 | 1200 | 1 Drama Lab | 1 | 1200 | 1 Drama Lab | 1 | 1200 |
| Resource Rooms | 2 | 350 | 700 | Resource Rooms | 2 | 700 | Resource Rooms | 2 | 700 |
| Tutoring Rooms | 6 | 500 | 3000 | Tutoring Rooms | 6 | 3000 | Tutoring Rooms | 8 | 4000 |
| Admin Offices | 4 | 550 | 2200 | Admin Offices | 4 | 2200 | Admin Offices | 5 | 2750 |
| File Room | 1 | 300 | 300 | File Room | 1 | 300 | File Room | 1 | 300 |
| Computer Labs | 2 | 900 | 1800 | Computer Labs | 2 | 1800 | Computer Labs | 2 | 1800 |
| Library | 1 | 2,000 | 2000 | Library | 1 | 2000 | Library | 1 | 2000 |
| Teacher Lounge | 1 | 800 | 800 | Teacher Lounge | 1 | 800 | Teacher Lounge | 1 | 800 |
| Teacher Workrm | 1 | 800 | 800 | Teacher Workrm | 1 | 800 | Teacher Workrm | 1 | 800 |
| Assembly, Cafe, & Gym | 1 | 5,000 | 5000 | Assembly, Cafe, & Gym | 1 | 5000 | Assembly, Cafe, & Gym | 1 | 5000 |
| Bath & Storage | 1 | 5400 | 5400 | Bath & Storage | 1 | 5400 | Bath & Storage | 1 | 5400 |
| Total Sq Footage | | | 44800 | Total Sq Footage | | 41600 | Total Square Footage | | 55150 |

Grand Totals 141,550

In a shared space, total square footage dedicated to CAB is likely to decrease, since we would not require a separate assembly space or library.

Facility Contingency Plan

Contingency Plan A: If a permanent space in a NYCDOE facility is not available to our school, we request that the NYCDOE place us in a facility for an incubation period of three to four years. We have determined that it is financially viable for CAB to obtain private space to serve grades K-12 with the public funds now available through new legislation. A financial analysis of this scenario demonstrates that, when permanently housing our students in public space, the public funds of up to 20% of our operating budget to cover the costs of new construction, a renovation, or a long term lease. We would prefer the public school option again because it is less expensive to run our schools in a public school facility (co-location) where there is already security in place, a food program, and a nurse. In a private facility, these costs may take away funds needed for the instruction of our students. However, we have several contingency plans in section K of this document to address covering the cost of these expenses (nurse, security, food program) should we be denied a public school facility.

Contingency Plan B:

If a permanent space in a NYCDOE facility is not available, we request that the NYCDOE place us in a private school facility or facilities for an incubation period for three to four years until a permanent solution can be found (see attachment 2 – we have already identified a site that the NYCDOE previously rented out to a charter school in CSD 17). We have determined that it is financially viable for CAB to obtain private space to serve grades K-12 with the public funds now available through new legislation. We estimate there will be approximately \$2,700 per student per year for facility costs.

In Los Angeles, Lead Founder Michael Piscal as the CEO of ICEF Public Schools renovated over 12 schools sites and built two from scratch. We have ample evidence that obtaining a private facility is

feasible, and we have the experience, the team, and the know how to get the job done. We have received quotes of between \$21 and \$27 per square foot, including renovations, for such a private facility, and have ensured that our school is sustainable indefinitely after we reach full capacity in our seventh year of operation, even if revenues per student remain frozen. The Director of Business Development and Finance at Building Hope has outlined the steps that we would follow in the next 2-3 years in order to demonstrate financial sustainability and to establish a formal relationship leading to the construction of a new facility. Building Hope (see attached letter has pledged to work with CAB over the course of the next year, should it be necessary, to identify private alternatives to public space (see *Attachment Letter* which describes a facility option in CSD 17 that has already been identified). This school building was previously under a 25 year lease held by the NYCDOE and has now expired (Explore Charter School occupied this building until the lease expired). It is now on the market and is located in District 17. Our Board has also been in discussions with a developer who is confident that he or Building Hope can build school facilities that would be ready by year 4 of operation within our budget constraints.

G. Insurance

The lead founders and Board have discussed with insurance brokers experienced with New York City charter schools and anticipate putting in place the following insurance coverage prior to CAB beginning operations to meet any applicable requirements, including those of authorizing agencies:

| Coverage | Limit |
|--|---|
| General Liability | \$1,000,000/occurrence \$2,000,000 - \$3,000,000 aggregate |
| Workers' Compensation | Statutory Limits under to NY laws |
| Employee Benefits Liability | \$1,000,000 |
| Automobile/Bus Liability | \$1,000,000 |
| Umbrella / Excess Liability (above primary program) | \$5,000,000 - \$10,000,000 |
| Employment Practices Liability | \$1,000,000 |
| Educators' Legal Liability | \$1,000,000 |
| Directors & Officers | \$1,000,000 |
| Sexual Misconduct Liability | \$1,000,000/occurrence; \$2,000,000 aggregate |
| Crime / Fidelity Coverage (Bonds) | \$500,000 - \$750,000 |
| Property/Building/Equip./Lease and Boiler Machinery Coverage | TBD based on school location and building |
| Student Accident Coverage | \$25,000 |
| Catastrophic Student Accident Coverage | \$1,000,000 - \$5,000,000 |

CAB anticipates that coverage will only be placed with insurance companies rated at least "A" by AM Best. The school's budget assumes \$25k in year 1 increasing to \$132k in year 5 for required insurance.

H. Health, Food, and Transportation Services

Health Programs

CAB's health service program will ensure that each student has a certificate of immunization that complies with SS 2164 of the Public Health Law at the time of registration or within the acceptable time frame after enrollment (subject to exceptions permitted under the law for medical contraindications and religious exemptions). Prior to the first day of school, CAB staff will receive training regarding school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocol for health emergencies. All faculty and staff will have access to first aid resources and an automated external defibrillator (AED) equipment to ensure ready and appropriate access to use during emergencies and CAB shall ensure that at least two (2) staff members are trained in the use of such equipment as required by SS 917 of the Education Law. Prior to beginning each school year, CAB will seek secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate. CAB will comply with all health services requirements applicable to public

schools, including Education Law 901-914 and 136.2(d)(2) of the Commissioner's Regulations. To the extent possible, CAB will provide on-site health care services similar to those services available to children attending all New York City public schools in the related district, including a part-time nurse, who is funded in the budget to supplement the level of health services mandated to be provided in accordance with 2853(4)(a) and 912 of the Education Law. School Staff will work with the Department of Health, the host district, and other appropriate authorities to provide these services. Health services will include: physical examinations upon enrollment; annual vision screening testing for all students; Per 905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision; annual scoliosis (spinal) screening test for all students ages 8 to 16; maintenance of cumulative health records; emergency care of ill or injured students; compliance with and enforcement of mandatory immunization requirements.

Maintenance & Storage of Cumulative Health Records

CAB will store all health records for enrolled students. Cumulative student health records shall be held until the student is 27 years old. Immunization records will be held 10 years after the immunizations were administered.

Food Services

CAB will offer breakfast, lunch, and snacks in compliance with all requirements of the National School Lunch Program served in a manner consistent with State and Federal Guidelines. Over 80% of the students in CSD 17 are eligible for Free or Reduced Price Lunch (FRLP). All students enrolling at CAB will complete the Schools Meal Application forms required for participation in federal FRLP Program for breakfast, lunch, and afternoon snack. CAB will comply with all applicable guidelines regarding nutritional value, meal pricing, determination of eligibility, and reporting requirements. If CAB co-locates in a NYCDOE facility, CAB will seek to participate in the existing food services program. If CAB is located in a private facility, the school will contract with an approved vendor or the NYCDOE to provide hot meals if there are sufficient kitchen resources and capacity available.

Transportation

Under the supervision of the School Principal and after year 2, the Director of Operations, CAB will provide transportation services for all students in accordance with SS2853(4)(b) and S3635 of Education Law. CAB will submit a Transportation Request Form to the New York City Department of Education Office (NYCDOE) of Pupil Transportation (OPT). At present, the OPT provides the following services (1) Grade 6 students who live less than one mile from school will be eligible for a half-fare MetroCard; (ii) Grade 6 students who live more than one mile from school will be eligible for a full-fare MetroCard; and (iii) Grades 7-12 students who live more than one and a half miles from the school will receive full-fare MetroCards. All transportation will be received from the NYCDOE. Parents of students ineligible for transportation by their school district are responsible for transporting their children and will be notified. All transportation options for Special Education students and students with disabilities will be provided in accordance with their IEP mandates or 504 plans and in accordance with all local and federal laws. For events and field trips, CAB may seek to purchase those services from the NYCDOE pursuant to SS 2853(4)(b) of the Education Law. CAB will accordingly earmark funds for student transportation for field trips and other curricular programming and events.

I. Family and Community Involvement

Vision and Strategy for Family and Community Involvement

CAB's founders know from experience that parent involvement in the life of the school is critical to the academic success of their children. Research is conclusive on this point: the Harvard Family Research Project found "one of the most vital aspects of this study was its examination of specific components of parental involvement to see which aspects influenced student achievement. Two of the patterns that emerged from the findings were that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions."⁶⁷

Informed by research and over 40 combined years of experience running schools, CAB's school leadership will provide parental training sessions on how to raise a healthy, active, and disciplined student. The school principal and lead teachers of the school will conduct part of these trainings to give parents in depth knowledge of the curriculum. Why do we teach the Toulmin Model? How do I read to my child? Should my child read to me? How do I establish a good learning environment at home for study and completion of homework? What are assessments and how do we use the data we derive from them? How does this lead to my son or daughter becoming a college graduate? These are questions we will always pose at monthly PIMS (Parent Information Meetings). We believe "knowledge is power" and we want our parents as the "first educator and role model" in their child's life to know what we are doing and why we are doing it. With this knowledge parents now have the power to hold their children responsible for their academic achievement, have high expectations of them, and to support the school's mission of college graduation for all.

Parent/Community Member Involvement in the School

Parents and members of the community will be involved in the planning, implementation, and program design of the charter school. Parent and student surveys will be conducted regarding which art and music programs we should develop (media, visual art, music, drama, and/or dance), which sports teams we should field, which field trips should take priority (trips to Washington DC, within NYC, Albany, etc.), and what core subjects are of the greatest concern to them. Lead Founder Mike Piscal is seen by many as a pioneer of parent and community organizing in the charter school movement. He co-founded Families That Can (now part of the California Charter School Association)⁶⁸ and because of the protest marches (four major marches were held) important policy changes at the district level were made (charter schools were awarded brand new facilities by LAUSD) and legislation repealed and new favorable legislation passed awarding millions in facility reimbursements to charter schools serving low income students.⁶⁹

One innovative model of parent involvement used by the Founder of CAB in the past is parent vetoes in the hiring process of teachers. Parents are invited each year in the spring to interview prospective teaching candidates, observe their demo lessons, and read their writing samples. In each process, parents are asked to fill out a score card/rubric grading each applicant's performance. The administration ensures that parents of, for example, current 2nd graders are interviewing teaching applicants for open 3rd grade positions and so on. We are very clear to parents about the proper protocols of hiring, what are

⁶⁷ <http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>

⁶⁸ <http://ccsafamilies.org/about/>

⁶⁹ September 10, 2007, San Jose Mercury News (CA) EMBARRASSED, LEGISLATORS GIVE IN ON CHARTER SCHOOL AID

inappropriate questions, and that parents have a say – a veto actually – and not the final decision to select. In other words, parents are given the power to deselect a candidate, and the final decision on which candidate to hire is made by the school principal from among the candidates that were approved by parents. The final decision is left to the principal because of her or his experience and expertise in hiring, but also due to the difficulty of allowing parents to participate in reference and background checks, school visits to observe the teacher candidate teaching their current students, and due consideration the principal must give to the opinions of the lead teachers, department chairs, and Directors of Curriculum and Instruction. This, in essence, is how CAB will operate – on a consensus model with ultimate authority resting with the principal. It might take a lot of extra time, but it builds culture and respect for all parties.

Anticipated Partnerships

Community involvement is paramount to the success of CAB. We want our students to respect and honor the community in which we are located and which the overwhelming majority of our students live. We have already formed a relationship with the Madison Boys & Girls Club in Flatbush and the Director Stan King has joined our board. Other organizations that we have begun working with include CEI-PEA, Schools That Can, and City Year (see attached letters). We also anticipate working with Teach For America, civic and faith based organization in the community, and local institutions such as the Brooklyn Library, Brooklyn Music School, and the Prospect Park Zoo.

J. Financial Management

Financial Policies and Responsibilities: College Achieve Brooklyn's financial management policies and procedures will be designed to ensure fiscal responsibility and appropriate management of private and public funding. The College Achieve Brooklyn Board will have ultimate responsibility for approving fiscal policies and providing academic, fiscal, and regulatory oversight of the school (see *Attachment 8A*). The Executive Director will have ultimate responsibility for the school's financial management under the direction of the Board. The Executive Director will oversee the day to day management of the school's financial functioning, including preparation of its annual budget, supported by the Operations Manager and a contracted financial consultant (in years 1-2) and an in-house Director of Finance thereafter. The Board will then evaluate the budget prior to approval.

The Operations Manager and Executive Director will review actual expenses regularly to ensure that spending remains consistent with the budget, and will provide budget vs. actual updates to the Board on a monthly basis. The Board will ensure that the budget supports the school's mission and educational priorities, that the financial management plan is comprehensive, and that each Board and staff member upholds his/her fiduciary and other responsibilities. College Achieve Brooklyn will continue to consult with the NYC Charter School Center, Charter School Business Management, SchoolWorks (for SQR's) and/or other third parties to secure other perspectives on all policies or procedures including Board support, site visits, and back-office consultation. Procedural best practices include (i) closing books each month on a timely basis; (ii) posting transactions to a general ledger; (iii) internal spot audits; (iv) monthly budget reports with budget-to-actual reconciliations; (v) inventory of assets, including technology and equipment; and (vi) hiring an external firm to conduct audits (as discussed below).

Financial Controls

College Achieve Brooklyn will have established and documented Internal Controls to ensure the following:

- Efficiency of operations
- Reliable financial reporting

- Compliance with all applicable laws and regulations

The school will adopt internal financial controls to ensure the school's assets are safeguarded as follows:

- Segregation of Duties – to ensure there is a proper system of checks and balances, tasks will be distributed so that no one person has complete control over a specific function.
- Restricted Access to all assets & financial data – Access to the school's assets will be restricted to designated authorized personnel. The school's accounting system will only be assessable to the Executive Director, Operations Manager, Financial Consultants and Director of Finance. Individual log on names and passwords will be issued and access limited to the roles.
- Document, Processing & Reconciliation Controls – All financial documents will be signed to document receipt and approval. They will also be initialed and dated to document entry in the accounting system. Controls will be put in place to review and reconcile general ledger accounts to ensure accuracy.
- Annual Independent Audit – The Board of Trustees will engage an independent auditor to perform the School's annual financial audit in accordance with Generally Accepted Auditing Standards as discussed below.
- Fraud Protection - Policies and procedures will be implemented to detect and deter fraud, such as approval thresholds and check signing requirements.

Tracking Enrollment and Eligibility: The Operations Manager will be responsible for tracking student enrollment and attendance eligibility, Title I eligibility, and special education and ELL enrollment as it relates to state and federal entitlements, as well as other grants. The Operations Manager will track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year. She/he will also be responsible for ensuring that student data is secure and protected.

Annual Financial Reporting and Independent Financial Audit: The Financial Consultants (Years 1 & 2) and Director of Finance (thereafter) will be responsible for closing the fiscal year on June 30 and for ensuring that timely and accurate financial statements are prepared. The Board will select and hire an independent certified public accountant to ensure that the school's financial records adhere to Generally Accepted Accounting Principles and to conduct an annual financial audit (which shall be reviewed by the Board, including its Audit and Finance Committee). The audit will cover all financial reports required by NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report containing of any significant findings or material weakness in the financial processes of the school. A corrective action plan will be developed by the school and board to correct any findings cited by the school's auditors. As required, the school will submit a copy of the audited financial report and management letter to NYSED by November 1st of each year. This audit will be conducted in accordance with applicable accounting standards and will be included in the school's Annual Report, which will be made public via the school's website.

Procurement: The Operations Manager will oversee CAB's procurement practices. S/he must approve all school-related purchases up to \$200. S/he and the Executive Director must approve all expenditures exceeding \$200. Purchases of \$1,000 or more will require a comparison of at least three vendors according to price, quality, dependability, and delivery time, followed by the Operations Manager and Executive Director's approval. Finally, purchases exceeding \$20,000 will require a competitive bidding process or sole-source justification demonstrating a vendor's unique qualifications, along with the approval of the Audit and Finance Committee of the Board, in consultation with the full Board as necessary. Any expenditures that are not contemplated in the most recent budget approved by the Board will also require prior approval

of the Board.

Payroll: The Operations Manager will be responsible for the maintenance of a personnel file for each College Achieve Brooklyn employee. These files will include up-to-date salary, benefits, and withholding tax information including IRS I-9 and W4 forms and will be secured with access limited to Operations Manager and individuals under his supervision specifically authorized for this purpose. College Achieve Brooklyn will contract with a payroll service, such as Paycheck, ADP, or CompuPay to provide payroll processing. Personnel will be paid bi-weekly by check or direct deposit. Any contracting services will be processed as accounts payable with IRS Form 1099 issued annually to independent contractors. The Operations Manager or individuals under her/his supervision will record payroll expenditures to College Achieve Brooklyn's accounting system.

Cash Management and Investment: The Executive Director with the approval of the Board, will identify excess funds available for investment and will use such vehicles as money market and interest bearing savings accounts to invest excess funds to be used by the school at a later time. Formal approvals and transfer will follow guidelines described in the schools Financial Policies and Procedures (FPP) Manual. The Executive Director may, with the approval of the Board, establish credit lines and borrowing limits if needed in correlation with the school's FPP based on annual audits, financial statements, and cash flow projections. Borrowed funds, if any, will be repaid with appropriate, measurable and identifiable revenues as reflected in accordance with College Achieve Brooklyn's financial statements. The Executive Director will alert the Board if lines of credit or borrowing limits are ever not adequate to meet the needs of the school. No amendment may be made to the borrowing policy and credit limits without prior Board approval.

K. Budget and Cash Flow

Budget and Cash Flow

A proposed budget and fiscal plan for College Achieve Brooklyn's initial charter term is provided in *Attachment 9*. The budget, which corresponds to Contingency Plan A ("**DOE provides space in Years 1-5,**") described in *Facilities* above, supports College Achieve Brooklyn's mission and educational plan in the following ways (line numbers corresponding to the 5 Year Budget & Cash Flow tab are noted where applicable):

Investment in early literacy K-3, transition grades 6th and 9th: CAB is making a massive investment in having an Integrated (or Inclusive) Co-Teaching (ICT) Model for the early grades to ensure that all students are reading proficiently by the end of the 3rd grade. Research also shows significant downturns in 6th grade student achievement and dramatic downturns in 9th grade student achievement and behavior. To counteract these transition year drops, we will employ ICT model in these years as well. In the budget, we list an apprentice teacher after every core teacher K-3 grades and for apprentice teachers (credentialed) in math, English, history, and science. This means that we have 2 teachers in every classroom for the entirety of six grade levels (core subjects only) in K, 1, 2, 3, 6, and 9. In every classroom, 1 of the 2 teachers will be a Highly Qualified Special Education teacher.

Special Education and ELL: In the budget, one might think we do not have enough Special Education teachers and ELL teachers. We outsource a significant amount of ELL and SPED services such as physical therapy and speech in the first two years. However, the biggest item that may be overlooked is that the SPED teachers are specifically for grades 4, 5, 7, 8, and 10 only as grades K-3, 6, and 9 have a SPED teacher in every classroom. One of the teachers in the ICT Co-Teaching model will be Highly Qualified Special Education, but they are represented in the budget as either the main classroom teacher or the apprentice teacher.

Investments in teachers and leaders effectiveness: in accordance with the state’s goal of developing highly effective teachers and school leaders (see <https://www.engageny.org/resource/the-teacher-and-leader-effectiveness-continuum>) the average College Achieve Brooklyn teacher who is progressing from tutor to an apprentice teacher- to a co-teacher – to a highly effective teacher – to master teacher will earn approximately 10 to 20% more than a district teacher in base salary and up to additional 20% more in bonuses. The average starting salary for a teacher in year one is \$70,000 a year with 2.5% increases a year. Teachers who stay at College Achieve Brooklyn for 6 years will on average be making \$80,000 a year with up to a 20% bonus for a total of \$96,000. Again, that is the average not a cap. Some teachers might start at \$80,000 a year or at \$60,000. The maximum teacher pay in NYCDOE is \$100,000. Our average experienced teachers will be making nearly the maximum at \$96k and easily 20 to 30% above what a teacher in traditional NYC public schools would be making with the same years of experience and credentials.

Best in Class Professional Development: We have set aside significant funds to hire the best professional development consultants in the nation. Included in the Contracted Services Cost, line 104 are costs for these consultants (rising from \$50,000 in Year 1 to \$100,000 in year 5. In addition, costs are allocated for professional development offerings (line 121) described in *Professional Development* (rising from \$21,000 in year 1 to \$212,500 in year 5). In the summer, teachers are paid an additional \$2,000 a year (\$200 a day) if they participate in the 2 week Summer Curriculum & Instruction Program. We have represented that in their salaries in the budget as about 75% participate each summer. We also have the position of Director of Curriculum & Instruction and in later years Associate Directors of Curriculum & Instruction. This is bring in house the very best in professional development.

Investments in academic supports: Our investment in teacher salaries will allow for extended learning time for additional academic support, including our math and English Labs, after school sessions, and Saturday (snacks budgeted in line 124) and summer programs (line 119). We will also staff a full-time Director (after year 2) and Associate Director of Student Support Services (year 5), ELL Coordinator, Learning Support Coordinator, and multiple special education teachers (line 68), to collectively drive our efforts in remediating and accelerating student learning. While our tutors will be either City Year Corp members at \$15k per corp member or college students from a tutoring service company (line 119). Finally, we will invest significantly in curriculum well-suited for the student body we anticipate serving (lines 109-112) and ensure that we can financially support our emphasis on assessment, via investments in interim assessments offered by NWEA’s MAP (line 116).

Assumptions and Contingencies: The budget was prepared with the support and guidance of experts on charter school finances at Charter School Business Management. As described in *Facilities* (under “Contingency Plan B: Private Facility for Grades 6-12”), it is based on several conservative assumptions, which lend confidence to the financial viability of our model:

- Per pupil revenues are held constant over the five-year charter term except for years 1 and 2 which have already been approved. At the same time, all expenses excluding facility costs are projected to increase on an annual basis. The economies of scale we achieve through our year on year enrollment growth more than covers these increases.
- College Achieve Brooklyn does not rely on fundraising revenues to cover operational expenses, but rather plans to raise funds to supplement and enhance our summer programs and after school programs.
- In year 5 as we approach full capacity, we will strive to maintain a reserve that is equal to 1-2 months expenses. In year 5, we project a surplus equal to one month of expenditures. In year 6 and 7, we will continue to grow the enrollment while enjoying considerable benefits from the economies of scale.

