

Education for Tomorrow Bronx Charter High School

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT AND COMMUNITY

A. Mission Statement and Objectives

Mission Statement: The mission of Education for Tomorrow Bronx Charter High School (EFT Bronx) is to prepare all students, especially those learning English, overcoming disabilities, poverty, or homelessness for college and/or career. By developing intellectual, social and life skills at EFT Bronx, all students will graduate with a sense of purpose and sufficient preparation to be successful in college and/or career and to make the changes they want to see in their world.

School Objectives: We intend to create a school that develops students’ self-responsibility and intentionality so that students themselves are the primary agents of their own learning. A central objective of the experience at EFT Bronx is that students will develop their own identities as learners and make intentional decisions about how to access the content articulated in the New York State and Common Core State Standards (CCSS). The school will employ the *Learning Cultures*® (LC) model, a tested and proven educational approach that provides a road map for developing student agency. All students will be engaged in a rich learning environment, which includes integrated social-emotional learning, athletics, Career and Technical Education (CTE), and field learning.

As an applicant group, we are well-suited to create a school that will achieve these goals. Led by the creator of our School’s educational model, Cynthia McCallister has overseen its successful implementation in eight New York City district public schools. Other members of our applicant team have a combined total of twenty-five years of experience, as teachers and leaders, implementing LC and achieving high levels of student achievement in high-need schools. Our applicant team also includes individuals who bring decades of experience in community organizing experience in the South Bronx, particularly working for the cause of education reform. Though LC has been associated with dramatic student achievement gains in district schools, the EFT Bronx initiative is the first opportunity to bring the model into a charter environment. The applicant team believes that the greater level of autonomy in a charter school will support higher levels of student performance than have been possible in district schools.

How the School will further the objectives specified in Education Law §2850(2):

FURTHERING THE PURPOSE OF EDUCATION LAW §2850 (2)
(a) Improve student learning and achievement (§2850 (2))
<p>EFT Bronx Objectives:</p> <ul style="list-style-type: none"> • EFT Bronx’s primary aim is to raise student achievement levels and put students on a trajectory to college and/or career. • EFT Bronx will measure student proficiency using state tests, nationally-normed interim assessments, formative academic and social-emotional assessments, and assessments of career and college preparedness (see <i>Assessment System and Performance, Promotion and Graduation Standards</i>).
(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure [§2850 (2)]
<p>EFT Bronx Objectives:</p> <ul style="list-style-type: none"> • By locating in CSD 9, where only 39.9% of students graduated in 2010, almost 40% below the NY State average, the applicant team anticipates enrolling many students who are at-risk of academic failure and providing them with a high-quality public education. • EFT Bronx will employ the Learning Cultures education model, which has a record of success with high-need populations, such as English Language Learners (ELLs) and Students with Disabilities (SWDs). • EFT Bronx will provide all those who demonstrate a need with the time, tools and additional support to develop foundational reading and math skills which will ultimately support content learning in all

core subjects (see <i>Curriculum and Instruction</i>).
(c) Encourage the use of different and innovative teaching methods (§2850 (2))
<p>EFT Bronx Objectives:</p> <ul style="list-style-type: none"> • EFT Bronx students will engage in the Learning Cultures Formats, structured routines whereby collaborative learning is facilitated by the teacher. • The EFT Bronx school day will integrate social-emotional learning, athletics, field learning and CTE. • EFT Bronx will strive toward a “paperless” learning environment where blended learning via online platforms allows all students to focus on their individual needs.
(d) Create new professional opportunities for teachers, school administrators and other school personnel (§2850 (2))
<ul style="list-style-type: none"> • A distributed leadership structure will empower teachers to act as ‘leads’ in five critical areas of the school: Curriculum, Professional Development, Assessment, School Culture and Student Support. The EFT Bronx leads will work with leads in other LC schools in order to ensure that practices in these five areas are quickly secured upon the school’s opening • Fifty eight minutes of professional development are built into the school day each morning before the student start time
(e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system (§2850 (2))
<p>EFT Bronx Objectives:</p> <ul style="list-style-type: none"> • EFT Bronx will provide expanded choice as the only 9-12 charter school in CSD 9 and only the second charter school serving high school students in the district • EFT Bronx will provide expanded choices in the types of educational opportunities that are available to students by having field learning and CTE integrated into the 9-12 EFT Bronx experience
(f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results (§2850 (2))
<p>EFT Bronx Objectives:</p> <ul style="list-style-type: none"> • In exchange for a high degree of autonomy in design and implementation of our school’s program, EFT Bronx will be evaluated on its ability to achieve measurable student achievement results • Ongoing progress monitoring conducted by classroom teachers and the student support-team will ensure that students are meeting benchmark and long term goals for growth. The Executive Director and Site Director will constantly monitor assessment results in order to ensure that students are meeting incremental growth goals at frequent intervals. (see <i>Assessment System</i>) • The results of our comprehensive assessment system will be tracked by a Student Support Team that will help students generate Individualized Learning Plans for all EFT Bronx students, so that teachers are constantly being held accountable to supporting students in achieving personalized academic goals (see <i>Assessment System</i>)