In the event of unanticipated conditions resulting in budgetary shortfalls, we have established several contingencies that would eliminate such shortfalls. These contingencies include:

- Increase class size by 1 or 2 students.

| Add Students | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------|------------|------------|------------|------------|--------------|
| Plus 1 | \$ 135,000 | \$ 162,000 | \$ 297,000 | \$ 445,500 | \$ 621,000 |
| Plus 2 | \$ 270,000 | \$ 324,000 | \$ 594,000 | \$ 891,000 | \$ 1,242,000 |
- Decrease our expenditures by eliminating after school and summer programs. This would save \$60,000 to \$200,000 per year.
- Decrease our yearly COLA on teacher raises from 2.5% to 0%.
- Decrease matching retirement program to 3%.

In the event of a misalignment in the timing of cash flows, we would also consider entering into a credit facility with a bank or not-for-profit institution.

L. Pre-Opening Plan

Table below is a task list with start dates and responsible persons noted. We will cross-reference this plan with NYSED's 2013 Opening Procedures Checklist for Charter Schools when it becomes available.

| Category | Task Description | Start & End Dates | Responsibility (see Note) |
|-------------|---|-------------------|---------------------------|
| Governance | Ratify bylaws and code of ethics | 12/12 | BOT |
| Governance | Obtain insurance for Board of Trustees, file IRS Form SS-4, apply for unemployment number, create FOIL policy | 12/12 | BOT |
| Operations | Sign up for administrative access to NYSED TEACH system | 12/12 | ED |
| Governance | Appoint Board officers, finalize Board calendar, conduct first meeting | 12/12 | BOT |
| Operations | Obtain 501c3 status and establish bank account | 12/12 | BOT |
| Finance | Contract with a financial consultant to establish financial systems | 12/12 | BOT/ED |
| Finance | Approve fiscal policies and procedures | 1/13 | BOT |
| HR | Recruit, interview, and hire Director of Operations | 12/12-1/13 | ED/LT |
| HR | Recruit, interview, and hire Director of Support Services | 1/13-2/13 | ED/LT |
| Facility | Negotiate and finalize facility lease (applies to private facility only) | 2/13 | BOT |
| Facility | Identify renovation needs, secure contractor, develop timeline | 2/13 | BOT/ED |
| Technology | Research and secure online content and web-based portfolio providers | 1/13-3/13 | ED/LT |
| Recruitment | Recruit students: finalize and disseminate materials, hold informational sessions and community service events, home visits | 1/13-4/13 | ED/LT |
| Technology | RFP for technology infrastructure | 2/13-4/13 | DOO/LT |
| Recruitment | Secure lottery system preferences, conduct lottery, inform parents | 4/13 | ED/LT |
| Finance | Approve budget for FY 2013-2014 | 4/13 | BOT |
| HR | Recruit school staff: draft job descriptions, post positions, interview candidates, check references | 1/13-5/13 | ED/LT |
| HR | Finalize and distribute staff handbook/personnel policies | 3/13-5/13 | BOT/DOO |
| Operations | Finalize and distribute school calendar | 4/13-5/13 | ED/DOO |
| Operations | RFP for food services: coordinate vendor evaluation of kitchen capacity, establish food service policies | 4/13-5/13 | DOO |
| HR | Hire school staff: salary negotiations and offer letters | 2/13-6/13 | ED |
| Academic | Research, secure, and develop curricular resources; create scope and sequences and unit plans aligned with state standards and CCLS | 2/13-6/13 | ED/LT |
| Operations | Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options | 4/13-6/13 | DOO |
| Operations | Finalize and distribute student handbook | 4/13-6/13 | ED/DOO |
| Technology | Install technology infrastructure | 5/13-6/13 | DOO |
| HR | Complete fingerprinting and background checks | 5/13-6/13 | DOO |

| | | | |
|-------------|---|-----------|--------------|
| Operations | Secure insurance policies | 5/13-6/13 | DOO |
| Facility | Obtain Certificate of Occupancy | 6/13 | ED/DOO |
| Recruitment | Conduct open houses for admitted students | 6/13 | ED |
| Operations | Obtain student records from parents, previous schools, etc. | 4/13-7/13 | ED/LT |
| Academic | Contract with Related Service Providers | 5/13-7/13 | SP |
| Academic | Prepare Summer Staff Development Institute materials | 5/13-7/13 | SP/ED/LT |
| Operations | Secure IEPs and student records | 6/13-7/13 | DOO/SP |
| Operations | Create a draft SAVE plan, submit to NYSED | 6/13-7/13 | DOO |
| Operations | Develop health/safety handbook, secure first-aid resources, train staff | 6/13-7/13 | DOO |
| Finance | Complete Initial Statement of Financial Controls | 7/13 | DOO |
| Academic | Finalize annual school goals | 7/13 | SP/LT/BOT |
| Academic | Conduct Summer Staff Development Institute (Phase I), prepare for | 7/13-7/27 | SP/ED/LT |
| Academic | Hold Summer Academy, including orientation and diagnostic | 8/13 | ED/SP/LT |
| Academic | Conduct Summer Staff Development Institute (Phase II) including | 8/20 | ED/SP/LT |
| Academic/ | Finalize individual goals/self-assessments (Board, leadership, and staff) | 8/20 | ED/BOT/ DCIA |

Note: BOT = Board of Trustees; ED= Executive Director; LT = Leadership Team; DOO = Director of Operations; School Principal = SP

M. Dissolution Plan

The school has budgeted \$75,000 to be used in the event of the school's dissolution to pay for related legal and audit expenses. In connection with the dissolution, the assets of the school will be applied to satisfy the school's debts in accordance with NYS Education Law §220. The school's remaining assets will be transferred to the NYCDOE/CSD 17. In the event the school is to be closed, the Board will adopt a closure plan in accordance with law and any Closing Procedures specified by the NYS Education Department. It is anticipated that the Board would form an ad hoc committee of Trustees to oversee the closure and that the Board and the ad hoc committee would work directly with the Head of School, the Director of Operations, and the school's staff to develop and implement the closure plan. The Board would expect to delegate to the Head of School responsibility to manage the day-to-day dissolution process and to implement the closure plan approved by the Board (or, if the Head of School is not available for any reason or the Board otherwise determines appropriate, the Board will select another full time staff member of the school).

The closure plan will include prompt notification to the parents and legal guardians of children enrolled in the school. Such notification would be made in no more than five business days following the adoption of the closure plan by the Board. In addition, the school will convene one or more public meetings to which all parents and legal guardians of children enrolled in the school will be invited in order to provide information on the closure and on the students' options for other schools in the area. The first such meeting will be convened no more than 10 business days following the adoption of the closure plan by the Board. In connection with the closure, a list of students attending the school will be sent to the district. Within 15 business days of the Board adopting a closure plan, the school will (i) transfer student records to the district; (ii) notify the parents and legal guardians of enrolled students of the transfer of such records; and (iii) send copies of each child's records to the child's parents or legal guardians. The school will take appropriate precautions to protect records and information that may personally identify students. The school's staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.

Attachment 1: Admissions Policies and Procedures

ADMISSIONS POLICY

The following Admissions Policy will be put in place based upon best practices deemed successful by College Achieve Brooklyn Charter School (CAB).

Compliance with Applicable Laws

As a public school, CAB will be open to children who are eligible under the laws of New York State for admission to a public school. The school will follow all applicable state and federal laws in admitting students. The School will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful.

Eligibility

Only applicants living in New York State may apply for, enroll in or attend the School, and all New York State residents are so entitled. A child will be eligible to apply for kindergarten only if he is scheduled to turn 5 years old by December 1st of the matriculation year. For students in first through twelfth grade, a child will be eligible for initial admission to the school for any grade served if the student successfully completes the preceding grade by the scheduled date of admission to the succeeding grade and falls within the age ranges for the applicable grade.

Publicity and Outreach

Each year, the school will hold tours and voluntary information sessions to inform the families of prospective students and community members about its program. Information sessions may be held at the school itself, at Pre-K and nursery schools, schools and/or at other locations. The school will schedule information sessions during the autumn prior to the first day of the subject school year and will hold as many of them throughout the autumn, winter, and spring as the Board considers appropriate to build a student body and community of families that reflect the diversity of New York City. CAB will also implement measures of outreach with consideration to parents of children with special needs and English language learners (ELLs).

Outreach sessions for students will be publicized using flyers, signage at the school and contact with community organizations. Families will be encouraged to visit the school, talk to instructional, administrative and other staff, visit classes, and meet currently enrolled students.

CAB will undertake all measures to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. Given the geographic location of the proposed CAB and the surrounding demographics, the application will be available in English and Spanish. For any parent that requests assistance in completing the application, multi-lingual CAB staff will provide help. If translation services are required and multi-lingual staff is unavailable, we will hire translators during the admission period.

Application and Admission

Families interested in enrolling a child at CAB will be required to submit an application. Applications will be made available at parent information sessions for pick up at the school and on CAB's website and may be made available by other means, provided application availability will be non-discriminatory.

Applications will state the next application deadline date. It is the policy of the CAB to encourage and support the development and strength of its student and family community as far in advance of new student enrollment as practically possible. CAB believes the early establishment of the home/school relationship will contribute to the academic success of its students and the school's achievement of its mission. Further, CAB acknowledges that the families of public school children make practical and emotional commitments to their children's future school notwithstanding that formal enrollment in public school generally occurs as late as the spring or summer immediately prior to initial matriculation. Consistent with this policy, it is expected that the application deadline and lottery dates will be as early as possible during the prior school year as soon as the student outreach program (described above) is conducted. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools.

Lottery and Other Procedures Admission and Waitlist

If CAB has more applicants than available space, it will select students (from among qualified applicants) using a random selection method, a public lottery (the lottery). If there are fewer applicants for a grade than there are places available in the grade, all applicants will be admitted to the grade on the date the lottery was to have been held.

The random selection drawing will be open to the public, and the school will notify all applicants of the time and place which will generally be between April 2-15, subject to circumstances beyond the reasonable control of the school. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting lists to be used to fill openings during the school year. The waiting list will not have to be reset annually. If the school decides not to reset the waiting list it will clearly state this to its families prior to the commencement of the next application period. After all eligible names have been drawn, the school will add the names of applicants who submitted applications after the 5:00 p.m. deadline on April 1st. All post-deadline applicants will be added in the order in which they are received.

As spaces become available, CAB will make enrollment offers in the order of placement on the waiting list. Lotteries for all grades for an academic year are expected to be conducted on the same day and will be publicized in a manner consistent with the requirements of section 104 of the Public Officers Law and be open to the public. Lotteries are expected to be conducted from highest grade to lowest grade for each year. Families of students admitted or waitlisted as provided above will be notified in person or in writing. Openings for seats in a grade (or on a waiting list for a grade) after the admission and enrollment processes are complete will be filled on a first-come, first-served basis.

The drawing of the name of an applicant will be deemed the drawing of the name of the applicant's siblings participating in the lottery for the same grade or a lower grade, as long as there are places available in the siblings' respective desired grades when the applicant's name is drawn, or will entitle the siblings to the next places on the waitlist for the desired grade if there are no available places in the desired grade; provided, the School will have the right but not the obligation to add places in a grade on a non-discriminatory basis in compliance with applicable laws for a sibling under these circumstances even if the grade is otherwise closed.

As of the date of its application for a charter, it is the policy of CAB to admit new students to the School only in kindergarten and grades six and nine (once serving students in that grade) and to enroll students in the

remaining grades as they are promoted from the preceding grade at CAB, subject to the availability of space, and also subject to the preferences set forth below. However, CAB may elect to admit new students to the remaining grades (not K, six, or nine) on a non-discriminatory basis, in accordance with the other provisions of this Policy and in compliance with applicable laws, subject to space availability, if CAB determines its programs and design will properly serve those students and such decision is otherwise consistent with the achievement of the CAB's mission. In such case, such information will be included in the application and lottery materials and the New York State Education Department's Charter Schools Office must be notified.

Enrollment

All students admitted or waitlisted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to the school's admissions policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application. CAB may request that families confirm the enrollment of children enrolled in the School for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at CAB) in order to promote and ensure contemplated enrollment in each grade at the School so the school may best execute its programs, serve its student body and achieve its mission. The intentional provision of untruthful information at application, admission or enrollment will entitle the School to permanently exclude the child from the School, even if the student was admitted, enrolled or permitted to attend.

Preferences and Intent to Enroll

The School will give preferences to the following pupils, in the following order of priority:

- to pupils returning to it in its second and subsequent years of operation,
- to the siblings of enrolled pupils, and
- to all students who live within the Community School District where CAB is located, consistent with New York State charter law, and
- at-risk kids (defined as those who qualify for free and reduced price lunch, students with special needs, and English language learners). The weighted seats for at-risk kids will be determined using the enrollment and retention targets published by the Regents in advance of any lottery and in collaboration with NYSED's Charter School Office.

In order to confirm the intent to maintain enrollment, the school will send an "Intent to Return" letter home to parents of all current students before the lottery every school year. The letter requests written confirmation that the child will return to CAB the following school year and indicates that the signed form must be returned in order for the school to hold a seat for the student. After reasonable efforts to contact the family to confirm enrollment, the school may elect not to enroll students who have not confirmed.

Waiting lists will not be carried over from year to year. The school may send an application or other information directly to families who have previously applied.

Student transfer and/or withdrawal procedures

CAB will be a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from CAB will be asked to complete a request for student withdrawal form. CAB personnel will offer to meet with the family and discuss their reasons for withdrawing from CAB, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, CAB will ensure the timely transfer of any necessary school records to the student's new school.

CAB will not impose any arbitrary requirements for application beyond completion of the one-page CAB application. Practices such as requiring parents or guardians to attend an open house, submit to an interview or tour of the school will not be a condition for accepting an application.

Attachment 2: Samples of Evidence of Community Outreach



Brooklyn Charter School

Attention Parents, Guardians, and Community Members

Please join us to learn about a proposed new charter school for CSD 17! College Achieve Brooklyn will be a K-12 school with a strong emphasis on college prep.

When: August 12th

Time: 4:30 pm

Location: Madison Square Boys & Girls Club in Flatbush, New York
2245 Bedford Ave, New York, NY

Opening date set for September 2015

For more information, please contact
mpiscal@collegeachieve.org



College Achieve Brooklyn Charter School

Liked + Follow Message

Timeline About Photos Likes More

THIS WEEK

66 Page Likes

27,593 Post Reach

UNREAD

0 Notifications

0 Messages

PEOPLE

106 likes

Kate Maroney, Theresa Marie and 9 others like this.

Status Photo / Video Event, Milestone +

What have you been up to?

College Achieve Brooklyn Charter School

Recent 2014

Overview Likes Reach Visits Posts People

Page Likes

106 Total Page Likes
▲165% from last week

66 New Page Likes
▲450%



Post Reach

28.4K Total Reach
▼14.8% from last week

27.6K Post Reach
▼14.7%



Engagement

255 People Engaged
▲136.1% from last week

140 Likes

1 Comments

4 Shares

148 Post Clicks



4/12/14

Sign In for College Achieve Charter School

| Name | Phone Number | Address |
|------------------|-----------------------------|--|
| PARKER, GERALD | (347) 228-5986 | 220 Montgomery St. 17E Bklyn NY 11225 |
| Denise Smit | 347 866 7861 | 4 Vernon Ave, Bklyn NY 11206 |
| ROXANNE ALLARD | 718-938-2018 | 10xan2st@yahoo.com 227 LINDEN BLVD, 4F, 11226 |
| CARVIN Cloude. | 646-773-1084 | 361 E 45 ST Brooklyn N.Y. |
| ARLENE MBONU | 718 613-8376 | 116-51 218 TH Street, EMERALD HEIGHTS, NY 11411 |
| *Sheralin Marius | 347 362 0871 | 936 Brooklyn Ave #28 Bklyn NY 11203 |
| Edith Tunstull | 518 512 1768 | 194-45 112 nd AV St Albans Hebron 11452 |
| Hazel Francois | 347-465-0120 | 1359 Nostrand Ave Apt 2R Bklyn NY 11226 Hazelfrancois@gmail.com |
| Geneva Gillyard | 917-498-2119 / 718-778-7210 | 220 Montgomery St. 17E, Bklyn, N.Y. 11225 Geneva.Gillyard@uscis.dhs.gov |
| Stan King | 718-462-6100 | 2245 Bedford Ave, Brooklyn NY 11226 |
| Iameka Sanders | (617) 296-4600 | tsanders8@yahoo.com |
| John Johnson | (917) 225-4883 | 182 Locustwood Blvd, Elmont NY 11003 |
| | | |
| | | |



COLLEGE ACHIEVE
Brooklyn Charter School

Let's Build a New School Together

College Achieve Brooklyn Charter School
Public Meeting
August 12, 2014

College Achieve Brooklyn Charter School



Mission Statement
College Achieve Brooklyn Charter School will prepare its students to excel in and graduate from the top colleges and universities in the nation.

Aspiration
College Achieve Brooklyn will accomplish its mission by discovering and developing each child's gifts and talents.



It is our moral obligation to give our children the very best education. – Archbishop Desmond Tutu

We can give them the best if we believe in our children and work together.



Biggest Goal Possible

“All of College Achieve Brooklyn students will graduate from college.”

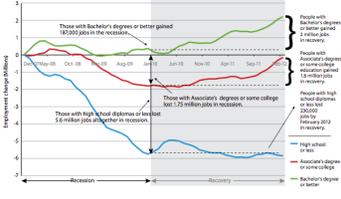
Why College Graduation?



- College graduates make \$1 million more in their life time than high school graduates.
- College graduates have dramatically higher employment rates than non-college graduates.
- College graduates are more likely to find employment in a career they love.

Weathering the Recession

- Workers with high school diplomas or less bore the brunt of the recession's job losses.
- Job gains in the recovery have been confined to those with education beyond high school.



Source: “The College Advantage: Weathering the Economic Storm,” Georgetown Public Policy Institute, Center on Education and the Workforce, 2012.

Nearly four out of every five jobs destroyed by the recession were held by workers with a high school diploma or less.

A College Degree and Higher Earnings

■ Earnings of workers with a Bachelor's degree or better are still **nearly twice** that of high school-educated workers.

| Year | Premium (%) |
|------|-------------|
| 1972 | 124 |
| 1974 | 100 |
| 1976 | 90 |
| 1978 | 80 |
| 1980 | 70 |
| 1982 | 46 |
| 1984 | 55 |
| 1986 | 60 |
| 1988 | 65 |
| 1990 | 70 |
| 1992 | 75 |
| 1994 | 80 |
| 1996 | 85 |
| 1998 | 90 |
| 2000 | 95 |
| 2002 | 98 |
| 2004 | 100 |
| 2006 | 98 |
| 2008 | 95 |
| 2010 | 97 |
| 2012 | 97 |

Source: "The College Advantage: Weathering the Economic Storm," Georgetown Public Policy Institute, Center on Education and the Workforce, 2012.

NEXT STEPS

1. Charter Application goes to State of NY on August 18th
2. We will meet with local elected officials and seek their support.
3. Continue to hold community meetings to gain broader support for the school and ensure enrollment targets are met.
4. October interviews with the state.
5. November decision by the state.
6. Charter goes into effect in January 2015 – we can begin negotiating a site for the school, and hiring teachers and staff.

OPEN in September 2015

Student Enrollment, 2015-2020

| Grades | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|------------------|-----------|-----------|-----------|-----------|-----------|
| K | 100 | 49 | 104 | 104 | 104 |
| 1 st | 100 | 100 | 104 | 104 | 104 |
| 2 nd | | 100 | 104 | 104 | 104 |
| 3 rd | | | 104 | 104 | 104 |
| 4 th | | | | 104 | 104 |
| 5 th | | | | | 104 |
| 6 th | | | | | |
| 7 th | | | | | |
| 8 th | | | | | |
| 9 th | | | | | |
| 10 th | | | | | |
| 11 th | | | | | |
| 12 th | | | | | |
| Totals | 200 | 249 | 416 | 520 | 624 |

What would you like to see College Achieve Brooklyn become?

Notes from Community Meeting August 12th, 2014 held at the Boys & Girls Club at 4:30 pm

- When we presented our enrollment model to parents starting with Kindergarten and first grade and growing organically from there, parents and community member were adamant about starting the middle school sooner so that we have a charter high school by the term's end.
- Parents suggested French as the primary global language to be taught instead of Spanish. They noted that there is a large Haitian-American community in CSD 17.
- Parents asked for more details about the ICFE Model and its track record. All parents received an e-mail the next day with data, articles, and links regarding ICFE's success in sending students to top colleges and closing the achievement gap.
- Parents supported no excuses culture and high expectations of the school.
- Parents were interested in the compensation of teachers, how we were going to attract the best and the brightest teachers for their children. Generally, will CAB spend the money in the classroom or outside of the classroom? Very enthusiastic reaction to the Integrated Co-Teaching Model.
- At the end of the meeting, board member Stan King and lead founder Mike Piscal asked the community would they support the establishment of College Achieve Brooklyn Charter School. The answer was yes they would, but they would support it resoundingly if we opened the middle school much, much sooner, and commit to opening a charter high school.

Attachment 3a: Sample Daily Schedules (ES, MS, and/or HS)

Elementary School: Grades K-4 Student Schedule

| Sample Elementary K-4 Student Schedule | | | | | | |
|--|------------------------------|------------------------------|------------------------------|------------------------------|------------------|------------------------------|
| Time | Monday | Tuesday | Wednesday | Thursday | Time | Friday |
| 7:15 am | Classes Begin | Classes Begin | Classes Begin | Classes Begin | 7:15 am | Classes Begin |
| 7:15 am – 9:55 am | Literacy Block (160 minutes) | 7:15 – 8:55 am | Literacy Block (100 minutes) |
| 10:00 – 10:20 am | Recess (20 minutes) | Recess (20 minutes) | Recess (20 minutes) | Recess (20 minutes) | 9:00 – 9:45 am | Math Block (45 minutes) |
| 10:25 – 11:50 am | Math Block (85 minutes) | 9:50 – 10:10 am | Recess |
| 11:55 – 12:40 pm | Lunch and Recess | Lunch and Recess | Lunch and Recess | Lunch and Recess | 10:15 – 11:35 am | Science (80 minutes) |
| 12:45 – 1:25 pm | Science (40 minutes) | Science (40 minutes) | Science (40 minutes) | Science (40 minutes) | 11:40 – 12:25 pm | Lunch and Recess |
| 1:30 – 2:30 pm | Art or PE (60 minutes) | 12:30 – 1:00 pm | History (30 minutes) |
| 2:35 – 2:55 pm | Recess | Recess | Recess | Recess | 1:05 – 1:25 pm | Recess |
| 3:00 – 3:40 pm | History (40 minutes) | History (40 minutes) | History (40 minutes) | History (40 minutes) | 1:30 – 2:00 pm | DEAR |
| 3:45 – 4:15 | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | 2:00 pm | Dismissal |
| 4:15 pm | Dismissal | Dismissal | Dismissal | Dismissal | 2:00 – 5:00 pm | Afterschool Programming |
| 4:30 – 6:30 pm | Afterschool Programming | Afterschool Programming | Afterschool Programming | Afterschool Programming | | |

Elementary School: Grades K-4 Teacher Schedule

| Sample Elementary K-4 Teacher Schedule | | | | | | |
|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|------------------|------------------------------|
| Time | Monday | Tuesday | Wednesday | Thursday | Time | Friday |
| 7:15 am | Classes Begin | Classes Begin | Classes Begin | Classes Begin | 7:15 am | Classes Begin |
| 7:15 am – 9:55 am | Literacy Block (160 minutes) | 7:15 – 8:55 am | Literacy Block (100 minutes) |
| 10:00 – 10:20 am | Recess (20 minutes) | Recess (20 minutes) | Recess (20 minutes) | Recess (20 minutes) | 9:00 – 9:45 am | Math Block (45 minutes) |
| 10:25 – 11:50 am | Math Block (85 minutes) | 9:50 – 10:10 am | Recess |
| 11:55 – 12:40 pm | Lunch/Planning | Lunch/Planning | Lunch/Planning | Lunch/Planning | 10:15 – 11:35 am | Science (80 minutes) |
| 12:45 – 1:25 pm | Science (40 minutes) | Science (40 minutes) | Science (40 minutes) | Science (40 minutes) | 11:40 – 12:25 pm | Lunch and Recess |
| 1:30 – 2:30 pm | Planning/Common Planning | Planning/Common Planning | Planning/Common Planning | Planning/Common Planning | 12:30 – 1:00 pm | History (30 minutes) |

| | | | | | | |
|----------------|-------------------------|-------------------------|-------------------------|-------------------------|----------------|--------------------------|
| 2:35 – 2:55 pm | Recess | Recess | Recess | Recess | 1:05 – 1:25 pm | Recess |
| 3:00 – 3:40 pm | History (40 minutes) | History (40 minutes) | History (40 minutes) | History (40 minutes) | 1:30 – 2:00 pm | DEAR |
| 3:45 – 4:15 | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | 2:00 pm | Dismissal |
| 4:15 pm | Dismissal | Dismissal | Dismissal | Dismissal | 2:00 – 5:00 pm | Professional Development |
| 4:30 – 6:30 pm | Afterschool Programming | Afterschool Programming | Afterschool Programming | Afterschool Programming | | |

Middle School: Grades 5-8 Student Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Time | Friday |
|--------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|-------------------|----------------------------------|
| 7:15 am | Homeroom | Homeroom | Homeroom | Homeroom | 7:15 am | Homeroom |
| 7:25 am – 8:25 am | Math (60 minutes) | Math (60 minutes) | Math (60 minutes) | Math (60 minutes) | 7:22 am – 8:22 am | Math (60 minutes) |
| 8:28– 9:28 | English (60 minutes) | English (60 minutes) | English (60 minutes) | English (60 minutes) | 8:25 am – 9:25 | English (60 minutes) |
| 9:28 – 9:42 | Nutrition | Nutrition | Nutrition | Nutrition | 9:25 – 9:40 | Nutrition |
| 9:42 – 10:42 am | Science (60 minutes) | Science (60 minutes) | Science (60 minutes) | Science (60 minutes) | 9:40– 11:10 am | Science (90 minutes) |
| 10:45 – 11:45 pm | History (60 minutes) | History (60 minutes) | History (60 minutes) | History (60 minutes) | 11:15– 12:15 am | History (60 minutes) |
| 11:45am – 12:15 pm | Lunch (30 minutes) | Lunch | Lunch | Lunch | 12:15 – 12:35 pm | Lunch (20 minutes) |
| 12:15 pm – 12:40 | Recess (25 minutes) | Recess (25 minutes) | Recess (25 minutes) | Recess (25 minutes) | 12:35- 1 pm | Recess (25 minutes) |
| 12:40 – 1:40 pm | English Labs (60 minutes) | English Labs (60 minutes) | English Lab (60 minutes) | English Lab (60 minutes) | 1:00 – 2:00 pm | Global Languages (60 minutes) |
| 12:40 – 1:40 | Art, Music, or PE | 2:00 pm | Dismissal |
| 1:43 – 2:43 pm | Global Languages Classes (60 minutes) | 2:00 – 5:00 pm | After School Programming |
| 2:45 – 3:45 pm | Math Labs (60 minutes) | 2:00 – 4:30 | Teacher Professional Development |
| 2:45– 3:45 pm | Art, Music, or PE (60 minutes) | | |
| 3:45– 4:15 | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | | |
| 4:15 pm | Dismissal | Dismissal | Dismissal | Dismissal | | |
| 4:30 – 6:30 pm | Afterschool Programming | Afterschool Programming | Afterschool Programming | Afterschool Programming | | |

Note: students will either take English Lab at 12:40 pm based on their math assessments or an elective - likewise with the English Lab. The same with the 2:45 Math Lab. Some students will have neither a Math nor an English Lab and take 2 of the 3 (Music, Art, and PE) twice each day with the caveat that they have two PE periods each week. Some will have a Math and English Lab nearly every day with PE twice each week. SPED teachers, Apprentice teachers, and tutors will have multiple opportunities to tutor students during core class instruction. In addition, this schedule provides two labs for one-on-one and small group tutoring each day. Math and English Labs will also have laptop carts readily accessible for blended learning opportunities.

Middle School: Grades 5-8 Teacher Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Time | Friday |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------|-------------------------------------|
| 7:15 am | Homeroom | Homeroom | Homeroom | Homeroom | 7:15 am | Homeroom |
| 7:25 am – 8:25 am | Math9A | Math9A | Math9A | Math9A | 7:22 am – 8:22 am | Math9A |
| 8:28– 9:28 | Math9B | Math9B | Math9B | Math9B | 8:25 am – 9:25 | Math9B |
| 9:28 – 9:42 | Nutrition | Nutrition | Nutrition | Nutrition | 9:25 – 9:40 am | Nutrition |
| 9:42 – 10:42 am | Math9C | Math9C | Math9C | Math9C | 9:40–10:10 am | Free |
| 10:45 – 11:45 pm | Math9D | Math9D | Math9D | Math9D | 10:10-11:10 am | Math9C |
| 11:45am – 12:15 pm | Lunch | Lunch | Lunch | Lunch | 11:15– 12:15 am | Math9D |
| 12:15 pm – 12:40 | Free | Free | Free | Free | 12:15 – 12:40 pm | Lunch (25 minutes) |
| 12:40 – 1:40 pm | Math Lab (60 minutes) | Math Lab (60 minutes) | Math Lab (60 minutes) | Math Lab (60 minutes) | 12:40 - 1 pm | Recess (20 minutes) |
| 1:43 – 2:43 pm | Math9E | Math9E | Math9E | Math9E | 1:00 – 2:00 pm | Math9E |
| 2:45 – 3:45 pm | Common Planning | Common Planning | Common Planning | Common Planning | 2:00 pm | Dismissal |
| 3:45– 4:15 | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | 2:00 – 5:00 pm | After School Programming |
| 4:15 pm | Dismissal | Dismissal | Dismissal | Dismissal | 2:00 – 4:30 | Teacher Professional Development |
| 4:30 – 6:30 pm | Afterschool Programming | Afterschool Programming | Afterschool Programming | Afterschool Programming | | |

Note on Lunch and Recess: Teachers will rotate responsibilities for lunch and recess duty one week a month. With plenty of apprentice teachers, tutors, and teachers this will not be an undue burden.

Teacher has five sections of 9th grade Math and one Math Lab where she or he will tutor students who are struggling one-on-one or in small groups. Also, teacher has 30 minute DEAR period at the end of each day Monday thru Thursday.

High School: Grades 9-12 Student Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Time | Friday |
|-------------------|----------------------|----------------------|----------------------|----------------------|-------------------|----------------------|
| 7:15 am | Homeroom | Homeroom | Homeroom | Homeroom | 7:15 am | Homeroom |
| 7:25 am – 8:25 am | Math (60 minutes) | Math (60 minutes) | Math (60 minutes) | Math (60 minutes) | 7:22 am – 8:22 am | Math (60 minutes) |
| 8:28– 9:28 | English (60 minutes) | English (60 minutes) | English (60 minutes) | English (60 minutes) | 8:25 am – 9:25 | English (60 minutes) |

| | | | | | | |
|--------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|------------------|----------------------------------|
| 9:28 – 9:42 | Nutrition | Nutrition | Nutrition | Nutrition | 9:25 – 9:40 | Nutrition |
| 9:42 – 10:42 am | Science (60 minutes) | Science (60 minutes) | Science (60 minutes) | Science (60 minutes) | 9:40– 11:10 am | Science (90 minutes) |
| 10:45 – 11:45 pm | History (60 minutes) | History (60 minutes) | History (60 minutes) | History (60 minutes) | 11:15– 12:15 am | History (60 minutes) |
| 11:45am – 12:15 pm | Lunch (30 minutes) | Lunch | Lunch | Lunch | 12:15 – 12:35 pm | Lunch (20 minutes) |
| 12:15 pm – 12:40 | Recess (25 minutes) | Recess (25 minutes) | Recess (25 minutes) | Recess (25 minutes) | 12:35- 1 pm | Recess (25 minutes) |
| 12:40 – 1:40 pm | English Labs (60 minutes) | English Labs (60 minutes) | English Lab (60 minutes) | English Lab (60 minutes) | 1:00 – 2:00 pm | Global Languages (60 minutes) |
| 12:40 – 1:40 | Art, Music, or PE | 2:00 pm | Dismissal |
| 1:43 – 2:43 pm | Global Languages Classes (60 minutes) | 2:00 – 5:00 pm | After School Programming |
| 2:45 – 3:45 pm | Math Labs (60 minutes) | 2:00 – 4:30 | Teacher Professional Development |
| 2:45– 3:45 pm | Art, Music, or PE (60 minutes) | | |
| 3:45– 4:15 | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | | |
| 4:15 pm | Dismissal | Dismissal | Dismissal | Dismissal | | |
| 4:30 – 6:30 pm | Afterschool Programming | Afterschool Programming | Afterschool Programming | Afterschool Programming | | |

Note: students will either take English Lab at 12:40 pm based on their math assessments or an elective - likewise with the English Lab. The same with the 2:45 Math Lab. Some students will have neither a Math nor an English Lab and take 2 of the 3 (Music, Art, and PE) twice each day with the caveat that they have two PE periods each week. Some will have a Math and English Lab nearly every day with PE twice each week. SPED teachers, Apprentice teachers, and tutors will have multiple opportunities to tutor students during core class instruction. In addition, this schedule provides two labs for one-on-one and small group tutoring each day. Math and English Labs will also have laptop carts readily accessible for blended learning opportunities.

High School: Grades 9-12 Teacher Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Time | Friday |
|--------------------|---------------------------|---------------------------|--------------------------|--------------------------|-------------------|---------------------|
| 7:15 am | Homeroom | Homeroom | Homeroom | Homeroom | 7:15 am | Homeroom |
| 7:25 am – 8:25 am | English 9A | English 9A | English 9A | English 9A | 7:22 am – 8:22 am | English 9A |
| 8:28– 9:28 | English 9B | English 9B | English 9B | English 9B | 8:25 am – 9:25 | English 9B |
| 9:28 – 9:42 | Nutrition | Nutrition | Nutrition | Nutrition | 9:25 – 9:40 am | Nutrition |
| 9:42 – 10:42 am | English 9C | English 9C | English 9C | English 9C | 9:40–10:10 am | Free |
| 10:45 – 11:45 pm | English 9D | English 9D | English 9D | English 9D | 10:10-11:10 am | English 9C |
| 11:45am – 12:15 pm | Lunch | Lunch | Lunch | Lunch | 11:15– 12:15 am | English 9D |
| 12:15 pm – 12:40 | Free | Free | Free | Free | 12:15 – 12:40 pm | Lunch (25 minutes) |
| 12:40 – 1:40 pm | English Labs (60 minutes) | English Labs (60 minutes) | English Lab (60 minutes) | English Lab (60 minutes) | 12:40 - 1 pm | Recess (20 minutes) |
| 1:43 – 2:43 pm | English 9E | English 9E | English 9E | English 9E | 1:00 – 2:00 pm | English 9E |
| 2:45 – 3:45 pm | Common Planning | Common Planning | Common Planning | Common Planning | 2:00 pm | Dismissal |

| | | | | | | |
|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------------|----------------------------------|
| 3:45– 4:15 | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | DEAR (30 minutes) | 2:00 – 5:00 pm | After School Programming |
| 4:15 pm | Dismissal | Dismissal | Dismissal | Dismissal | 2:00 – 4:30 | Teacher Professional Development |
| 4:30 – 6:30 pm | Afterschool Programming | Afterschool Programming | Afterschool Programming | Afterschool Programming | | |

Note on Lunch and Recess: Teachers will rotate responsibilities for lunch and recess duty one week a month. With plenty of apprentice teachers, tutors, and teachers this will not be an undue burden.

Teacher has five sections of 9th grade English and one English Lab where she or he will tutor students who are struggling one-on-one or in small groups. Also, teacher has 30 minute DEAR period at the end of each day Monday thru Thursday.

Attachment 3b: First Year Calendar

| | | |
|--|------------------------------------|---|
| Curriculum Design Institute ¹ | 10 days of teacher training | July 27 th -August 7 th 2015 |
| Hiatus | 2 weeks off | August 10 th –August 23 rd |
| School year starts for all employees | 7 days of faculty & staff training | August 24 th - September 1 st 2015 |
| First Day of School | | September 2 nd , 2015 |

| Month | Days Per Month | Approximate Core Hours Per Month | Approximate Total Core & Supplementary Hours Per Month | Days not in Session |
|--------------|----------------|----------------------------------|--|--|
| September | 20 | 156 | 200 | (September 2: First Day of School) September 5 th : Labor Day |
| October | 21 | 164 | 210 | October 12: Columbus Day |
| November | 15 | 117 | 150 | November 10: Veteran's Day Observed November 24-28: Thanksgiving Week |
| December | 14 | 109 | 140 | December 19 – December 31: Winter Break |
| January | 19 | 148 | 190 | January 1-3: Winter Break (January 4 - School Resumes) January 18 th : Martin Luther King, Jr. |
| February | 20 | 156 | 200 | February 15: President's Day |
| March | 18 | 140 | 180 | March 25 th to April 3 rd : Spring Break |
| April | 20 | 156 | 200 | Resume School on April 4 th |
| May | 21 | 164 | 210 | May 30: Memorial Day |
| June | 12 | 94 | 120 | (June 16: Last Day of School) |
| Total | 180 | 1,404 | 1,800 | |

¹ Mandatory for all new teachers. Optional after one year of service at College Achieve Brooklyn Charter School.

Attachment 4: Student Discipline Policy

DRAFT STUDENT DISCIPLINARY POLICY

Overview

Student disciplinary offenses are those actions or inactions that violate the school's Code of Conduct. A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school.

The following list of actionable offenses is not exhaustive but provides examples of violations of the College Achieve Brooklyn (CAB) Code of Conduct. The list may be modified from time to time and/or supplemented by teachers on CAB's rules for classes and other school events.

School staff will be educated about, and trained to implement, the policy during the Curriculum Design Institute.

List of Certain Actionable Offenses

1. DISRUPTING THE SCHOOL ENVIRONMENT (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)

- 1.1 Arriving Late to School or Class:** Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class. (Note that while students may not be suspended out of school or expelled for tardiness, they may not be promoted to the next grade if too much class time is missed.)
- 1.2 Cutting School, Class, Detention, or Mandatory School Events:** Students are required to attend all classes, assigned detention, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. In addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion. (Note that with respect to cutting school or class, students may not be suspended out of school or expelled. However, they may not be promoted to the next grade if too much class time is missed.)
- 1.3 Misbehaving on School-provided Transportation:** Students may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of school-provided transportation (in which case, students and parents are responsible for travel to and from school), suspension, expulsion, and/or other consequences. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other students inappropriately, being disrespectful of others, or failing to follow the bus driver's instructions.
- 1.4 Blocking Access to any Part of the School Building:** Students are not permitted to block access to any room or part of the school building. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.5 Violating the Dress Code:** Parents must pick up children who are not properly dressed for school or bring the missing dress code items to the school, as students may be suspended or not

be permitted to attend class. Violations of the dress code also may result in additional disciplinary consequences.

- 1.6 **Gum, Food, and Beverages:** Students may not chew gum or eat or drink at unauthorized times or places.
 - 1.7 **Disrupting Class and Preventing Teaching:** CAB can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
 - 1.8 **Arriving to Class Unprepared:** When class begins, students must be prepared and have all necessary materials (e.g., books, paper, pen, pencil).
 - 1.9 **Failing to Complete Homework:** Completing homework is essential to the success of individual students and the classroom community. Students are expected to complete all assignments on time.
 - 1.10 **Cheating, Plagiarism, and Copying Other's Work:** Cheating or copying the work of others (or allowing other students to copy work) is unacceptable. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
 - 1.11 **Failing to Submit a Required Signature:** When requested, students are required to secure the signature of a parent/guardian on homework assignments or school forms.
 - 1.12 **Forgery:** Students may not forge a signature.
 - 1.13 **Lying to a Staff Member:** Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth.
 - 1.14 **Being Disrespectful toward a Staff Member:** A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
 - 1.15 **Being Disrespectful toward a Student:** If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
 - 1.16 **Possession of Inappropriate Property:** Students cannot possess iPods, cell-phones, electronic equipment, games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
 - 1.17 **Gambling:** Gambling or betting is not tolerated.
 - 1.18 **Misbehaving inside or outside of Class:** Misbehavior that violates this Student Disciplinary Policy inside or outside of class (at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity) is not permitted. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
2. **ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)**
- 2.1 **Causing Bodily Harm:** Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school

employee, or another person, including with a weapon or dangerous object.

- 2.2 Committing Assault or Assault and Battery:** Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person.
 - 2.3 Fighting or Unwanted Physical Contact:** CAB students may not fight with other students – from CAB or any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.
 - 2.4 Play Fighting and Threatening:** Play fighting and/or the use of threats influence the safety of the community. Students may not play fight and/or threaten others.
 - 2.5 Setting off a False Alarm or Making a Threat:** Students may not intentionally set off a false alarm or make a destructive threat.
 - 2.6 Engaging in Sexual Activity or Inappropriate Touching:** A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.
- 3. POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)**
- 3.1 Possession or Use of a Firearm:** Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C. §7151, the school will expel from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the chief administering officer of CAB may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.
 - 3.2 Possession or Use of a Mock Firearm:** Students may not possess or use a mock firearm.
 - 3.3 Using or Possessing a Weapon or Dangerous Object:** Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or in his/her property.
 - 3.4 Arson:** Students may not set a fire.
- 4. POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND TOBACCO (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)**
- 4.1 Using or Possessing Drugs or Alcohol:** Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated CAB staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs.
 - 4.2 SELLING OR TRANSFERRING DRUGS OR ALCOHOL:** Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.)
 - 4.3 Using or Possessing Tobacco Products:** The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products.
 - 4.4 Selling or Transferring Tobacco Products:** Students may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing-tobacco, or other tobacco products.

5. **HARASSMENT AND VIOLATIONS OF CIVIL RIGHTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)**
 - 5.1 **Violating the Civil Rights of Others:** Students may not violate the civil rights of others.
 - 5.2 **Harassment:** Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, religion, age, sexual orientation, or disability is not permitted.
 - 5.3 **Abusive or Profane Language or Treatment:** Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

6. **THEFT OR VANDALISM (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)**
 - 6.1 **Theft, Loss, or Destruction of Personal or School Property:** Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.
 - 6.2 **Mistreatment or Inappropriate Use of Technology or School Property:** Students must treat computers, printers, and other technology with care. CAB does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property.

7. **FAILURE TO COMPLY WITH SCHOOL-IMPOSED CONSEQUENCES:** Students must comply with school-imposed consequences. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

8. **REPEATED VIOLATIONS OF THE CODE OF CONDUCT:** Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses.

Student Disciplinary Actions

DEFINITIONS: For purposes of this Code:

- **Short-term suspension** shall refer to the removal of a student from school for disciplinary reasons for a period of ten or fewer days;
- **Long-term suspension** shall refer to the removal of a student from school for disciplinary reasons for a period of more than ten days; and
- **Expulsion** shall refer to the permanent removal of a student from school for disciplinary reasons.

IN-SCHOOL DISCIPLINARY MEASURES: In-school disciplinary actions may be imposed by the principal or any teacher; provided in-school suspension and suspension of transportation may only be imposed by the principal or the Board. In the event of the imposition of in-school disciplinary action, the following shall apply.

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and assigns an appropriate consequence.
- If necessary, the student is removed from class.

- Students/parents are responsible for transportation home when they are assigned to detention or in-school suspension.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- In-school disciplinary actions may include, but shall not be limited to, the following:
 - Behavioral Contract
 - Detention
 - Loss of School Privileges
 - Suspension from School Transportation

SHORT-TERM SUSPENSIONS: Short-term suspension may be imposed by the principal or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- The student is entitled to respond to the charges against him or her.
- The parent/guardian is notified of the imposition of short-term suspension by CAB in writing. Written notice shall be provided by personal delivery or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the principal. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by CAB to be other than English.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

The school shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975).

The principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law §2855(4).

LONG-TERM SUSPENSION AND EXPLUSION: The principal or the Board may impose a long-term suspension. If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining that a student's action warrants a possible long-term suspension, the principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing by CAB. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will

state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.

- The school sets a hearing date. The student and/or his/her parent/guardian are notified in writing of the:
 - charges and a statement of the evidence
 - date, time and place of a hearing
 - notice of the right at the hearing to:
 - be represented by legal counsel (at the student's/parent's own expense)
 - present evidence and question witnesses
- After the principal, the Board or a hearing officer designated by either of them hears the case, the principal or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

Federal law requires the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Firearm," as used in this law means a firearm, as defined by 18 USC§921, and includes firearms and explosives. The principal shall refer a student under the age of 16 who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law §1.20(42). The principal shall refer any pupil 16 years of age or older or a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law §1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

The decision to impose a long-term suspension/expulsion upon a student may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law §2855(4).

PROVISION OF SERVICES DURING REMOVAL

The charter school will ensure that alternative educational services are provided to a child who has been suspended. For a student who has been suspended or expelled, alternative instruction will be provided to the extent required by law. CAB will provide alternative instruction to students who are suspended. The school will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing.

Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another public school, CAB does not have to, but may, provide alternative instruction for expelled students.

Attachment 5a: Charter School Trustee Background Information

Please see the following pages.

| |
|--|
| School Trustee Background Information |
|--|

Each proposed or prospective charter school board member must provide the information requested below.

Name: Michele Carluccio

Charter School Name: College Achieve Brooklyn (CAB) Charter School

Charter School Address: CSD 17

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): _____

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I have been arguing with Mike Piscal for years about charter schools. As a proud Brooklynite, I at first was a little annoyed with the charter school movement. As a parent of two children I wanted to know why the public schools couldn’t do better.

Last year, Mike and I began to talk about a charter school in Brooklyn and my position went from anti-charter to open to the idea on a case by case basis. As an artist and an educator, I believe we have an obligation to give our students the very best education we can. I think Mike Piscal's work in Los Angeles speaks for itself and I have followed the tremendous success of his schools. I think in this case, Brooklyn and particularly CSD 17 would be fortunate to have Mike Piscal in Brooklyn and that is why I decided to serve on the College Achieve Brooklyn board and get the word out everyone I know in this community about College Achieve Brooklyn.

5. Please explain why you wish to serve on the board.

I believe I can bring to my community a charter school that offers our children an education that will prepare them to graduate from college. I am inspired by the College Achieve mission.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

I know Michael Piscal thru my friendship with his sister Michelle.

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please

indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would bring it up to the Board Chair and expect a full explanation. If the matter was not handled properly, I would bring it up in an open board meeting. Should it still continue to be an issue, I would notify the NYSED.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

College Achieve Brooklyn's mission is to prepare all of its students to excel in and graduate from the top colleges and universities in the nation. Further, we – the parents, teachers, administration, and greater community – pledge to achieve this mission by honoring and developing each student's gifts and talents. College Achieve Brooklyn will teach each student to think for her or himself and equip her or him with the skills, knowledge, grit, and tenacity needed to one day graduate from college.

College Graduation is my understanding. College Achieve really believes in our community and our kids, and expects them to graduate from college. As a parent and community and now board member, I especially appreciate the 2nd next sentence and its call to action of parents and the community to honor and develop each child's gifts and talents. On so many levels, that is right.

19. Please explain your understanding of the educational program of the charter school.

A rigorous college prep education with high expectations. Beyond this, I am impressed with CAB's plans to offer art, music, drama, and international travel. I want to come back in my next life and go to College Achieve Brooklyn!

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Successful schools put a great teacher in every classroom. As a parent that is what I care about above all else. If CAB honors teachers, hires the best, and keeps them, it will be a great school. As a board member, I will fight to make sure that we have a life changing for the better teacher in every classroom, and that the budget, the evaluation systems, and incentives are all aligned so that we get and keep the best teachers.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The appropriate role of a board member is first to ensure that the school is making real progress towards the fulfillment of our mission. Second, our role is to set policy and expectations, not manage day to day operations. As a board we hire, retain, or dismiss the Executive Director.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm.

23. Please provide any other information that you feel is pertinent to the Department's review.

NA

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Michelle Carluccio(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Michelle

Carluccio

8/14/14

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:  _____

Business Address: _____

E-Mail Address: _____ 

Home Telephone: _____

Home Address: _____

Michel Carluccio

Profile

Highly motivated and enthusiastic New York State certified teacher and artist looking for teaching opportunities.

Experience

VISUAL ARTIST, 1996- Current

I have professional experience with a wide range of two dimensional materials, including oil paint and acrylic, watercolors, pastels and charcoal. I have also worked with many 3D materials such as clay.

Exhibition record furnished upon request

ART TEACHER, IS 174 Eugene T. Maleska School, Bronx, NY 1996-1999

- Taught both general education and special education art classes.
- Was the sole art teacher for the school, all grades 5-8 in 1999.
- Taught a self contained special education class with an 8-1-1 ratio.
- Worked collaboratively with arts organizations such as LEAP on a large scale mural project.
- Portfolio consultant, working with 8th grade students to develop portfolios for students applying to specialized NYC High Schools.
- Taught collaboratively with Language Arts/Humanities teachers to integrate visual art in literacy projects.

SUPERVISING COUNSELOR, Young Peoples Day Camp, Yonkers, NY- 1998

- Responsible for the supervision of college aged counselors each with 8 children under age 12 in a summer day camp which included daily trips to a pool and weekly trips to amusement parks and other attractions.
- Designed an arts curriculum and program used to provide visual arts and craft projects to campers ages 5 through 12.

GRAPHIC DESIGNER, Azrak-Hamway Intl. / REMCO Toys, NY, NY — 1993-1996

Position as graphic designer at REMCO allowed me to create signage, toy packaging and promotional materials. I also helped with the supervision of styling and commercial photo shoots.

Education

Bennington College - BA 1990

Hunter College - MFA 1993

Skills

I am a working artist and mother of two. I have taught in the public schools and possess strong classroom management skills. I am creative and enthusiastic in my approach to working with children from elementary to high school. I have been very active in the PTA at my children's public school which has allowed me to work directly as a volunteer in their classrooms creating long term art projects. I have had experience creating murals and public art works with school children.

References furnished upon request

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name:

Michael Druckman

Charter School Name: College Achieve Brooklyn Charter School

Charter School Address: _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. The founding school leader, Mike Piscal is a colleague and friend of some 15 years.
5. Please explain why you wish to serve on the Board. I believe there is a need for the quality of leadership represented by Mr. Piscal in Brooklyn. In particular

his proven ability to teach reading at early child education ages is a much needed skill in Brooklyn.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I serve on the Board of the Trey Whitfield School, a tuition based independent school in East New York Brooklyn and serve as Executive Chairman of a not-for-profit called schools That Can.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes. NO.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes. NO.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes. YES.
If your answer is yes, please indicate the precise nature of your relationship here: I have a friendship with the founding school leader as well as several prospective Board members.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:
Friendship with the proposed school leader, Mike Pisacal.

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes. NO

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes. NO. Also not aware of any such partnership.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes. NO SUCH INTEREST.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes. Do not conduct any such business.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the

charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
 Yes. NO

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes NONE
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. This would be a conflict of interest and I would demand their resignation.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. To provide quality education to all children that would apply.
19. Please explain your understanding of the educational program of the charter school. I know well Mr.Piscal's proven approach to providing quality education to at rick children.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Need proven capability to provide quality education and the ability to fund the budget needed to provide that quality.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. To provide skills and experience to support the school's vision.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
YES
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Michael Druckman (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A

M Druckman

8/17/14

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

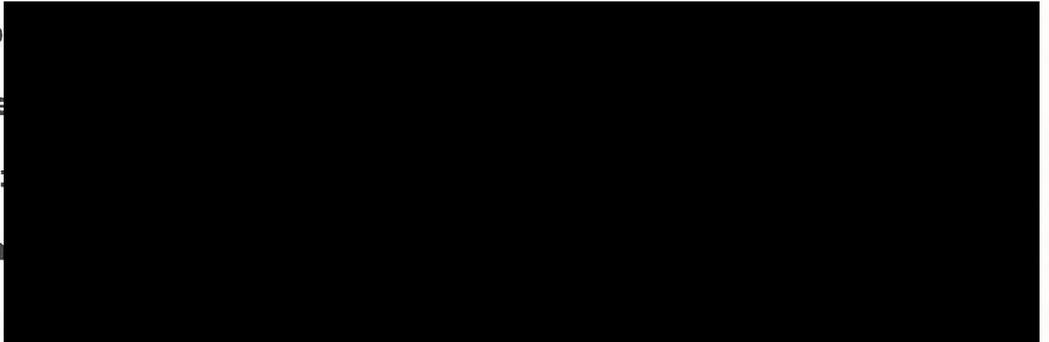
Business Telep

Business Address

E-Mail Address

Home Telephone

Home Address:



**PROFESSIONAL URBAN EDUCATION EXPERIENCE:
SCHOOLS THAT CAN (www.schoolsthatcan.org)**

Executive Chair

New York, N.Y.
2005-Present

Built Schools That Can (STC) into the largest network of cross-sector urban schools serving low income communities in the country. Presently the STC network consists of 144 schools in 15 cities that serve approximately 60,000 students. The mission of STC is "growing quality in urban education for the 21st century." Our approach is creating local collaborative networks of high-performing and high-potential urban schools that cross-sectors. The purpose is to build trustful sharing of effective practices and mutual support. These local networks then form a national network that acts as a platform for collaborative practice sharing nationwide. Our focus has evolved in the last year into using this unique platform to accelerate better preparing students for jobs of the future. We have identified this need as critical given the data on low-income student college completion and the jobs crisis for students graduating college. I attach an OPED submitted to the NY Times that explains our view. In 2005 I started our first national conference. In May 2014 we will celebrate our ninth national Forum and I attach an agenda that reflects the quality of the event. Last year in Milwaukee we had over 400 participants and this year in NYC we will fill to capacity at 320 attendees. I believe our Forum has evolved into a highly respected opportunity for urban school leaders and advocates to come together nationwide and cross-sectors for practice sharing and constructive discourse.

DA VINCI SCHOOLS

Board of Regents

Los Angeles, CA.
2013-Present

Joined a newly formed Board of Regents at Da Vinci Schools in L.A. in 2013. Da Vinci is a charter school network with three high schools and one middle school that pioneers 21st century learning practices and industry engagement.

TREY WHITFIELD SCHOOL

Board Chair

Brooklyn, N.Y.
2003-2013

Just stepped down as Board Chair of this independent school in East New York, Brooklyn. Led the purchase and reconstruction of a new school building that saved the school's continuity. This ended up as a \$9 million project that I started as a Board member in 2001 and was completed in 2004. I attach an OPED in the NY Daily News that describes the experience and why it mattered.

TRANSFIGURATION SCHOOL

Consultant Volunteer and Development Committee Member

New York, N.Y.

2006-2008

Served briefly as a Consultant Volunteer to advise this school on their working with the Archdiocese to fulfill a need for more physical space and to build a needed development capacity.

Since 2001 I have enjoyed a rich and diverse engagement with urban schools that has included significant leadership roles with an independent, charter and faith-based school. In each case I have been in this role at critical points in these school's sustainability. As a result I developed an understanding of the day to day operating needs, governance and strategic vision that a diverse set of urban schools need to be sustainable. These on the ground experiences have provided me with an appreciation for what urban schools need to support their efforts. This is invaluable in my role as Executive Chair of a large national cross-sector network of urban schools.

PROFESSIONAL BUSINESS EXPERIENCE

M2C GROUP LLC

Chairman

Currently

This company owns several brands in the consumer home furnishings industry. It is privately held.

PFC GROUP

Executive Director

1991-2003

I organized a private equity sale of a public entity in the home furnishings industry that successfully took the company private.

MOBILIA GROUP

Founder and CEO

1971-1991

I founded an international manufacturer and distributor of home furnishings that was privately held.

ARTHUR ANDERSEN CONSULTING

Consultant

1966-1968

I was in the second class of in-house trained consultants at this newly formed division of Arthur Andersen and experienced the early stages of what became at one point the largest consulting practice in the world. This was a great experience to begin my business career.

I believe my diverse blend of entrepreneurial business and urban education experience affords me a unique perspective on seeking opportunities to make a difference in urban education space.

PROFESSIONAL ASSOCIATIONS

Young Presidents Organization, New York Metro Chapter

1984-1994

World Presidents Organization

1994-1996

OTHER BOARD ROLES

NYU CENTER FOR GLOBAL AFFAIRS

2010-Present

Co-Chair of Board of Advisers

This is the Graduate School of International Affairs at NYU where I have served on its Board since its creation in 2008. I am very committed to this school and its achievements which are considerable.

EDUCATION

Degrees from Columbia University in European Studies and an MBA.
Executive Senior Management Program at Stanford Graduate School of Business
Executive Program for Social Enterprise at Stanford Graduate School of Business
Oxford University, Exeter College, Certificate in International Relations and Politics.

PERSONAL

Married to Nancy Druckman, a well respected art expert in Americana at Sotheby's.
Live in New York City and for brief periods during the year in Paris, France.

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Sy Fliegel

Charter School Name: College Achieve Brooklyn Charter School

Charter School Address: _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
BIO
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
BIO
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I was asked to serve by Michael Piscal; I have known him and his successful work for 10 years.*
5. Please explain why you wish to serve on the board.
Michael Piscal created 15 charter schools in one of Los Angeles poorest communities. All have been successful.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): **The ICHIN CHARTER setools network.**
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: **AB WHITFIELD, MICHAEL DRUCKMAN - CSE has helped their schools.**
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here: **MICHAEL PISCAL . Professional Colleague**
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

I would raise the issue of my concerns with the Board Chairperson and the Executive Director. If I was not satisfied with their responses, I would raise the issue at the next board meeting.

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

Mission: To provide a quality education for its students.

18. Please explain your understanding of the charter school's mission and/or philosophy. To provide a rigorous educational experience for its students based on learning outcomes and professional accountability.
19. Please explain your understanding of the educational program of the charter school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Excellent leadership principal, ex. director opportunities for distributive leadership roles for supervisors and teachers. An emphasis on teaching and learning and the establishment of a cooperative learning environment that is inclusive that results in a positive school culture that has a well communicated vision and mission.
21. Please explain your understanding of the appropriate role of a public charter school board member. Oversee the program and participate in the development of policy without crossing the line between policy and management.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.



>biography

close

Seymour Fliegel

Mr. Fliegel is the President and Richard Gilder Senior Fellow at the CEI-PEA. He has served as a teacher, assistant principal and principal. In 1975 he became the Director of Alternative Education for Community School District Four and began the transformation of New York City public schools that he describes in his well received book, *Miracle in East Harlem*. In 1989, having served five years as Deputy Superintendent he became the Superintendent of District 28 in Queens.

Much of the CEI-PEA's work is molded on the risks taken and innovations introduced by Mr. Fliegel and his colleagues in East Harlem.

He has been invited to the White House on two occasions in recognition of his achievements in public education. He has written extensively, made numerous television appearances and is often quoted by the print media. He has spoken nationally and internationally about the importance of creating innovative effective schools and a system of meaningful public school choice for all children. He was an early advocate of charter schools and is recognized for his efforts in bringing charter schools to New York State.

Outside of his CEI-PEA work, Mr. Fliegel serves on the Advisory Boards of The Gilder/Lehrman Institute of American History, the Greater Opportunities Board, Donna Hanover's Cool Schools, The Young Women's Leadership School, and was on the nominating committee for the Dana Awards for Pioneering Achievements in Education.

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Erica Hamilton

Charter School Name: College Achieve Brooklyn

Charter School Address: _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board Chair

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of College Achieve Brooklyn through a meeting I had with Michael Piscal, who is the founder of this school. Mike shared his vision for developing a diverse board to serve as partners in helping him launch and

lead this school and I was excited about his passion for improving the quality of public schools available to students in my neighborhood-District 17 in Crown Heights.

5. Please explain why you wish to serve on the board.

I am a native New Yorker and proud product of the NYC public school system. I believe all children are entitled to and deserve to have access to a diverse array of high quality, free public schools to meet their educational and socioemotional needs. I live in District 17 and am a parent to 2 children who for the past 7 years have been students in the system. I've seen the difference a high quality school can have on the life of a child. I wish to serve on this Board because I believe College Achieve will be such a school.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

I currently serve on the Board of another charter school-Community Roots in District 13 in Brooklyn

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be

conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would raise the issue, in writing, to the Board as well as the leadership team of the school and determine the required course of action as outlined by the policies and by-laws governing the school's operation.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of College Achieve Brooklyn is college graduation for all. College Achieve Brooklyn's mission is to prepare all of its students to excel in and graduation from the top colleges and universities in the nation.

19. Please explain your understanding of the educational program of the charter school.

The model is based on ICEF's highly successful model in Los Angeles and is similar to other high performing charter schools in that we have a longer school day, rigorous college prep curriculum, high expectations, heavy dosages of tutoring, and a deep commitment to using data to drive instruction. College Achieve Brooklyn has several innovative programs such as the Toulmin Writing model, International programs, and a commitment to the arts and athletics.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

I believe a public charter school board member is a part of the Board, which is the team that is ultimately responsible and accountable for the governance, financial management, operational management and strategic planning required to sustainably operate a public school meeting or exceeding stated goals for student achievement and community engagement. A charter school board member has a responsibility first to ensure the students attending this school are receiving a high-quality, relevant education that will enable them to be successful in life and their careers. A charter school board member is part of the Board which oversees the charter for the school, fundraises and ensures donated funds are being effectively and efficiently used to resource the students, teachers and staff of the school.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm.

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Erica Hamilton (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Erica Hamilton

Signature

8/14/14

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

ERICA D. HAMILTON

EXPERIENCE

City Year-New York

August 2012-Present

Executive Director & Vice President, New York, NY

Lead 60+ person staff and 300 volunteers (Corps Members) to develop, implement and assess programs designed to end the dropout crisis. Manage a budget of \$13M and serve over 15,000 students attending 24 NYC public schools annually.

- Develop and manage the strategic vision and day-to-day operations to ensure City Year New York implements high-quality, high-impact programs designed to reduce the dropout rate of New York City public school students.
- Develop strategies to fundraise \$13M+ from corporations, foundations, individuals, and local and state government agencies.
- Manage fiscally-sound budgeting, forecasting, expense management, and cash flow for a site budget of \$13M+.
- Lead the creation and implementation of a long-term impact plan that details the strategy and timeline to grow the scale and impact of programs provided to New York City public school students.
- Identify, cultivate, solicit, and manage strategic relationships with supporters to build a sustainable and diverse revenue model including philanthropic, government, and earned income sources.
- Ensure all Corps Members are trained and assessed on delivering high quality, impact driven fidelitous programming.
- Recruit and manage a dynamic and engaged 15+ person New York board to raise funds and manage program growth.
- Engage local and national elected officials to expand funding and general support for service and education programs.
- Support the civic leadership growth and professional development of all staff members and Corps Members.

iMentor

November 2009-August 2012

Chief Program Officer, New York, NY

Senior leader, reporting to the CEO, responsible for defining and leading the growth, quality, innovation and execution for all programs; managing a budget totaling \$8M and serving more than 5,000 mentee-mentor pairs nationwide

- Develop and manage the strategic vision and day-to-day operations for a 50+ person staff in two program areas: a direct service mentoring initiative (iMentor NYC) and a fee-for-service, external partnership driven social enterprise (iMi).
- Ensure programs are being executed to drive high quality and impact across several departments including: Pair Management & Support, Volunteer Recruitment & Training; Curriculum; Partnership Management, Sales & Marketing and Technology.
- Assess programs and develop and implement strategies to enhance program: efficiency, quality and impact, which have successfully supported a 40% annual increase in participants served and yielded increased participant satisfaction scores.
- Create and implement processes to improve the financial management of programs enabling real-time forecasting, long-term strategic planning and real-time revisions to budgets to align with income and contract goals.
- Define strategies to drive the hiring, training and development of staff, which has resulted in: a substantial improvement in efficiency and effectiveness and enabled the successful launch and execution of processes needed to: increase hiring by 50% and complete 100% of all hiring goals 6 months earlier than planned.
- Develop and implement the use of analytical tools to monitor and report on program performance and operations real-time, which improved the organization's ability to identify problems, implement revised program strategies and re-train staff.
- Champion new talent initiatives including: staff mentoring program, talent management system and succession planning.
- Collaborate with CEO to: develop and execute new program strategies, cultivate potential new funders, partners and supporters and define long-term organizational strategic vision and goals.

CITIGROUP

August 2005-November 2009

Senior Vice President, CitiCards, Customer Engagement, New York, NY

January 2009-November 2009

Senior team member overseeing the design of multi-media marketing campaigns and sales strategies to increase incremental revenue and enhance the customer experience for a \$715M business.

- Developed product strategies and collaborated with teams to launch programs estimated to yield \$30M in 3 year revenue.
- Managed the legal, compliance and operational processes required to launch and oversee programs internally and externally.

Vice President, CitiCards, Customer Retention, New York, NY

September 2007-December 2008

Managed the launch of programs designed to improve customer retention. Developed business strategy and gained consensus across business groups to implement cost-effective, revenue enhancing programs for 20M+ Citi credit card customers.

- Built and managed 12-person cross-functional, virtual team, to develop business plans and launch programs resulting in a 145% improvement in customer retention and estimated to yield an incremental \$2.5M in income.
- Improved customer retention by 20% by launching standardized processes to monitor and assess program performance.

- Selected as the “Voice of the Employee” Champion, launching programs to address employee concerns and boost morale.

Associate, Global Consumer Group Management Associate Program, US & Europe August 2005-August 2007
Selected for a global leadership development program providing cross-functional, cross-business assignments across the firm.

- Provided support to establish standardized processes for global IT projects valued at \$550M. **(Belgium, Madrid & NY)**
- Developed strategy to launch a multi-product business model for the UK, estimated to lift revenue by 12%. **(London)**
- Conducted due diligence to assess: market value, strategic partners and competitors in the UK market. **(London)**
- Developed financial models to assess new programs and product offers for a business generating \$5.8B in income. **(NY)**

CDG PERSPECTIVES, INC

Founder & Director, New York, NY June 2006-September 2008
Founder of a boutique, human capital management consulting firm serving 200+ individual and 10 institutional clients. Launched the Graduate Diversity Forums to expose graduate students to careers in the financial services and social sectors.

- Developed sales strategy and marketing pitch yielding 8 corporate clients and \$100K+ in revenue in first year of operation.
- Developed online application and virtual selection process to minimize costs and time required to find attendees for *Forums*.
- Achieved 75% offer rate for individual clients competing for full-time and summer internship offers in financial services.
- Recruited and managed a virtual team of 4 consultants overseeing: marketing, operations, event planning and client service.

GOLDMAN SACHS & CO

Associate, Global Leadership & Diversity, New York, NY September 1999-April 2003
 December 2001-April 2003
Collaborated with senior leaders to launch and embed a global, firmwide diversity and leadership development program within the Investment Banking and Merchant Banking Divisions, encompassing approximately 8,000 employees globally.

- Developed annual business plans, managed \$1.5M+ annual budget and monitored performance on a quarterly basis.
- Managed talent development programs for 200 senior employees: conducted talent reviews and created development plans.
- Collaborated with cross-functional teams to evaluate succession plans, mentoring programs and training initiatives.
- Developed metrics to monitor trends in hiring, promotion, compensation and demography across 15 Business Units.

Co-Manager, Analyst Program Management Team, New York, NY January 2001-December 2001
Associate, Analyst Program Management Team, New York, NY September 1999- January 2001
Directed all human resource and administrative processes involved in recruiting, training and hiring analysts globally.

- Managed 10-person team and 35 school teams to recruit, screen and train 200+ analysts globally each year.
- Created and implemented diversity recruiting strategy resulting in a 40% lift in diversity candidates hired into the Division.
- Redesigned the content and delivery of the summer training program yielding a 50% decrease in expenses.

SPONSORS FOR EDUCATION OPPORTUNITY (SEO), New York, NY November 1997-September 1999
ONE TO ONE, INSTITUTE FOR YOUTH ENTREPRENEURSHIP, New York, NY March 1997-October 1997
PREP FOR PREP, New York, NY June 1995-March 1997

VOLUNTEER COMMITMENTS

Community Roots Charter School, Brooklyn, NY
Board Member & Member of Education Board Committee September 2013

EDUCATION

The Wharton School, University of Pennsylvania Philadelphia, PA
Master of Business Administration, Marketing & Strategic Management May 2005

- Awarded the Social Impact Management Fellowship and Charles C. Babcock Fellowship
- Founder-Wharton Non Profit Board Leadership Program

Wagner Graduate School, New York University New York, NY
Master of Public Administration, Public & Nonprofit Management & Policy May 1999

Harvard University Cambridge, MA
Bachelor of Arts, Government May 1995

STANLEY J. KING



EMPLOYMENT

Madison Square Boys & Girls Club, Unit Director *Sept. 2004 – Present*
Manage facility and supervise professional and volunteer staff (7 f/t staff, 27 p/t staff, and 9 volunteers). Developing and implementing plan for \$1,100,000 operating budget. Recruit and implement training of all clubhouse staff and volunteers. Provide technical assistance to clubhouse staff regarding all aspects of youth development programming. Serve as liaison for community leaders and local Politian's.

Madison Square Boys & Girls Club, Program Director *Sept. 1999 – Sept. 2004*
Assist in budget monitoring, management of facility, and supervision of professional and volunteer staff (3 f/t staff, 17 p/t staff, and 8 volunteers); Assist in the recruitment and training of all clubhouse staff and volunteers; Providing technical assistance to clubhouse staff regarding all aspects of youth development programming.

Madison Square Boys & Girls Club, Acting Unit Director *May 2002 – Nov. 2002*
Manage facility operation and youth programming. Develop \$500,000 budget and membership goals in tandem with Associate Executive Director; liaison to Bronx Board of Managers, and various community organizations; attend Organizational Director's meetings and Annual Retreats to plan implementation of agency wide goals and standards.

Madison Square Boys & Girls Club, Youth Development Director *Oct. 1997 – Sept. 1999*
Responsible for instituting informational and developmental activities appropriate to members needs; Organizing special age appropriate groups, programs, workshops, and forums (e.g., Job Readiness Training, Higher Education and Career Exploration, Keystone Clubs, and Leadership and Entrepreneurial Development). Conducted needs assessments for youth involved in guidance programs and maintained member's progress through the development of Individual Service Strategies.

New York City Board of Education, Substitute Teacher *Oct. 1996 – June 1997*
Provided substitute-teaching support for grades 1 – 6 in Brooklyn's District 15. Performed all of the duties of regular f/t teaching staff, i.e., continue lesson plans of regular instructors, encourage a safe environment conducive to educating students; taught subject matters in all areas, e.g., Math, English, Science, History, etc.

EDUCATION

Bachelors of Arts in Speech Communications, 1994
Wake Forest University, Winston-Salem, NC

SKILLS

Computer literate in Windows based applications. Knowledgeable of Microsoft: Word, PowerPoint, Excel, and Publisher; and, Adobe PhotoShop. Proficient in traditional research methodologies and Internet based research, PC networking, hardware installation, and troubleshooting.

ACTIVITIES

- Varsity Letterman, NCAA Division I College Basketball Team, 1990-1994
- Member, Association of Boys & Girls Club Professionals, 1998 – 2004
- Boys & Girls Club of America Middle Managers Track Program, 2002
- Sports Ambassador, People to People Sports Exchange, Barcelona, Spain, 1992

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| School Trustee Background Information |
|--|

Each proposed or prospective charter school board member must provide the information requested below.

Name: Kate Maroney

Charter School Name: _College Achieve Brooklyn Charter School_

Charter School Address: _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): _____ member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Mike Piscal asked me to be a member of the board.

5. Please explain why you wish to serve on the board. I live in Brooklyn and care about the borough and education.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
This does not apply to me.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
This does not apply to me.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
I do not know any such persons.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
I do not know any such persons.
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract

or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. I believe the school's mission will be to provide excellent education to its students.
19. Please explain your understanding of the educational program of the charter school. The education program is designed to provide a unique and rigorous learning environment for its students through excellent faculty and innovative programming.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. I think that the characteristics of a successful charter school have to do with engagement in the community—the idea that you involve family members or guardians to assure that support for the student extends beyond the school day and continues in their home environment.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. The role of a charter school board member is to attend meetings, be invested in the development of the school and the neighborhood, and serve on committees.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, _____Kate Maroney_____ (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Versatile Mezzo-soprano Kate Maroney is recognized for her rich and expressive tone, clear articulation, and intelligent musicianship and for the past several seasons was featured touring the world in over 75 performances of *Einstein on the Beach* with the Philip Glass Ensemble. Equally at home in oratorio and opera spanning from the Renaissance to works by contemporary composers, Kate has recently appeared as a soloist with Anonymous 4, The Bangor Symphony, Sacred Music in a Sacred Space, Bach Collegium San Diego, Bach Vespers at Holy Trinity, Bard Summerscape, Ensemble Signal, loadbang ensemble, Mark Morris Dance Group, Yale Choral Artists, Vox Vocal Ensemble, St. Luke in the Fields, Trinity Wall Street, American Opera Projects, Berkshire Bach Society, Brooklyn Art Song Society, Fairfield County Chorale, and the Rochester Philharmonic Orchestra. Kate sings regularly with Musica Sacra, Voices of Ascension, and the Oregon Bach Festival. Kate was 2013 prizewinner in the New York Oratorio Lyndon Woodside Soloist competition and debuted as a soloist in Handel's *Dixit Dominus* under Craig Arnold in Carnegie's Zankal Hall and Chicago's Orchestra Hall.

In the new music realm, Kate debuted Damon Albarn's *Monkey: Journey to the West* at the David Koch Theatre during the Lincoln Center Festival in 2013, with Ensemble Signal under Brad Lubman. She premiered Missy Mazzoli's *Song From The Uproar* at The Kitchen in 2012 and is heard on the premiere cast recording on New Amsterdam Records with the Now Ensemble under Stephen Osgood. Kate has also recorded songs by James Adler, *Reflections upon a September morn*, for Albany Records. Upcoming soloist engagements include Handel's *Israel in Egypt* with Princeton Pro Musica and Rachmaninoff's *Vespers* with Monmouth Civic Chorus, a premiere of *Rilke Songs* by Michael Rose with the Brooklyn Art Song Society, a debut appearance with the new music vocal ensemble Ekmeles at the MATA Festival, and new premieres by Hannah Lash and Ted Hearne with the Yale Choral Artists.

Kate holds a D.M.A. from Eastman, as well as degrees in music from SUNY Purchase and Yale. She teaches voice at Nassau Community College and resides in Brooklyn. www.katemaroney.com

Kate Maroney, mezzo-soprano

Current and Upcoming

| | | |
|---------------------------|---|--------------------|
| Featured Soloist | Philip Glass <i>Einstein on the Beach</i> , The Philip Glass Ensemble, World Tour | 2012-2014 |
| Alto Soloist | Holy Trinity Bach Vespers, (www.bachvespersnyc.org) | 2010-2014 |
| Alto Ensemble | Trinity Wall Street, Juilliard 415 St. Matthew Passion, under Julian Wachner | March 2014 |
| Alto Soloist | Bach <i>Mass in B-Minor</i> , Master Singers of Westchester, under Les Hadsell | April 2014 |
| Alto Soloist | Mendelssohn <i>Elijah</i> , Concordia Camerata, under Jason Thoms | April 2014 |
| Alto Soloist and Ensemble | Yale Choral Artists, under Jeffrey Douma | Feb. and June 2014 |
| Alto Soloist | Ekmeles Vocal Ensemble at MATA Festival, The Kitchen, NYC | April 2014 |
| Alto Soloist | Handel <i>Israel in Egypt</i> , Princeton Pro Musica, under Ryan Brandau | May 2014 |
| Recitalist | Brooklyn Art Song Society premiere of Michael Rose <i>Rilke Songs</i> | May 2014 |
| Alto Soloist | Mendelssohn <i>Elijah</i> , New Milford Chorale, under Matthew Travis | June 2014 |

Soloist Oratorio and Concert

| | | |
|---------------|-----------------------------------|---|
| Alto Soloist | Christopher Tin <i>Seirenes</i> | Anonymous 4 and Bangor Symphony Orchestra, under Lucas Richman, 2014 |
| Recitalist | Brahms <i>Liebeslieder</i> | The Polydora Ensemble at Elebash Hall and German Consulate, NYC, 2014 |
| Alto Soloist | Handel <i>Messiah</i> | Sacred Music Sacred Space, St. Ignatius Loyola, under Scott Warren, 2013 |
| Alto Soloist | Handel <i>Messiah</i> | Danbury Chorale and Orchestra, under Christine Howlett, 2013 |
| Alto Soloist | Haydn <i>Harmoniemesse</i> | Dalton Chorale and Orchestra, under David Shuler, 2013 |
| Alto Soloist | Handel <i>Messiah</i> | Bach Collegium San Diego, under Ruben Valenzuela, 2013 |
| Alto Soloist | Holiday Concert | Vox Vocal Ensemble, Guggenheim Museum, under George Steel, 2012-2013 |
| Recitalist | <i>Frauenliebe und -leben</i> | Brooklyn Art Song Society, Old Stone House, BK, Spencer Myer, piano, 2013 |
| Alto Soloist | Mozart <i>Mass in C Minor</i> | New York Choral Society, Symphony Space, under Clara Longstreth, 2013 |
| Recitalist | <i>The Keats Cycle</i> | Premiere of work by Harry Stafylakis, Greenwich House Music School, 2013 |
| Alto Soloist | Rachmaninoff <i>Vespers</i> | Yale Choral Artists, New Haven and Norfolk Music Shed, 2013 |
| Prizewinner | William G. Blair Award | Oratorio Society of New York Lyndon Woodside Soloist Competition, 2013 |
| Alto Soloist | Bach <i>St. John Passion</i> | Concordia Camerata, under Jason Thoms, 2013 |
| Alto Soloist | Beethoven <i>Mass in C</i> | Hudson Chorale and Orchestra, under Michael Conley |
| Alto Soloist | Handel <i>Dixit Dominus</i> | Manhattan Concert Chorale, under Craig Arnold, Chicago and NYC, 2013 |
| Alto Soloist | Vivaldi <i>Gloria</i> | Mark Morris Dance Group and Yale Choral Artists, under Mark Morris, 2012 |
| Soloist | Music of Lisa Bielawa | The Stone, New York City, 2012 |
| Alto Soloist | Bach <i>BWV 71</i> | Rutgers University Kirkpatrick Choir, under Danial Spratlan, 2012 |
| Alto Soloist | A Tudor Christmas | St. Luke in the Fields, under David Shuler, 2013 |
| Alto Soloist | Mozart <i>Requiem</i> | Fairfield Chorale, under Christine Howlett, 2012 |
| Alto Ensemble | Various | Oregon Bach Festival, under Helmuth Rilling, 2011 |
| Recitalist | Moteverdi and Strozzi | Emmanuel Church, Boston, and University of Kentucky, Lexington, 2011 |
| Pleisse | Bach <i>BWV 216</i> | Berkshire Bach Society, under Kenneth Cooper, 2010 |
| Soloist | Adams <i>Grand Pianola Music</i> | Musica Nova, Eastman Kilbourn Hall, under Brad Lubman, 2009 |
| Alto Soloist | Prokofiev <i>Alexander Nevsky</i> | Geneso Festival Chorus and Orchestra, 2009 |
| Alto Soloist | <i>Serenade to Music</i> | Rochester Philharmonic Orchestra, 2009 |

Opera

| | | |
|------------------|--------------------------------------|---|
| Mezzo Pit Singer | <i>Monkey Journey to the West</i> | Signal Ensemble, under Brad Lubman, Lincoln Center Festival, 2013 |
| Maria | Ray Lusting <i>Semmelweis</i> | American Opera Projects, 2012 (ongoing development) |
| Corpheé | Chabrier <i>Le Roi malgré lui</i> | Bard SummerScape, under Leon Botstein, 2012 |
| Isabelle #1 | Mazzoli <i>Song From the Uproar</i> | Beth Morrison Productions, under Stephen Osgood, 2012 |
| Gianetta | <i>L'elisir d'amore</i> (in concert) | Rochester Philharmonic Orchestra |
| Mother | <i>Amahl and the Night Visitors</i> | Mercury Opera, Rochester, under Benton Hess, 2010 |
| Dido | <i>Dido and Aeneas</i> | Eastman Collegium, under Paul O'Dette, 2009 |
| Desirée | <i>A Little Night Music</i> | Eastman Opera Theater, under Benton Hess, 2008 |
| Roméo | <i>I Capuleti ed i Montecchi</i> | Eastman Opera Theater, under Benton Hess, 2008 |
| Hermia | <i>A Midsummer Night's Dream</i> | Yale Opera/ Orchestra Sinfonica di Giuseppe Verdi, 2006 |

Recordings

Trinity Wall Street forthcoming Poulenc recording
Missy Mazzoli *Song From the Uproar*, (Premiere Cast Recording with NOW Ensemble) New Amsterdam Records, 2012
James Adler *Reflections upon a September Morn* (Albany Records), 2011

Training

D.M.A. Voice Performance and Literature (minor field: *Voice Pedagogy*) Eastman School of Music, 2010
M.M. Opera Performance, Yale University School of Music, 2006 (*summa cum laude*)
B.M. Voice Performance, SUNY Purchase, 2004 (*summa cum laude*)
Member: AGMA (American Guild of Musical Artists)
Teachers and Coaches: Marguerite Krull, Robert Swensen, Lili Chookasian, Doris Cross, Bonnie Hamilton, Hugh Murphy, Benton Hess, William Weinert, Russell Miller
Voice Faculty at Nassau Community College and Freelance Music Editor at W. W. Norton and Co.

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| School Trustee Background Information |
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Katheen P. Mone

Charter School Name: College Achieve Charter School

Charter School Address: CSD 17 Brooklyn NY

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I know Mr. Piscal through my charter school advocacy efforts and he asked me to serve on the board**
5. Please explain why you wish to serve on the board. **I believe that charter schools provide excellent educational opportunities for students and I would like to utilize my charter school finance and operational**

experience to assist College Achieve charter school to provide high quality education

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): **I currently serve on the Board of Trustees of Innovate Manhattan Charter School and the Ethical Community Charter School Foundation**
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: **My husband and I know Mr. Seymour Fleigel through his work with the Center for Educational Innovation**
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would bring this to the attention of the Board of Trustees and we would report it to the authorizing authority, SUNY and to the NYCDOE**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **The charter school seeks to provide high quality education to its students and to prepare them for college**
19. Please explain your understanding of the educational program of the charter school. **The school utilizes individualized intensive education to bring the students to the highest academic levels**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **The board should set overall policy and ensure that the school is well run, in compliance with all law, meets its fiduciary responsibilities, and that students are achieving academically. It achieves these goals through hiring, evaluation and termination if necessary, of the school leader and through an evaluation and monitoring system of the school which includes monthly reports of various data.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **The role is to see that the school is well run but not to micromanage the school leader. Hiring the best school leader and supporting that person is key.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I have read and understand the application, by-laws and policies.**
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Kathleen P. Mone (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Kathleen P. Mone

8/17/14

Signature _____ Date _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Kathleen P. Mone

“...has demonstrated exceptional professional competency... understands the needs of the education system and is able to manage it to best serve students...”

Dr. Judith Wallace,
Founder, Ethical
Community Charter
Schools

“... Developed a program to provide new charters with business talent and resources, serve as a leader in the charter school community.”

Carlos Perez
Executive Director
NJ Charter School
Association

“...skilled in financial analysis and strategic planning, excellent communication and technical skills.”

Carol Stock,
Principal (Retired)
Elysian Charter School

Professional Objective

Charter School Board Member .

Education and Certifications

Master’s Degree in Public Administration in Education Policy

U.S. Department of Education Fellow

Columbia University

B.A., History, cum laude

Holy Cross College

Mayor’s Scholarship; Construction Mgmt Post-Graduate, Polytechnic U.

Certifications

NJ School Business Administrator – Standard

NJ Qualified Purchasing Agent

Key Qualifications

- Education Entrepreneur, Problem Solver, Creative Thinker
- Strategic planning to achieve organizational goals
- Motivating and developing staff to work as a team to achieve goals
- Compile and analyze data to make informed policy decisions
- Thorough knowledge of State and Federal law
- Experienced in operations: finance, technology, procurement, facilities

Employment

2013-Present: Finance Manager, Office of Academic Affairs – City University of New York

Manage financial and operational planning for Central Office of Academic Affairs, monitor, control, reconcile and report on expenditures, approves procurement.

2010-2014: School Business Administrator - Elysian Charter School, Hoboken

Brought school from potential deficit back to a \$.4 M surplus within 2 years with expenditure reduction plan and efficiency measures. Set up GAAP Accounting System, created Policy Manual, Charter School Administration Reporting, EVVRS, Fall Survey, Report Card, DOENET, NJSMART, ADR, Special Ed Coordinator, LEP Coordinator, District Test Coordinator, NCLB/IDEA Coordinator, Budgets, Payroll, Procurement, Purchase Orders, Accounts Payable, contracts, checks, audit, Board Secretary, Data Coordinator, and Facilities Coordinator. Currently organizing new facility lease-build project construction and financing.

2009-2010: Founding School Business Administrator – Ethical Community Charter School, Jersey City (part-time)
Established school financial, data, technology and operating systems from scratch. Obtained all necessary permits and fulfilled all requirements for approval. Set up and operated business office, facilities, data, food services, human resources, technology systems.

2003-2010 Assistant to Director and Special Ed Coordinator Elysian

New York City Board of Education (1981-2001)

2002-2003: Galaxy Help Desk Coordinator –Budget Office

2000-2001: Unit Director – Bronx-Manhattan- Budget Office – 200 schools \$4 B Monitoring of budget expenditures, reporting, analysis

1998-2000: District Business Manager- Citywide Special Education- 60 schools \$.6 B Took on \$ 7 M deficit, brought budget back in balance

1987-1998: Executive Assistant, Office of Building Services –facilities management, repairs/maintenance contracts, custodial services, trades

1985-1987: Deputy Budget Director, Division of Special Education – Staff of 45 Responsible for Budget, HR, Federal Grants, Procurement

1983-1985: Assistant to Director of Operations, Special Education – budget, HR, data, facilities, compliance, legal, reporting, documents

1981-1983: Unit Director, Budget Office – Supervised staff of accountants/analysts on Food, Buildings, Security, Transportation

Professional Activities

Founder: Charter School Business Fellows

(www.charterschoolbusinessfellows.org)

Presenter: Special Education, School Business Administration - New Jersey Charter School Assn Conferences

Presenter: Excellent Education for Everyone (E3)New Charter School Training

Co-founder: NJ Charter School Business Professional Learning Community (<http://batjournal.net/charter-school-ba-training-program.html>)

Pro-bono advisor: Schomburg Charter School, Beloved Charter School, Princeton International Academy Charter and People's Preparatory, Newark Charter School Fund, Jersey City Community Charter School, Hope Camden Charter School, International Charter School of Camden (SABIS), Hatikvah International Academy Charter School

Board Member – Ethical Community Charter School Foundation, TECCS Facilities Task Forces, College Achieve Charter School, Vice-President, Board of Trustees, Innovate Manhattan Charter School

Member – NJ Dept of Education Charter School Advisory Council

Member – NYC Charter School Center Operations Forum

Publications

Online on <https://sites.google.com/site/charterschoolbusinessfellows/blog>

Business Advice for New Charters: What We Wish We Knew When We Started

Charter School Special Education Placements

***Do Charter Schools Spend Less Than Regular District Schools?
Are Charter Schools Better?***

Blog: elysiancharterschoolba.blogspot.com

<http://www.batjournal.net/Cost-Efficient-Models-for-Delivery-of-Special-Educ/cost-efficient-models.html>

Quoted in: NJ Left Behind, NJ Spotlight, NYC Chalkbeat

References: Emails/phone numbers upon request

Derrell Bradford – Executive Director, B4KidsNJ

Bret Schundler – Former New Jersey Commissioner of Education,
Founder, BelovED Charter School

Kathleen Nugent – NJ Director, Democrats for Education Reform

Dr. Ann Wallace – Founder, Board VP, The Ethical Community Charter
School

Carlos Perez – Executive Director, NJ Charter School Association

Carol Stock – Retired Principal – PS 199-Manhattan, Elysian Charter
School

Marjorie Blum – Retired Budget Director- New York City Department
of Education

Judith Solomon – Retired Deputy Budget Director – New York City
Department of Education

Dr. Judith Wallach – Director, The Ethical Community Charter School
Foundation

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| School Trustee Background Information |
|--|

Each proposed or prospective charter school board member must provide the information requested below.

Name: AB Whitfield

Charter School Name: College Achieve Brooklyn (CAB) Charter School

Charter School Address: CSD 17

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): _____

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I am the co-founder and COO of the Trey Whitfield School (TWS) in East New York section of Brooklyn. My wife and I started the school to honor our son whom we lost in a terrible boating accident right before he was to go to college.

Through my work with TWS, I helped start an organization with Joe Wilkinson, Janey Whitney, Mike Piscal, Paul Adams, and Michael Druckman called Schools That Can. Michael Druckman became Chairman of the Board of TWS and the legendary Sy Fliegel joined as well. Mike Piscal has been to our school and supported it many times over the last 15 years or more that I have known him. I have talked to Michael repeatedly about coming to Brooklyn and starting a charter school here. You could say that Michael Druckman, Sy Fliegel, and I have been recruiting Michael to come to Brooklyn for nearly a decade, but when he left ICEF in 2010, we know we had a chance. We are glad he is here and we are going to do everything in our power to help him. As a proud Brooklynite, I at first was a little annoyed with the charter school movement. As a parent of two children I wanted to know why the public schools couldn't do better. Last year, Mike and I began to talk about a charter school in Brooklyn and my position went from anti-charter to open to the idea on a case by case basis. As an artist and an educator, I believe we have an obligation to give our students the very best education we can. I think Mike Piscal's work in Los Angeles speaks for itself and I have followed the tremendous success of his schools. I think in this case, Brooklyn and particularly CSD 17 would be fortunate to have Mike Piscal in Brooklyn and that is why I decided to serve on the College Achieve Brooklyn board and get the word out everyone I know in this community about College Achieve Brooklyn.

5. Please explain why you wish to serve on the board.

You could say that Michael Druckman, Sy Fliegel, and I have been recruiting Michael Piscal to come to Brooklyn for nearly a decade, but when he left ICEF in 2010, we knew we had a chance. We are glad he is here and we are going to do everything in our power to help him, and that includes serving on the board. I think Mike Piscal's work in Los Angeles speaks for itself and I have followed the tremendous success of his schools. I don't like all charter schools, and treat them on a case by case basis, but I believe Brooklyn and particularly CSD 17 would be fortunate to have Mike Piscal. That is why I decided to serve on the College Achieve Brooklyn board and get the word out to everyone I know in this community about College Achieve Brooklyn. It's going to be a great school.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

I know Michael Piscal thru my friendship with his sister Michelle.

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would bring it up to the Board Chair and expect a full explanation. If the matter was not handled properly, I would bring it up in an open board meeting. Should it still continue to be an issue, I would notify the NYSED.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

College Achieve Brooklyn's mission is to prepare all of its students to excel in and graduate from the top colleges and universities in the nation. Further, we – the parents, teachers, administration, and greater community – pledge to achieve this mission by honoring and developing each student's gifts and talents. College Achieve Brooklyn will teach each student to think for her or himself and equip her or him with the skills, knowledge, grit, and tenacity needed to one day graduate from college.

College Graduation for all is my understanding. I love the mission and know our kids need grit and tenacity. I have been educating the children of Brooklyn for over 40 years, and I know this tough love, high expectations approach is what is best for our children. We do them a disservice when we don't expect the best from them.

19. Please explain your understanding of the educational program of the charter school.

A rigorous college prep education with high expectations. I will be working with Mike and the Board to make sure that our early literacy programs are successful. It is disgraceful that so many children cannot read proficiently. We will make sure all students are reading proficiently and above grade level.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Successful schools put a great teacher in every classroom. As an administrator that is my first, second, and third priority. If CAB honors teachers, hires the best, and keeps them, it will be a great school. As a board member, I will fight to make sure that we have a life changing for the better teacher in every classroom, and that the budget, the evaluation systems, and incentives are all aligned so that we get and keep the best teachers.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The appropriate role of a board member is first to ensure that the school is

making real progress towards the fulfillment of our mission. Second, our role is to set policy and expectations, not manage day to day operations. As a board we hire, retain, or dismiss the Executive Director.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm.

23. Please provide any other information that you feel is pertinent to the Department's review.

NA

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, AB Whitfield (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

AB Whitfield

8/15/14

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: _____

Home Address: _____

Official Biography of A.B. Whitfield

A.B. Whitfield is the co-founder and COO of the Trey Whitfield School located in the East New York section of Brooklyn. For over 30 years, the Trey Whitfield School has offered the families of East New York an alternative to the public school system. A.B. is COO and supervises the education of more than 500 students. The school provides an advanced curriculum and character-based instruction. His 35 years of experience in the educational field has not gone unnoticed. He is currently retired from the NYC Board of Education where has worked as a teacher for 17 years. In addition to teaching at the elementary school level, A.B. was adjunct professor at York College.

A.B. Whitfield is also the Founder and Chief Executive Officer of the Trey Whitfield Foundation which was established in memory of A.B.'s son, Trey. The Foundation's mission is to provide financial assistance to enable young men and women achieve their educational goals. Recipients are selected on a multi-cultural basis. The Trey Whitfield Foundation has assisted deserving youth obtain academic scholarships in excess of \$1 million dollars.

A.B. Whitfield was inducted into the Hall of Fame of his high school and college alma maters, I.C. Norcom High School and Elizabeth City State University, respectively. A.B. played professional football in the CFL and NFL (for the Dallas Cowboys). A.B. is the recipient of numerous awards and citations for his humanitarian, charitable and community activities. He serves as a board member of many organizations. He is a Trustee of New Hampton School, a college preparatory institution located in New Hampshire.

Attachment 5b: By-laws

DRAFT By-laws of College Achieve Brooklyn Charter School

ARTICLE I: NAME

The name of the Corporation is College Achieve Brooklyn Charter School (hereinafter "the School").

ARTICLE II: MEMBERSHIP

A. Members. The sole member of the Corporation shall be College Achieve Brooklyn Charter School a New York non-profit corporation authorized to do business in New York (the "Member"). The board of directors of the Member shall exercise the Member's membership powers, rights and privileges.

B. Meetings. There shall be an annual meeting of the Member, which shall be held on such a date and at such a time and place as are designated by the Chairperson of the Member. Special meetings of the Member may be called at any time by the Member or by the President of the Corporation or the Secretary of the Corporation upon the written request of a majority of the Board of the Corporation.

C. Associates. Nothing contained in this Article II shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone a member.

D. Powers. The Member shall have all powers, rights and privileges accorded members of not-for-profit corporations in the New York Not-for-Profit Corporation law (the "N-PCI"), including but not limited to the right to appoint all persons who serve on the Board of the School (the "Board")- hereinafter referred to as "Trustees"- to approve all amendments to the School's Charter and to approve any merger, consolidation, sale of substantially all assets, liquidation or dissolution.

E. Annual Report. The Board shall deliver to the Member at the Annual Meeting of the Member the report required by Section 519 of the N-PCL.

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the School's charter and these By-laws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;

3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.

B. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the By-laws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the charter entity.
2. Eligibility. The Board may elect any person who is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.
3. Interested Persons. Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
4. Term of Office.
 - a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class at the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.
 - b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting ("Classification Terms"). Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years. Each Trustee may serve no more than three successive three-year terms following

expiration of his or her Classification Term (if any), and then must step down for at least one year before again becoming eligible to serve as a Trustee.

- c. The term of office of a Trustee elected to fill a vacancy in these By-laws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
 - d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the charter, the By-laws, or other Board action.
 - e. A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the By-laws or other Board action.
5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week's notice of the proposed action to the accused and to each Trustee.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE IV: OFFICES

The School's principal office shall be located at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the By-laws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the School's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meeting. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held at least once every calendar month on dates determined by the Board. For this purpose, the June Annual Meeting shall count as a Regular Meeting.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or in his or her absence by the senior Trustee, upon written request of three Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notice to Trustees. Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time and place of such meetings. In the event that the date of an Annual Meeting or Regular Meeting is changed, written notice of the new meeting date will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail.

Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Public Notice; Availability of Documents at Board Meetings. Public notice of all Board meetings shall be given in accordance with the Board's adopted procedures which shall incorporate the notice requirements of the Article 7 of the Public Officers Law. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well. The Board shall make documents such documents available to the public if so required, consistent with Section 103(e) of Article 7 of the Public Officers Law.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these By-laws. Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe, and the location of such site shall be included in the public notice of the meeting. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. Committees.

1. **Appointment of Committees.** The Board may create committees for any purpose. The Chair of the Board shall appoint members to and designate the chairs of such committees, with the consent of the Board. A Board committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five Trustees.
2. **Standing Committees.** The Board shall have the following standing committees: an Executive Committee (chaired by the Board Chair), a Finance Committee (Chaired by the Treasurer) and an Education Committee. Additional Chairs and committee members of these standing committees shall be elected by a majority vote of the Board. The Executive, Finance and Education Committees shall each have no less than three (3) members.
3. **Authority of Board Committees.** The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - a. The election of Trustees;
 - b. Filling vacancies on the Board or any committee which has the authority of the Board;
 - c. The amendment or repeal of the By-laws or the adoption of new By-laws; and
 - d. The appointment of other committees of the Board, or the members of the committees.
4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Board committee are to be conducted. In the absence of such prescription, a Board committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are subject to the provisions of these By-laws and the Open Meetings Law with respect to the calling and notice of meetings.

D. Standard of Care.

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The "Officers" of the School consist of a Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The School also may have such other Officers as the Board deems advisable.

1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these By-laws may prescribe. If present, the Chair shall preside at Board meetings.

2. Secretary. The Secretary shall: (a) keep or cause to be kept, at the School's principal office or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's charter and By-laws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and committee meetings as required by the By-laws; and (e) have such other powers and perform such other duties as the Board may prescribe.
3. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

ARTICLE IX: SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board and permitted by applicable Law (including such applicable provisions of the General Municipal Law, Education Law and Not-For-Profit Corporation Law). "Self dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a

benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the School begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the School Leader, Treasurer, or any Trustee designated for that purpose. In the instance that the School utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a School and a natural person. The captions and headings in these By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her

part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

F. Interpretation of Charter. To the extent of any conflict between any provision of these By-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the By-laws is in conflict with the provisions of the charter, the provisions of the charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these By-laws subject to approval by the charter entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

Board Secretary

Date

Attachment 5c: Code of Ethics

DRAFT Code of Ethics for College Achieve Brooklyn Charter School's Trustees, Officers, and Employees

The undersigned Trustee, Officer or employee of College Achieve Brooklyn Charter School (the School) shall comply with the Code of Ethics of the School, as set forth below in this document, during the entirety of his/her tenure on the Board or employment with the School:

Provision 1. Trustees, Officers and employees of the School will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of New York State Education Law, Not-For-Profit Corporation Law, General Municipal Law, and the School's charter and the By-Laws of the School, as applicable.

Provision 2. No Trustee, Officer or employee of the School shall engage in a Self-Dealing Transaction, except as approved by the Board in accordance with procedures set forth in Article IX of the By-Laws of the School. A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an "Involved Trustee."

Provision 3. In respect of any transaction under consideration by the School or to which the School is already a party, a Trustee, Officer or employee of the School shall have the obligation to make a "Self-Dealing Disclosure" as defined below, if he or she:

- (i) Is or proposes to be, or has a blood or marital relation who is or proposes to be a party to the transaction in conflict of official duties,
- (ii) Holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,
- (iii) Is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or
- (iv) Is, or whose blood or marital relation is a director, trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties.

A Self-Dealing Disclosure is the prompt, full and frank disclosure to the Board of his or her interest (or interest of his or her blood or marital relation), giving rise to the Self-Dealing Disclosure obligation. It is the obligation of every Trustee, Officer and employee to inform himself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board, Executive Director, or Principal. Disclosure required under this shall include all relevant and material facts known to the Trustee, Officer and employee about the contract or transaction.

Provision 4. In addition to the above Provisions of this Code of Ethics, Trustees, Officers, and employees of the School shall avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School. Specifically, no trustee, officer or employee shall:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift

was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

- Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

Provision 5. A Trustee, Officer, or employee cannot have an interest in any for-profit contract with the school. Trustees, Officers, or employees who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must be disclose these contracts, but they are not prohibited.

Provision 6. As a requirement of section 803 of the General Municipal Law, any Officer or employee who has, will have, or later acquires an interest in – or whose spouse has, will have, or later acquires an interest in – any actual or proposed contract, purchase agreement, lease agreement, or other agreement, including oral agreements, with the municipality of which he or she is an Officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

Provision 7. A Trustee, Officer, or employee who violates this Code of Ethics will be subject to corrective or disciplinary action in respect thereof.

Provision 8. Trustees, Officers, and employees of College Achieve Brooklyn Charter School will be required to sign a statement agreeing to comply with the Board, Officer, and Employee Code of Ethics.

Provision 9. Annually, utilizing either a form created by the School or the form included with the State Education Department's Annual Report, each Trustee shall complete and sign a conflict of interest questionnaire.

Signature

Name of Trustee, Officer or Employee

Date signed

Attachment 6a: CMO Information

Not Applicable.

Attachment 6b: Proposed Management Contract with CMO

Not Applicable.

Attachment 7: Partnership Information

While we do not have any formalized partnerships yet, we have received a letter of support from City Year, with whom we intend to partner.



Merryl Tisch, Chancellor, Board of Regents
John B. King, Commissioner of Education
New York State Education Department
89 Washington Street
Albany, NY 12234

August 18, 2014

Dr. Tisch and Dr. King,

Since 2003, City Year has been fortunate to serve the students and families of New York. City Year has been a proud partner of the New York City Mayor's Office and New York City Public Schools, the New York State Education Department, and the New York State Commission on National and Community Service. Through our AmeriCorps service members, City Year supports teachers in our partner schools to deliver quality, data-driven instruction. City Year AmeriCorps members engage with students and teachers throughout the school day, from before the first bell through the conclusion of after-school. City Year AmeriCorps members provide a continuous, supportive presence throughout the day to build mutually supportive connections between students' classroom learning and their before- and after-school experiences. This allows City Year to help schools to deepen family and community engagement, and strengthen a school-wide culture of student empowerment, achievement, and service.

City Year believes that every family and student deserves access to a great school. We know that in some of our cities, this access is extremely limited. Schools are not meeting the needs of all students; students are not receiving the supports that they need to meet their full potential.

City Year is encouraged by the charter application that the founding board and design team of the College Achieve Brooklyn Charter School is submitting to the New York State Board of Regents. The school proposal contains many elements that City Year has found – through research and benchmarking against best practices of high functioning schools, school systems and school networks – contribute to creating and sustaining a successful school. Program elements such as the use of extended learning blocks; the use of a tutoring and mentoring program; providing targeted interventions and supports to students who need extra supports as well as extra room to excel; and the deliberate attention to school climate and culture should all contribute to a positive learning experience for students and the adults who work with them.

We look forward to our continued relationship with our partners in New York who work daily to ensure high quality educational options for the students and families of the City.

Best,

A handwritten signature in blue ink, appearing to read "Jeff Jablow".

Jeff Jablow
Senior Vice President, Strategy and Operations



Charter School Facilities

A Division of IGUA Group, Inc.

23 Meadow Street | Brooklyn, New York 11206
www.charterschoolfacilities.com

August 15, 2014

New York State Department of Education
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear NYSED Charter School Authorizer:

Please be advised that we have identified a school building, located in District # 17, for the College Achieve Brooklyn Charter School. In the event that Department of Education space is unavailable, we have this facility for lease. The building has 52,500 square feet of space with a certificate of occupancy for a school. This building had been leased by the Department of Education and last housed an Explore Charter School. The lease expired and Explore moved to another facility. There are 36 classrooms and a large cafeteria. There is a NYC Parks Department playground adjacent to the property.

The lease schedule that our firm negotiates is on a graduated scale; payments increase as student enrollment grows. The leasing structure allows the schools to stay within the recommended budget parameters as they grow to capacity.

Our real estate brokerage firm has successfully placed New York City charter schools in private and non-profit facilities over the past many years. A network of developers joined our force to provide the property and financial resources to custom-build or rehabilitate properties for school use. To date, we have successfully located more than 35 charter schools in incubator or permanent facilities.

Our team has more than 80 years of combined experience in New York City real estate. Currently, we are working with new charter applicants on facility strategy. There is never a fee to a charter school for our services; brokerage payment is received from the property owner.

Our current and past charter school clients can serve as a reference to our professionalism and success. It is our privilege to serve the educators of our City's children. Please contact us if you have any questions.

Sincerely,

Maureen Coughlin, Ph.D.

Director, Division of Charter School Facilities



buildinghope

Sallie Mae's commitment to K-12 education

August 18, 2014

New York State Department of Education
Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear NYSED Authorizer,

Building Hope is pleased to offer its support to College Achieve Brooklyn for their application to start a new charter school in New York City.

Building Hope is a nationally recognized charter school facilities lender and developer. We have lent over \$150 million to develop over \$900 million of charter school facilities around the country. We have experience in New York City and look forward to continuing to help quality schools grow to serve more students, especially those from low-income backgrounds.

I have had the pleasure of knowing the founder of College Achieve Brooklyn, Mike Piscal, for many years. I have admired the success that his schools have achieved both in California and Nevada. I trust that his efforts in New York City will result in more quality schools.

Building Hope provides pro bono technical assistance to help schools create the best option for their students at the most affordable cost. We look forward to working with College Achieve Brooklyn if they are approved.

Sincerely,

Mark Medema

Building Hope

Attachment 8a: Hiring and Personnel Policies and Procedures

Hiring: CAB will seek to hire teachers who are aligned to our mission and vision, highly qualified, and passionate about providing a high quality education to urban youth. We will ensure that our hiring process allows us to identify and hire candidates who will help our school achieve our ambitious academic goals. Further, our process will ensure that we hire staff who are culturally sensitive and aware of the many challenges facing urban scholars and families. We will also hire teachers who have a growth mindset and are willing to change and adapt as necessary. To that end, the selection criteria that CAB will use to hire teachers will include the following:

- Deep alignment and commitment to fulfill our mission, vision, and values
- Highly-qualified status in accordance with ESEA
- Evidence of academic success (if recently graduated, personal academic success; if previously taught, student academic success)
- Ability to work collaboratively with others and, for some specific grades, co-teach
- A commitment to serve ALL students and the belief that ALL students can achieve at high levels
- An awareness of the challenges urban families face and the desire to ensure all scholars have the resources and supports they need to be successful
- An open mind and growth mindset
- A desire to learn and continuously improve

In order to identify top quality candidates who meet our selection criteria, CAB will implement an extensive recruitment process to ensure that the school has an abundance of talented teachers from whom to select. College Achieve Brooklyn will advertise on all the major teacher job boards including, *On Ramps*, *Indeed*, *Facebook*, *Craig's List*, *Idealist*, and *Employment Crossing*. We will also work with teacher search firms such as Carney Sandoe. However, we expect most of our top teaching talent to come to us from referrals, and we plan to offer up to \$10,000 in referral bonuses to whomever refers to us a teacher who: 1) we hire - \$2,500; 2) students exceed the state average in testing - \$2,500; and 3) closes the achievement gap in year 1 or 2 of their employment \$5,000.

CAB will implement a multi-step interviewing process to ensure only the highest-quality applicants are offered a position at our school. The process will include the following seven stages:

| | |
|---|---|
| 1 | Submission of materials: Applicants will be asked to submit a résumé, cover letter, evidence of academic achievement with a similar student population and/or evidence of personal academic success, a written statement regarding working in an urban school environment, and a classroom videotape (if available). |
| 2 | Screening of candidates: The executive director/ principal will screen candidates and determine whether they meet the selection criteria. Qualified candidates will be invited to participate in a telephone interview. |
| 3 | Telephone interview: The principal will conduct a telephone interview; (s)he will use a common list of questions that will be asked of all candidates. This interview will be 30-to-45 minutes long, and will ask candidates to expand on the initial information received. The focus of this interview will be to assess a candidate's alignment with the school culture and mission, as well as the candidate's track record of success. |
| 4 | In-person interview and demonstration lesson: Candidates whom the principal determines would potentially be a good fit for the school will be invited to an in-person interview with the hiring committee (composed of school leadership). The interview will be in-depth and multi-faceted. Candidates will be asked a series of questions, as well as given a scenario and asked to respond with data analysis and |

| | |
|---|--|
| | next steps. Candidates will be asked to conduct a demonstration lesson and then will reflect on the lesson with the principal. |
| 5 | Observation of Teaching: Candidates who progress onto this stage will be observed teaching in their own classrooms. We believe this gives us the truest picture of a candidate's abilities. |
| 6 | Verification of credentials: CAB will verify the credentials of promising candidates to ensure highly qualified status and teacher licensure, conduct state and federal criminal background checks, and check references. |
| 7 | Formal offer: Candidates who meet all of the requirements and have demonstrated alignment to the mission and vision, as well as evidence of academic success, will receive a formal offer letter that will include salary and benefit information, as well as job expectations. |

Dismissal. CAB will be an at-will employer and, therefore, any staff member may be terminated at any time, with or without cause. In general, it is the school's policy to follow a progressive discipline process for dealing with staff who do not meet performance expectations. The goal of our progressive discipline policy is to help staff meet and exceed performance expectations. Our progressive discipline policy includes the following steps:

- Meet with employees to counsel them about poor performance and provide them with verbal feedback.
- Provide employees with a verbal warning.
- Provide employees with a written warning and establish a corrective action plan that outlines goals, expectations, and a timeline for meeting expectations.
- Monitor progress against the corrective action plan.
- If expectations are not met in the timeline established in the corrective action plan, the employee will be terminated.

There are also certain situations that may require immediate termination: corporal punishment; use or sale of narcotics; excessive absence; excessive lateness; failure to report child abuse; intoxication; demeaning conduct or attitude towards scholars, employees, visitors or vendors; theft; or fighting.

Career Paths: From Tutor to Teacher to Principal (TCP)

College Achieve Brooklyn has read the research and the work of the The New Teacher Project with great interest about teacher career paths. The experience of the founding group at ICEF largely confirms this. CAB has developed two career paths: one focused on bringing new talent into the profession, and two the advancement of master teachers into administration.

1. **Preparation: From Tutor to Apprentice Teacher in Co-Teaching Model:** CAB anticipates forming a partnership with City Year to place its Corp members in the role of tutor as a means of preparing the candidate for the teaching profession. The principal will identify City Year Corp members she show tremendous promise to become a teacher. CAB will work with Teach For America (TFA) to place that City Year Corp member into TFA and back into our school. CAB will also work with NYC Charter School Center to make sure are teachers are properly credentialed and to help our credentialed teachers acquire the status of Highly Qualified Special Education providers in order to secure a position in our Integrated Co-Teaching Model.

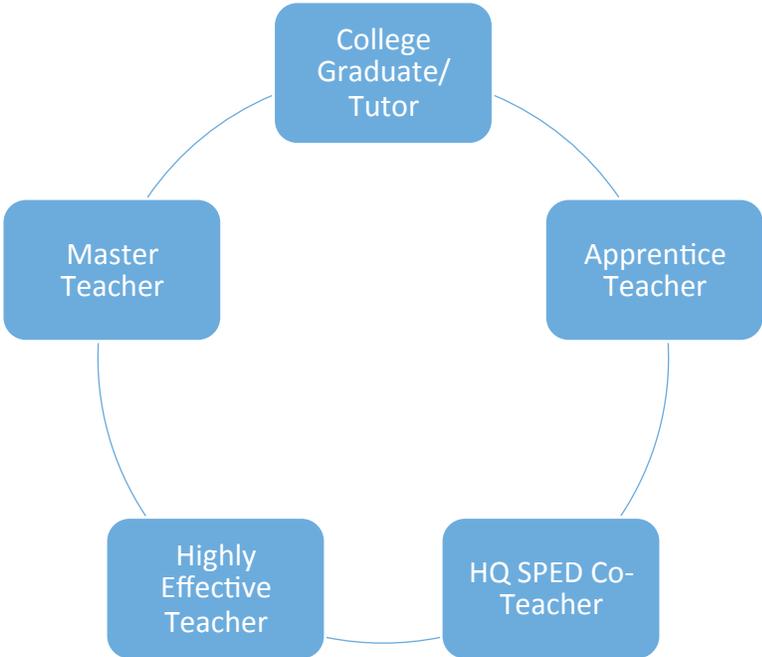
| Year 1 | Year 2 | Year 3 | Year 4 |
|--|--|--|---|
| Tutor | Teacher Apprentice | Teacher or Apprentice 2 | Instructor |
| CAB Tutor Corp. (recruited either through City Year or similarly qualified tutor | Recommend top tutors from our tutor corp to TFA. If TFA accepts them, they will be | Those that successfully complete their apprentice co-teaching assignment in year | Only those teachers who have successfully completed all three years of training and |

| | | | |
|--|--|---|---|
| program, i.e. college graduate who wish to enter the teaching profession, etc.). | assigned to CAB. They will be paired with a master teacher in a co-teaching assignment and serve an apprentice year. | 2 of TAP (year 1 of their TFA commitment) will be allowed to be the sole teacher in the classroom. Otherwise, they will serve a 2 nd year of apprenticeship. | receive exemplary ratings will be eligible to return and receive a 2 year contract and a 25% raise. |
| Contracted through service at rate of \$15,000 per tutor. | Base salary will be \$42,500. Not eligible for performance bonus. | Base Salary will be \$43,500. Not eligible for performance bonus. | Base salary will start at \$54,375. Eligible for performance bonus of up to 20% of salary. |

2. **Recruitment and Placement:** College Achieve Brooklyn will offer substantial signing bonuses, pay moving costs, and offer a bonus program math and science teachers with proven track records of closing the achievement gap with minority and low income students. CAB will implement a Integrated Co-Teaching Model for every Kindergarten through 3rd grade classroom and in every core class (English, history, science, and math) in grades 6 and 9. One teacher in each pairing must be highly qualified to teacher special education students. CAB will work with NYC Charter School Center to help teachers acquire this status and pay for all costs, including cost of testing, necessary course work, and a bonus of up to \$5,000 to the teacher upon achieving HQ Special Education status.

3. **Induction and Mentoring:**

- Start: College Graduate who is hired directly as a tutor or through a service program such as City Year serves a year in the classroom with a highly effective teacher.
- Apprentice Teacher: ideally City Year/Direct Hire Tutor is inducted into Teach For America and placed back at College Achieve Brooklyn.
- Apprentice teacher acquires Highly Qualified Special Education status and co-teaches with a Highly Effective Teacher or Master Teacher.



- After two to three years in the Integrated Co-Teaching Model and evidence of high student achievement and growth, educator is promoted to Highly Effective Teacher status (see

chart below) and is assigned their own classroom or in some cases assigned an apprentice teacher to train.

- After three to five years as a Highly Effective teacher with ample evidence of close-the-gap-student-achievement and a demonstrated ability to conduct teacher training and professional development, educator is eligible to be promoted to Master Teacher status.

4. Evaluation: (please see the pages at the end of this attachment that display our proposed teacher evaluation).

| Standards for Rating Categories | Growth or Other Comparable Measures | Locally Selected Measures of Growth or Achievement | Other Measures of Effectiveness (Teacher and Leader Standards) |
|--|---|--|--|
| Master Teacher | Results close the achievement gap between our students and their more affluent and white peers | Results close or exceed the achievement gap of student learning standards for grade/subject. | Achievement Gap closed or exceeded. |
| Highly Effective | Results are well-above State average for similar students (or District goals if no State test). | Results are well above CAB expectations for growth or achievement of student learning standards for grade/subject. | Overall performance and results exceed standards. |
| Effective | Results meet State average for similar students (or District goals if no State test). | Results meet CAB expectations for growth or achievement of student learning standards for grade/subject. | Overall performance and results meet standards. |
| Developing | Results are below State average for similar students (or District goals if no State test). | Results are below CAB adopted expectations for growth or achievement of student learning standards for grade/subject. | Overall performance and results need improvement in order to meet standards. |
| Ineffective | Results are well-below State average for similar students (or District goals if no State test). | Results are well below CAB adopted expectations for growth or achievement of student learning standards for grade/subject. | Overall performance and results do not meet standards. |

- Conduction of team “learning walks” and “peer evaluations” to identify trends and patterns in instructional practice and student engagement in order to drive targeted feedback and professional growth opportunities.
- Teacher observations of each other and peer coaching are embedded in the Integrated Co-Teaching Model. Teachers will also have the opportunity to observe other master teachers in the school, and learn to identify trends and patterns in instructional practice and student engagement in order to drive targeted feedback and inform our professional development.

5. Ongoing Professional Development/Professional Growth: Twice a week from Monday thru Thursday, CAB has built into its schedule common planning time. On the agenda for each of these meetings will be a review of the progress of ELL students, students with disabilities, and their progress within the STEM disciplines. On Friday of each week, we have a three hour PD session. On the agenda every Friday will be a half hour review of the data and a plan of correction for increasing supports and enhancing the delivery of whole class instruction to reach these students more effectively. As CAB is implementing an Integrated Co-Teaching model for all core subjects in grades K, 1, 2, 3, 6,

and 9 there will be built daily and routine time for co-planning, modeling, and peer feedback to aid the implementation and capacity building around the Common Core Standards.

6. **Performance Management:** CAB will embed in its senior management evaluations retention and recruitment of “irreplaceable” teachers. The Executive Director, School Principal, and/or the Director of Curriculum & Instruction will be evaluated and terminated if we are consistently losing our top teachers. If the top teachers are retained, school leadership will receive significant bonuses. CAB Founders’ think it is a core value to get the best teachers and keep the best teachers.

7. **Career Ladders: Teacher Ladder to School Principal**

College Achieve Brooklyn will offer many administrative opportunities to highly effective teachers who demonstrate extraordinary ability (close the achievement gap performance for 3-5 years, high level of success with special needs students and ELL students). Teachers offered these opportunities will remain teachers in that the administrative duties will be part time. See chart below. All promotions based on merit. At each stage, the educator must demonstrate extraordinary success at their current level (closing the achievement gap, gifted in serving special needs students and students at risk of academic failure) and the ability to bring out the best in their colleagues. By requiring junior administrators to teach, we establish a culture that prizes the teaching profession, shows teachers that the best teachers (as demonstrated by student achievement) are promoted based on merit, and promotes communication between teachers and the administration as all are considered teachers and we reduce or mitigate an us vs. them mentality.

| | Grades K-12 | | | Full or Part Time | Compensation |
|-----------------|--|-----------------------|--------------------------|--|--|
| 1 st | Tutor | | | Full Time | Contracted Service |
| 2 nd | Apprentice Teacher | | | Full Time | Low 40's |
| 3 rd | Full Instructor | | | Full Time | Mid 50's to start bonus eligible |
| 4 th | Master Teacher | | | Full Time | From 65k to 100k |
| 5 th | Grade Team Leader K-4 | Department Chair 5-12 | Dean of Grade Level 5-12 | Part Time, all positions teach at least 4 sections per day | An additional 10-15% salary increase above Master Teacher. |
| 6 th | Asst. Director of Curriculum & Instruction | | | Part Time, all positions teach at least 3 sections per day | Up to 18% salary increase above Master Teacher. |
| 7 th | Director of Student Support Services (Special Education and ELL) | | | Full Time, expected but not required to teach one section | Up to 20% salary increase above Master Teacher. |
| 8 th | Director of Curriculum | | | Full Time, expected but not required to teach one section. | An additional 30% salary increase above Master Teacher. |
| 9 th | School Principal | | | Full Time, encouraged to teach one section. | An additional 40% salary increase above Master Teacher. |

Descriptions, Responsibilities, and Qualifications for Key Staff Positions

Executive Director

Responsibilities

- Establishing and promoting high standards and expectations for all students and staff.
- Ensuring a safe, orderly environment conducive to learning.
- Hiring, evaluating, retaining, and dismissing all senior staff including the School Principal and Directors of Curriculum, Operations, College Counselling, and Student Support Services and the Operations Manager with the advice and counsel of the School Principal.
- Managing, supervising and evaluating all senior staff and teachers.
- Ensuring all school policies, systems, programs, and service are in alignment with the mission of the school.
- Ensure that all senior staff and faculty in the analysis and use of data to drive instruction.
- Oversee all financial and accounting activities and provide monthly reports to the board on the school's finances, and compliance with all legal and fiduciary responsibilities.
- Work with the Board Audit and Finance Committee and independent auditor to develop accurate and timely public audits.
- Acquire school facilities necessary to the successful implementation of the school's education program.

Qualifications: The ideal candidate will have extensive experience (minimum of 7-to-10 years) in nonprofit management, fundraising, budgeting, government relations, communications, and marketing. (S)he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. (S)he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multi-task and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.

While experience in educational leadership and, specifically, in the charter school movement are assets, they are not required. However, the candidate must demonstrate an ability to communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of CAB. Knowledge of New York education, government, and nonprofit funding environment would be valuable in this position.

The executive director must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative. A Master's degree in a relevant field is preferred; bilingual candidates will be strongly encouraged to apply.

School Principal

Responsibilities

- The school's outreach, recruitment of students, and admissions and student lottery process.
- The day to day operations of the school's academic and extra-curricular programs.
- Hiring, retaining, and dismissing all teachers and support staff.
- Responsible for evaluating and training all faculty and staff.
- Developing a comprehensive understanding of the College Achieve Brooklyn academic programs and examining opportunities for continuous improvement.
- Overseeing and evaluating the Director of Student Services, Director of Curriculum & Instruction, Grade Team Leaders, Department Chairs, and Grade Level Deans.

Qualifications

- A strong personal commitment to ongoing learning and growth
- At least five years of relevant teaching experience, with demonstrated student results
- Masters or Ph.D. degree in Education
- Administrative credential
- Experience in selecting, training, and supervising highly effective teachers, ideally in a charter, independent, or public school setting that has a record of high achievement
- A sophisticated understanding of, and experience with, a constructivist approach, balanced literacy, multiple intelligence theory, backward design, and the creation of project-based curriculum
- Demonstrated experience in data-based assessments and incorporating learning goals beyond the state standards
- Experience with diverse student populations, including English language learners, special education, and gifted and advanced students
- Excellent communication and interpersonal skills
- Experience motivating and working with a variety of diverse stakeholders and local community members
- Fluency in a second language (especially Spanish) preferred
- Experience with school finance, budgets, and organizational management
- Maturity, humility, strong work ethic, sense of humor, and a can-do attitude

Director of Curriculum and Instruction:

Responsibilities

- Setting up assessment systems including NWEA, NY State Assessments, and Advanced Placement, ACTs, and SATs.
- Training all faculty and staff in assessments formative, interim, and summative.
- In conjunction with the School Principal, responsible for evaluating and coaching all teachers.
- Development of the school's curriculum and instructional model.
- Designing and implementing the school's professional development program to be delivered every Friday from 1:30 to 4:30 pm and the Summer Curriculum and Instruction Institute every summer for two weeks.
- Training teachers and senior staff in the use of data to drive decisions.
- Training teachers in the key design elements (data, Toulmin, Socratic, proper use of tutors, Core Knowledge, phonics, etc.) of our curriculum and instructional model.
- Training tutors and coordinating the relationship with Tutoring Service Contract or relationship with City Year.

Qualifications

- Masters Degree required
- Minimum five years teaching experience, with most in a middle and/or charter school setting
- Experience with curriculum development, design, and instructional planning
- Facility with data analysis and capacity to mentor teachers in reflective practice
- Experience working successfully with diverse populations of students, parents, and families, including ELL students and students with disabilities
- Commitment to continuous improvement and learning through professional development

Director of Student Support Services

Responsibilities

- Overseeing the instruction of students with disabilities and English Language Learners
- Coordination of all special education programs, data, IEPs, annual reviews, and initials.
- Hiring of all vendors to provide special services to students with disabilities and ELL.
- Hiring, training, and dismissing of all special education and ELL staff.
- Compliance and reporting for all students with disabilities.
- Hiring, training, and dismissing the school's social workers and counselors.

Qualifications:

- An understanding of and commitment to CAB's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- Master's degree is required
- Extensive knowledge of the provisions of IDEA, Section 504, and other applicable special education legislation
- Appropriate state certification as a special education teacher and any other required credentials
- Prior school administrative experience or other relevant leadership experience
- At least five years working in classroom and three years coaching educators, preferably in urban schools and/or communities
- Three years of prior experience in special education, preferably in an urban setting.
- Demonstrated success in improving student outcomes
- Ability to communicate and work effectively with parents
- Ability to evaluate tests and measures of achievement
- Willingness to participate in professional development of special education practices

Director of School Finance

Responsibilities

- In the school's first two years services to be contracted out to a provider such as Charter School Business Management.
- Responsible for school's fiscal and legal compliance, the annual audit, budgeting, monthly budget vs. actual reports to the board, payroll, pension, and health benefits.

Qualifications

- Bachelor's degree in accounting, finance, business management, organizational management and/or a closely related field; Master's degree in finance preferred
- At least two years experience in financial management, preferably in an educational environment and/or at least two years experience in an operational capacity in an educational environment
- Knowledge of relevant Education Codes and related laws and regulations, particularly those sections covering school finance requirements, accounting procedures, the audit process, and school operations. Familiarity with appropriate government programs and grants preferred
- Prior successful experience with principles, practices, and methods of financial management, budget preparation, and control
- Working knowledge of computer applications including accounting software, spreadsheets, databases, and word processing

- Excellent writing and verbal communication skills, and demonstrated ability to communicate effectively to diverse audiences including Trustees, administrators, teachers, parents, students, vendors, and community-based resources
- Knowledge of and experience with school facilities

Operations Manager

- The school's cleanliness, maintenance, and operations.
- School furniture, storage of books, and technology.
- Hiring and oversight of Technology Coordinator.
- For all purchases.
- Hiring and oversight of Custodians.

Teacher

Responsibilities

- Implement a high-quality, rigorous academic program and achievement of CAB's educational goals and objectives with all students.
- Assess student progress via a variety of means on an ongoing basis, maintain accurate records, and use assessment data to tailor instruction to individual and collective student needs to increase student performance.
- Participate in extensive professional development activities, both internal (led by the principal, lead teachers, and visiting lecturers) and external (visiting similar schools, attending conferences, etc.).
- Maintain frequent and effective communication with students, students' families, colleagues, and other school stakeholders.
- Maintain regular, punctual attendance.

Qualifications

- A Bachelor's degree
- A New York teaching certificate in compliance with applicable law
- 2+ years of experience teaching the relevant grade(s)
- Demonstrated subject-matter competency through appropriate examination or coursework
- Experience with, and passion for, pedagogical practices grounded in constructivism, project-based learning and multiple intelligences theory, and in creating appropriate standards-based curriculum in accordance with these philosophies
- Experience in working with diverse populations. Fluency in a second language preferred.

Apprentice Teachers

CAB hopes to partner with TFA for our apprentice teachers. If we are unable to partner with TFA, we will recruit our own students who have a college degree but no teaching experience. Apprentice Teachers will work with seasoned teachers and will have the opportunity (as noted above) to be promoted from within.

Domain 1: Data-Driven Planning and Assessment

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|---|--|--|---|--|---|
| 1.1 Establish standards-based learning objectives and assessments | A) Selection of learning objectives | Learning objectives are loosely based on content standards and/or represent low expectations for student learning. | Learning objectives are informed by content standards and represent moderately high expectations. | Learning objectives align with content standards and represent high expectations and rigor and are sequenced to help students access the level of rigor in the standard(s). | Learning objectives align with or extend content standards that represent high expectations and rigor to promote in-depth understanding of complex, interdisciplinary concepts and college readiness and are sequenced to help students access the level of rigor for the standard. |
| | B) Measurability of learning objectives | Learning objectives may not be measurable or are stated in terms of student activities rather than as student learning. | Learning objectives are measurable, but consist of a combination of learning objectives and activities. | Learning objectives are specific, measurable, and are explicitly stated in terms of student learning. | Learning objectives are specific, measurable by multiple methods, and are explicitly stated in terms of student learning. |
| 1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students | A) Designing and sequencing of learning experiences | The design and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of learning. | The design and selection of learning experiences are aligned to learning objective but are not sequenced/paced to maximize instructional time to enable students to demonstrate independent mastery of learning (e.g., sufficient modeling, varied practice). | The design and selection of learning experiences are sequenced/paced to enable students to demonstrate independent mastery of learning objectives including sufficient opportunities to practice under direct supervision of teacher and/or in collaboration with other students. | The design and selection of learning experiences are sequenced/paced to enable students to demonstrate independent mastery of learning objectives including differentiated resources/activities for re-teaching and additional practice to adjust instruction as needed. |
| | B) Creating cognitively engaging learning experiences for students | Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives. | Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective. | Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences. | Instructional plans provide cognitively engaging learning experiences that ensure students construct knowledge to achieve or exceed mastery of the stated learning objective. |

Domain 1: Data-Driven Planning and Assessment

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|---|--|---|--|--|--|
| 1.3 Use student data to guide planning | A) Lesson design guided by data | The teacher does not use student data sources to guide how content is organized or instructional strategies are selected. | The teacher uses student data sources to inform his/her planning for whole groups of students. | The teacher draws a specific connection between the student data sources used, the content organization, instructional strategies and grouping in order to meet specific student needs. | The teacher uses student data sources to inform content organization, instructional strategies, and grouping in order to meet individual student needs. The teacher includes specific opportunities for students to use self-assessment data to guide their instructional choices. |
| 1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning | A) Knowledge of subject matter to identify pre-requisite knowledge | The teacher does not identify the necessary prerequisite content knowledge and skills for students, and/or does not address known gaps in students' learning. | The teacher identifies the necessary prerequisite content knowledge and skills for the class as a whole but does not have a clear plan for addressing known gaps in knowledge or skills. | The teacher identifies the necessary prerequisite content knowledge and skills for students, and includes specific learning activities to address known gaps in that knowledge for the class as a whole. | The teacher identifies the necessary prerequisite content knowledge and skills for students, and includes specific learning activities to address known gaps in that prerequisite knowledge for individual students. |
| | B) Addresses common content misconceptions | The teacher does not accurately identify common content misconceptions. | The teacher identifies common content misconceptions but has limited strategies for avoiding these cognitive errors. | The teacher identifies common content misconceptions and includes strategies for avoiding and correcting these cognitive errors. | The teacher identifies common content misconceptions and includes multiple strategies for explaining, avoiding, and correcting these cognitive errors as well as for uncovering additional misconceptions. |
| 1.5 Design assessments to ensure student mastery | A) Selection of assessments | Proposed assessments do not measure the learning objectives. | Proposed assessments measure some, but not all aspects of the learning objectives. | Proposed assessments measure all aspects of the learning objectives and include varied methods so that students have multiple ways to show mastery. | Proposed assessments measure all aspects of the learning objectives and have been adapted to meet student needs. There are planned opportunities for students to use assessments to reflect on their progress towards mastery. |

Domain 1: Data-Driven Planning and Assessment

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|----------|-------------------------------|--|---|--|---|
| | B) Progression of assessments | No assessment or a single assessment is planned at the conclusion of the lesson. | Multiple assessments are planned. However, they are not sequenced in a way to provide meaningful information about student progression towards mastery of the learning objective (s). | Multiple assessments are planned and build on each other. They are sequenced throughout the lesson in order to provide meaningful information about student progression towards mastery of the learning objective (s). | Multiple assessments are planned and build on each other. Assessments are sequenced to ensure student progression towards mastery. Plans provide opportunities for student choice in, or design of, assessment methods. |

Domain 2: The Classroom Learning Environment

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|--|-------------------------------------|--|---|--|---|
| 2.1 Creates a classroom/ community culture of learning | A) Value of effort and challenge | The teacher makes limited efforts to encourage students in the pursuit of academic learning. Students do not persist in completing assigned learning tasks. | The teacher encourages students to complete learning tasks, but the emphasis falls on “finishing work.” Students complete assigned learning tasks, but with little persistence toward quality work. | The teacher encourages students to work hard and meet academic challenges by taking risks. Students persist by responding to teacher feedback to meet learning expectations. | The teacher and students encourage one another in working hard to exceed academic challenges. Students hold themselves, and each other, to high standards of performance, persisting to achieve excellence. |
| 2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection | A) Behavioral expectations | There is limited evidence that the teacher has reinforced the school’s standards of conduct for students. | The teacher’s efforts to reinforce the school’s standards of conduct are inconsistent. | The teacher supports the school’s standards of conduct so that students understand and are held to the same high standards. | The teacher and students actively support the school’s standards of conduct; students accept responsibility for their conduct. |
| | B) Response to behavior | Student behavior is inappropriate; and/or, the teacher does not respond to misbehavior or the response is repressive or disrespectful of student dignity and/or fails to positively recognize students’ good behavior. | Student infractions of the rules are minor; and/or, the teacher’s response to student misbehavior is administered to the whole class and emphasizes consequences over positive reinforcement. | Student behavior is appropriate; the teacher’s response to student misbehavior is proactive and includes student specific redirection, feedback and positive reinforcement. | Student behavior is appropriate and students and the teacher provide positive reinforcement, or the teacher’s response to student misbehavior is proactive and sensitive to students’ individual needs. In the event of inappropriate behavior, students redirect each other. |

Domain 2: The Classroom Learning Environment

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|--|--|---|--|--|--|
| 2.3 Establish a culture of respect and rapport which supports students' emotional safety | A) Interactions between teacher and students | The teacher's interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age and/or individual needs of the students. Students exhibit disrespect for the teacher. | The teacher's interactions with students may reflect occasional inconsistencies, favoritism, or disregard for the age and/or individual needs of the students and/or students exhibit minimal respect for the teacher. | The teacher's interactions with students demonstrate general caring and respect in ways that are appropriate to the age and/or individual needs of the students. Students exhibit respect for the teacher. | The teacher's interactions with students reflect respect and caring, for individual students, in ways that are appropriate to the age and/or individual needs of the students. Students exhibit respect for the teacher. |
| | B) Student interactions with each other | Student interactions are characterized by conflict, sarcasm, or put-downs, which interfere with learning for some students. | Students do not demonstrate disrespect for one another, but do not support each other's learning. | Student interactions are generally polite, respectful, and support each other's learning under the teacher's direction. | Students demonstrate genuine respect, caring, and support for each other's learning under their own initiative. |
| 2.4 Use smooth and efficient transitions, routines, and procedures | A) Routines, procedures, and transitions | The teacher has not established or does not enforce routines and procedures, resulting in chaotic transitions and/or loss of learning time. | The teacher has established some routines and procedures, however inconsistent implementation results in some loss of instructional time. | The teacher has established and enforces routines and procedures; transitions result in little loss of instructional time. | The teacher and students have established and enforce routines and procedures that operate seamlessly and efficiently; transitions result in no loss of instructional time. |

Domain 3: Instruction

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|---|---|---|---|--|---|
| 3.1 Communicate learning objectives to students | A) Communication of the learning objectives of the lesson | The teacher does not explain the learning objectives or how the objectives promote college - readiness. | The teacher explains the learning objectives and how the objectives promote college-readiness but in language which is not understood by students. | The teacher explains the learning objectives in language that is well understood by students. Students are able to articulate what they are expected to learn. The teacher refers back to the objective at the close of the lesson. | The teacher explains the learning objectives. Students are able to articulate what they are expected to learn and why. The teacher references the objective in multiple ways throughout the lesson. |
| | B) Connections to prior and future learning experiences | The teacher makes limited connections between current learning objectives and students' prior and future learning. | The teacher makes connections between the current learning objectives and the students' prior and future learning. Connections are vague and / or based on connections to assessments and grades. | The teacher makes explicit connections between the current learning objectives and the students' prior and future learning, facilitating students to make explicit connections between discrete pieces of content knowledge and a larger discipline (s). | The teacher facilitates as students build connections from their prior knowledge to the current learning objectives and to future learning. Teacher facilitates as students make explicit connections within and outside of the discipline. |
| | C) Criteria for success | The teacher does not establish success criteria or does not share them with students and/or the success criteria focuses on what students do rather than what students learn. | The teacher alludes to the success criteria, but does not provide students with models or exemplars. The success criteria are a combination of what students will do and what they will learn. | The teacher clearly states the criteria for success. The teacher provides exemplars or models of successful attainment of the lesson objectives and the success criteria focus on what students will learn. | The teacher and students create and/or discuss the criteria for success with a focus on what students will learn. Students use exemplars or models as a means for self-assessing their progress. |
| 3.2 Facilitates Instructional Cycle | A) Executes lesson cycle | The teacher does not implement lesson cycle and / or pacing does not allow the lesson to progress past direct instruction. | The teacher implements lesson cycle inconsistently; pacing of lesson segments is inappropriate for students to make progress toward attaining learning objectives. | The teacher implements the full lesson cycle (or the components of the lesson cycle that meet the needs of the objective and students), with appropriate pacing, which provides opportunities for gradual release and independent practice to demonstrate attainment of the learning objectives. | The teacher adapts and differentiates the lesson cycle so individual students progress towards mastery. Students have opportunities to extend or shorten lesson segments as needed throughout the class. |

Domain 3: Instruction

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|----------|---|--|---|--|--|
| | B) Cognitive Level of Student Learning Experiences (Optional indicator) | <p>Learning experiences (any and all assignments / strategies) do not match students' ZPD or do not fully support students in achieving the stated learning objectives.</p> <p style="text-align: center;">Or</p> <p>Learning experiences (any and all assignments / strategies) do not meet the level of rigor required to attain mastery of the standard and achieve stated learning objectives.</p> | <p>Some, but not all, learning experiences match the ZPD for the class as whole and support only some students in achieving the stated learning objectives.</p> <p style="text-align: center;">Or</p> <p>Some, but not all, learning experiences meet the level of rigor required to attain mastery of the standard and achieve stated learning objectives.</p> | <p>All learning experiences consistently match the ZPD for sub-groups of students and support students in achieving the stated learning objectives.</p> <p style="text-align: center;">Or</p> <p>All learning experiences consistently match the level of rigor required to attain mastery of the standard and achieve stated learning objectives.</p> | <p>All learning experiences consistently match the ZPD for individual students and support them in mastering the stated learning objectives.</p> <p style="text-align: center;">Or</p> <p>All learning experiences consistently match the level of rigor required for individual students to attain mastery of the standard and master the stated learning objectives.</p> |

Domain 3: Instruction

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|---|--|--|---|---|--|
| 3.3 Implementation of instructional strategies | A) Questioning | The teacher poses low-level, rote recall questions that require little cognitive challenge. Wait time is not utilized. | The teacher poses a combination of low and mid-level questions that require inconsistent levels of cognitive challenge. Wait time is used inconsistently. | The teacher poses scaffolded questions to move student thinking towards mastery of the learning objective. Wait time is used consistently. Students have opportunities to process the question before answering; teacher requires students to fully answer questions, and uses probing questions to extend students' ideas. | The teacher and students pose questions that require consistent cognitive challenge. Wait time is used consistently. Students respond to questions in a way that engages one another and respond to questions without prompting from the teacher. Students initiate questions to further their understanding of the content. |
| | B) Academic Discourse | Conversations, in whole and small group settings, are moderated by the teacher and elicit little academic discourse (i.e., content vocabulary, scholarly language) among students. | Conversations, in whole and small group settings, are dominated by a small number of students and result in inconsistent levels of academic discourse among students. | Conversations, in whole and small group settings, are facilitated by the teacher and involve students inconsistent levels of academic discourse; students display some, but not all of the following: talking about an academic idea, using academic vocabulary and supporting ideas with evidence. | Conversations in whole and small group settings are facilitated by students and consistently involve all students in academic discourse among students. Students talk about an academic idea, using academic vocabulary and support ideas with evidence. |
| | C) Group structures | There is a mismatch between the grouping structure and instructional objective/ student needs. | Instructional grouping arrangements are partially successful in maximizing student learning (i.e. structure, roles, duration). Student participation is inconsistent and teacher may not hold students accountable for individual / group work. | Instructional grouping arrangements maximize student learning (i.e. structure, roles, duration etc.). Teacher facilitation enhances collaboration and students are held accountable for individual / group work. | Teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual / group work. |
| | D) Resources and instructional materials | Resources and instructional materials are unsuitable to the lesson objectives, distract from or interfere with student learning, and/or do not promote cognitive engagement. | Resources and instructional materials are partially suitable to the lesson objectives. Resources and materials only partially promote cognitive engagement. | Resources and instructional materials are suitable to the lesson objectives, support attainment of the learning objective, and promote cognitive engagement. | Resources and instructional materials are suitable to the lesson objectives, support student attainment of learning objectives, and require cognitive engagement. Students choose, adapt or create materials to extend |

Domain 3: Instruction

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|----------|------------|---------|----------|-----------|-----------|
| | | | | | learning. |

Domain 3: Instruction

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|--|---|---|--|---|---|
| 3.4 Monitoring student learning during instruction | A) Checking for understanding and adjusting instruction | The teacher does not check for students' understanding of the learning objectives during the lesson and/or does not adjust instruction. | The teacher has limited techniques to accurately check for students' understanding of the learning objectives and/or does not use the information gained to make adjustments in instruction. | The teacher uses frequent and varied techniques to accurately monitor students' progress toward the learning objectives and immediately adjusts instruction to meet students' learning needs. | The teacher uses frequent and varied techniques to accurately monitor students' progress toward the learning objectives. Students self-assess and suggest adjustments in the instruction to meet their needs. |
| | B) Feedback to students | The teacher provides no feedback to students or the feedback does not advance students' toward attainment of learning objectives. | The teacher provides a combination of general and instructive feedback that inconsistently advances students toward attainment of the learning objectives. | The teacher provides specific, timely, and instructive feedback to students, which consistently advances students toward attainment of the learning objectives. | The teacher provides specific, timely, and instructive feedback that consistently advances students toward attainment of the learning objective. Students provide instructive feedback to one another. |
| | C) Self- monitoring (optional indicator) | The teacher does not provide students with opportunities to engage in self- monitoring of their own progress. | The teacher provides students with some opportunities for self-monitoring but does not connect it to plans for improving learning. | The teacher provides students with opportunities for self-monitoring and guidance in determining appropriate next steps to improve learning. | The teacher provides students with ample opportunities for self-monitoring and students determine appropriate next steps for improving their own learning. |

Domain 4: Professional Responsibilities

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|--|--|--|--|--|---|
| 4.1 Engage in critical reflection, constantly revising practice to increase effectiveness | A) Accuracy | The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson. | The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals. | The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment. | The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data, and weighing the relative strengths of each data source. |
| | B) Use in future planning | The teacher has limited suggestions for how the lesson could be improved. | The teacher makes general suggestions about how the lesson could be improved. | The teacher makes specific suggestions about how the lesson could be improved. | The teacher makes several specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning. |
| | C) Acceptance of feedback | The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice. | The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice. | The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice. | The teacher welcomes feedback from supervisors and colleagues, uses the feedback to improve practice, and seeks further feedback on what has been implemented. |
| 4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning | A) Participation in a professional community | The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community. | The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues. | The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues. | The teacher makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships |
| | B) Professional development | The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues. | The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession. | The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others. | The teacher seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession. |
| | C) Shared commitment | The teacher demonstrates little commitment to supporting shared agreements that support student learning. | The teacher adheres to shared agreements that support student learning. | The teacher contributes to and actively endorses shared agreements that support student learning. | The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning. |

Domain 4: Professional Responsibilities

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|--|--|--|---|--|---|
| 4.3 Uphold and exhibit the CMO norms and expectations | A) Ethics and professionalism | The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students. | The teacher displays a moderate level of ethics and professionalism in dealing with colleagues. | The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students. | The teacher displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students. |
| | B) Norms described by school/CMO handbooks | The teacher inconsistently complies with school and CMO policies and timelines. | The teacher complies with school and CMO policies and timelines, doing just enough to "get by." | The teacher fully supports and complies with school and CMO policies and timelines. | The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them. |

Domain 5: Partnerships, Family and Community

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|--|---|---|---|--|---|
| 5.1 Develop two-way communication with families about student learning and achievement | A) Initiation of meaningful communication | The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families. | The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms | The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms. | The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system. |
| | B) Responsiveness to parent inquiries and communication | The teacher does not respond, or regularly responds insensitively to parent concerns about students. | The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity | The teacher responds to parent concerns in a timely and culturally respectful manner. | The teacher responds to parent concerns in a pro-active, timely manner and handles this communication with great professional and cultural sensitivity. |
| | C) Inclusion of the family as a partner in learning decisions | The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. | The teacher makes modest and partially successful attempts to engage families in the instructional program. | The teacher's efforts to engage families in the instructional program are frequent and successful. | The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation. |
| 5.2 Equip families with a variety of strategies to support their child's success and college readiness | A) Provision of parent education efforts to support students | The teacher does not provide parents with strategies to support their child's success and college-readiness. | The teacher provides parents with limited strategies to support their child's success and college-readiness. | The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school. | The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents. |

Domain 5: Partnerships, Family and Community

June 9, 2011

| Standard | Indicators | Level I | Level II | Level III | Level IV |
|--|--|---|---|---|--|
| 5.3 Help students leverage resources in their community that support their success in college and beyond | A) Goal setting and advocacy | There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals. | There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals. | The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals. | The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals. The teacher integrates curriculum experiences that provide connections to the goals. |
| | B) Knowledge of community resources | The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond. | The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond. | The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond. | The teacher demonstrates extensive knowledge of resources for students, including those available through the school or CMO, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond. |
| | C) Support for students in accessing these resources | The teacher is unaware of resources and therefore unable to support students accessing resources. | The teacher refers students to other adults in the school to support students in accessing resources. | The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. | The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources. |

Attachment 8b: Resume for Proposed School Leader

Michael D. Piscal

Educator, Entrepreneur, Founder & Operator of High Performing Charter Schools

AWARDS & MILESTONES

Founded the Inner City Education Foundation (ICEF) in 1994 in Los Angeles, CA. Started as a summer education camp, after school and daycare serving 135 students in the Crenshaw District of Los Angeles. Submitted its first charter school petition in October 1998.

Founded the first Charter Management Organization (CMO) in Los Angeles – ICEF Public Schools - in 1999; tied for first in the state of California with University Public Schools (now Aspire).

"Consisting of 15 schools in a once academically blighted area of south Los Angeles and with an 88% African American enrollment, ICEF has done what we are always told is impossible. ...eliminated the achievement gap in reading for its African American students [at the elementary level]. Eliminated it. ... To add a little sizzle to the steak: one of his (Piscal's) elementary campuses - View Park Prep, which has a 100% African-American student body - just beat the reading scores of Beverly Hills Unified. Of his five graduating classes of high school seniors, 99% have been accepted to college, and an astounding 91% are still enrolled in college full-time. Operating on the tiniest budget imaginable - about \$1,700 less per student than the L.A. public schools, in a state that ranks 46th in the nation in education funding - Mike (Piscal) has created a 15-campus testament to the maxim of Theodore Sizer: 'The highest compliment you can pay a child is to be demanding.'" -New York Daily News September 12, 2010

Honorary Doctorate in the Humanities, 2005, Wake Forest University, Winston-Salem, N.C.

For founding ICEF Public Schools and View Park Preparatory Accelerated Charter Schools; closing the achievement gap and creating a sure path to college for thousands of at-risk students.

Charter School Leader of the Year, California Charter School Association, Hart Vision Award, 2005.

For founding ICEF Public Schools and View Park Preparatory Accelerated Charter Schools; closing the achievement gap; and having the highest test scores in California for a majority African-American school.

Founder or Co-Founder

ICEF Public Schools
Schools That Can
Families That Can
GooRoo-U

Founded, 1994
Helped Found in 1996
Co-Founded in 2007
Co-Founder in 2010

PROFESSIONAL EXPERIENCE

April 2013 - Present

College Achieve Brooklyn Charter School, CSD 17

Executive Director and Lead Founder

- Application currently before the New York State Education Department for a K-12 charter in Brooklyn set to open in September 2015.

January 2011 to April 2013

Andre Agassi College Preparatory Academy K-12, Las Vegas, Nevada

Executive Director

Leadership

- Doubled enrollment from approximately 600 students to nearly 1,200 students.
- Increased waiting list by 88% from 716 students in the 2009-2010 year to 1,346 students in the

2012-2013 school year.

- School's Free and Reduced Lunch Population increased from 48% to 70%.
- Diversity of student body increased from 4% Latino students to 12%.

Finances

- Created new revenue stream of nearly \$700,000 per year by instituting for the first time at Agassi Prep both Free & Reduced Lunch and Title One programs.
- Paid off inherited structural state deficit of over \$1 million a year ahead of schedule.
- Realigned school financial model from a ratio of nearly 50% government funded and 50% philanthropic funded to approximately 70% government funded and 30% philanthropic funded. Due to the realignment, the Agassi Foundation no longer has to produce the Andre Agassi Grand Slam for Children - a fundraiser it hosted for 16 years consecutive years.
- Successfully completed major school renovation projects on time and under budget.

Management

- Lead team of eight senior staff including: Chief Operating Officer, Chief Financial Officer, Director of Curriculum & Instruction, High School Principal, Middle School Principal, Elementary School Principal, Director of Student Support Services, and Human Resources Manager.
- Report to the Board of Trustees and responsible for increasing student achievement, balancing the budget, increasing revenues, and the safety of all students, faculty, and staff.
- Worked with Board and lead senior staff in creating strategic plan: *Focus on the Future April 10, 2011*. Worked with Board and lead staff in creating updated strategic plan: *Getting Results December 2012*.
- Hired over 40 new faculty members, three new principals, a Director of Curriculum & Instruction, and a new college counselor in first year.
- Implemented Toulmin Writing Model in grades 6-12 as core strategy to increase college graduation.

Rigor & Results

- In 2013, 50% of Agassi Prep seniors (of whom over 90% are African-American) took an AP Class and exam before graduation (up from 28% in 2011). This almost closes the achievement gap with white students nationwide: 55.9% of white students and only 9.2% of African-Americans take an AP class before graduation (Report to A Nation, College Board 2013).
- Increased participation in the Advanced Placement (AP) Program from:
 - 252% increase in number of exams taken from 21 to 74 from 2011 to 2013
 - 271% increase in number of students taking AP exams 14 to 52 from 2011 to 2013
 - Percentage of students taking on AP Course before graduation rose from 28% in 2011 to 50% in 2013.
- Increased college scholarships 132% from \$773,110 to \$1,798,000 from June 2011 to June 2012. In May 2012, Agassi Prep had its first ever Bill & Melinda Gates Millennium Scholarship Winner.
- In 2011-12 school year, Agassi Prep 5th graders had the highest math achievement in the history of the school and closed the achievement gap with their white peers statewide.

On Nevada's Criterion Referenced Test (CRT), Agassi Prep's African-American 5th graders who made up over 85% of the class had a Mean Scale Score of 365.8 and their white peers in Nevada scored 365.3. These results were achieved despite a 50% increase in the 5th grade enrollment. (Source: Nevadareportcard.com).

- In 2011-12, 6th grade enrollment nearly tripled from 55 to 142 students. Internal school data showed massive individual student growth year on year on the CRT Reading scores (most new students having scored extremely low the prior year at their previous school). In addition, the new teachers and new leadership at the middle school level welcomed the challenge presented by an influx of low scoring and underserved students, and absolute 6th grade achievement on the CRT Reading test improved and the percentage of students exceeding standards increased 78% from

9.1% to 16.2% (Nevadareportcard.com).

- Reading scores in third grade increased from 56% proficient or above in 2011-12 school year to 65% Proficient or above in the 2012-2013 school year. More impressive, the number of students in the lowest performance level (ED: Emerging and Developing) was cut in half from 25.4% to 12.4% (Nevadareportcard.com).
- CRT Reading scores in the 7th grade increased by 54% from 2010-11 to 2011-12 from 34% of students Proficient or Advance to 52.5% Proficient or Advanced (Nevadareportcard.com).
- The 2011-2012 8th grade class closed the achievement gap in math. Nearly 73% of Agassi Prep's African-American students scored Proficient while 71.8% of their white peers scored proficient statewide (Nevadareportcard.com).
- In the high school for 2012-2013 school year, the 11th graders closed the achievement gap in writing. Nearly 89% (88.5) of Agassi Prep's 11th grade African-American students were proficient on the writing portion of Nevada's High School Proficiency Exam (HSPE) compared to 87.4% of their white peers statewide (www.nevadareportcard.com).

June 1994 to September 2010

ICEF Public Schools, Los Angeles, CA.

Founder and Chief Executive Officer

- Founded with Stephen C. Smith, the first Charter Management Organization (CMO) in Los Angeles, with the opening of the View Park Prep Elementary School in 1999;
- Responsibilities included hiring and managing a staff of over five hundred employees, development, board development, construction of new schools, acquisition of necessary financing, hiring and training of each school's principal. As of June 30, 2010, ICEF has raised nearly \$32 million in private philanthropy since its founding.
- Responsible for developing curriculum; building cumulative impacts from K through 12th grade. Curriculum has become a national model for linking the Socratic Seminars to the Toulmin Writing Model and then backward mapping the level of rigor from college standards. ICEF's curriculum was featured at the Bill & Melinda Gates Foundation's National Literacy Conference in Santa Monica, CA in February 2010. A key feature of the presentation included tours of our schools, and observations of the instructional model in the classroom.
- Responsible for board development, hiring, vision, and strategic planning;
- Tied with University Public Schools (now Aspire Public Schools) for first CMO in California with the opening of View Park Prep Elementary School in 1999.
- Highest SAT scores in Los Angeles for a Charter Management Organization in 2008 (College Board).
- 6th Highest SAT Scores in 2008 in Los Angeles for those schools that tested 70% or more of their students (College Board).
- Closed the Achievement Gap systemically across five elementary schools in reading (70.3% of ICEF's A.A. students vs. 70.8% for white students), www.cde.ca.gov August 2010.
- As of October 2010, ICEF had a 95% high school graduation rate and a 98% college matriculation rate of all graduates. More impressively, ICEF graduates have a 91% college persistency rate which we attribute to our college writing model.
- Over \$20 million in scholarships awarded to ICEF graduates since 2007.
- From 1999 to 2010, ICEF served the highest percentage of African-American students (89%) of any charter management group west of the Mississippi.

Principal, View Park Preparatory Accelerated Charter Elementary School (1999-2002), Middle School (2001-2002).

- VPP Elementary School test scores improved from 740's to an 822 API Score while principal;
- As Head of Schools and CEO hired all subsequent principals of View Park Prep

Elementary school.

- For 2010, VPP Elementary has an 891 API score. Reading scores are higher than Beverly Hills and Santa Monica Unified elementary schools. Note: View Park Prep ES is 99% African-American and over 60% Free and Reduced Lunch.
- VPP Middle School had highest math scores in the city in 2002. VPP Middle School had the 4th highest test scores in LAUSD in 2003. Responsible for hiring all View Park Prep Middle School principals. View Park Prep was ranked then 10th highest performing Middle School in Los Angeles out of 89 middle schools in the city with an 824 API score in 2009.
- VPP Middle School had the highest test scores in the state of California for African- American students in 2004.

Executive Director, ICEF and View Park Prep Summer Camps and After School Programs, June 1996 to August 1999.

Founded and launched summer programs, after school programs and all day kindergarten for up to 135 students daily. These programs laid the groundwork for the creation of View Park Prep Elementary Charter School and ICEF Public Schools – the first CMO in Los Angeles.

ICEF Schools and Programs Founded from 1994 to 2010

- View Park Prep Summer Camp est. June 1996
- View Park Prep After School Program est. September 1996
- View Park Prep Kindergarten est. January 1997
- View Park Preparatory Charter Elementary (K-5) est. 1999
- View Park Preparatory Charter Middle School est. 2001
- View Park Preparatory Charter High School est. 2003
- Frederick Douglass Academy Middle School est. 2006
- Frederick Douglass Academy High School est. 2006
- Lou Dantzler High School est. 2007
- Lou Dantzler Middle School est. 2007
- Thurgood Marshall Academy Middle School est. 2007
- Thurgood Marshall Academy High School est. 2007
- ICEF Vista Elementary est. 2008
- ICEF Vista Middle School est. 2008
- Lou Dantzler Elementary School est. 2008
- Frederick Douglass Elementary School est. 2008
- Fernando Pullum High School for the Performing Arts est. 2009
- ICEF Inglewood ES est. 2009
- ICEF Inglewood MS est. 2009

As of September 15, 2010, ICEF Public Schools operated 15 public charter schools and had an enrollment of nearly 4,500 students. Today, ICEF operates 12 public charter schools after closing one school, and merging four high schools into two, for a total of three high schools. Enrollment remains over 4,200 students.

June 2003 to December 2006

Advisory Commission on Charter Schools (ACCS), California State Board of Education Appointed by the State Board of Education to the ACCS or “Charter Commission.” Commission empowered to hear appeals of charter petition denials; cut or restore funding of charter operators not in compliance with charter law; and advise and recommend to the state board on charter school policy. Commission responsible for auditing charter school operations, to identify and take corrective action related to charter school profiteers, incompetent operators, and those unfit to run a public charter school.

August 1989 to June 1994

Harvard-Westlake School, Los Angeles, CA.

English Teacher for grades eight, nine, and eleven for five years.

The Johns Hopkins University California Teacher Recognition Program 1992: “Special honors are presented to Michael Piscal for a unique contribution to the teaching of highly talented youth.”

National Endowment for the Humanities (NEH) Scholar Summer 1992 at the University of Pennsylvania: studied Boswell and Johnson. **National Endowment for the Humanities (NEH) Scholar Summer 1992** at the University of Pennsylvania: studied Boswell and Johnson.

EDUCATION

May 2005 **Wake Forest University, Winston-Salem, N.C.**

Honorary Doctorate in the Humanities: for founding the ICEF Public Schools and View Park Preparatory Accelerated Charter Schools.

May 1988 **Wake Forest University, Winston-Salem, N.C.**

B.A. History: majored in history, but took more credits in European, American, British, Irish, and Ancient literature and philosophy, but no official major or minor in literature or philosophy.

Fellowships and Honors

Clinton Global Initiative Fellow; September 2011, Aspen Institute Fellowship Class of 2008, Entrepreneurial Leaders for Public Education.

Media

Featured in news stories in the New York Times, Los Angeles Times, Education Week, Educational Leadership, Los Angeles Daily News, New York Daily News, Wall Street Journal, Investor’s Weekly, San Jose Mercury News, Los Angeles Wave, Los Angeles Sentinel, American Airlines Magazine, Good Morning America, the local affiliates in Los Angeles of all the major networks ABC, CBS, NBC, and FOX, and on NPR, BBC Radio London, and various blogs such as the Huffington Post, Eduwonk, and This Week in Education.