B. Key Design Elements:

Core Beliefs and Values about Education: We believe that school should be a place where students learn to exercise their own intentions and take part in their education with a sense of purpose. By providing students with structured freedom and choice within the school day, with data-driven teaching and interventions, and with a well-developed field-learning and CTE opportunities, our students will develop the knowledge, habits, and skills to exit high school prepared to enter college, the workforce, and contribute to their community.

The Key Design Elements of EFT Bronx are:

(1) A comprehensive curriculum that engages students and empowers students to reach their potential by developing purpose and independence. Our School’s educational model, *Learning Cultures®* (LC), emphasizes student responsibility and social cooperation. LC is

organized by school-wide and classroom systems of practice that are evidence-based and proven to increase student achievement and engagement.

Learning Formats: Students will spend their school day in *Learning Formats*, student-initiated activities that enable teachers to support them in discovering and maintaining their own sense of purpose and responsibility, and ensure that each student is engaging with standards-aligned curriculum at the right measure of skill and challenge. The Formats are rule-bound routines and procedures that are designed to maximize student autonomy, engagement and social interaction. They include: Cooperative Unison Reading®, Work Time, Learning Conferences, Content and Writing Share, Writing Conferences, Small Group Instruction and Responsibility Teams¹. Procedures and routines for each Format are delineated in a set of Rubrics that teachers and students use to norm practices across classrooms. Rubrics specify behaviors that support higher-order thinking, cooperative reasoning, and pro-social interaction. Teachers coach students to strategically use each of these Formats in order to engage in cooperative problem solving and learn content. Over time, students become increasingly adept at goal setting, planning and pacing their own work. As students gain independence, they increasingly rely on collaboration with peers as a chief mechanism for learning. The gradual release of responsibility resulting in increased independence will occur under the guidance of the Executive Director and the Site Director, ensuring that all pedagogical choices are firmly grounded in accountability systems that ensure student success. Under the supervision of the Principal, all teachers and students will be held accountable to implementing the Formats with high fidelity so that all students learn the content and habits articulated in the CCSS.

Genre Practice: LC operates on a theory of literacy instruction called *Genre Practice*, a cross-curricular writing and literacy program². All students participate in designated writing classes, in which they write about topics of their choice and take responsibility to finalize writing pieces that meet criteria delineated in the CCSS. While being taught how different forms of writing function in society, students are given the simple directives of identifying purposes for writing, identifying target audiences, and finding successful means to achieve a desired and responsive understanding in the audience. Thus, students learn to use writing as a tool for meaningful self-expression. Students engage in frequent cycles of small-group and large-group sharing, exchanging feedback, and revise writing based on feedback, thereby gaining the 21st Century literacy skills outlined in the CCSS (See examples of instructional practice at: <http://bit.ly/1Gns0UZ> and <http://bit.ly/1ALLJFG>).

(2) Individualized academic and social-emotional supports that meet all students' needs.

Individualized Academic Planning: At EFT Bronx, a protocol called the *Check-Up* will be the main medium for individualized academic planning. The Check-Up provides need-based support to each student on a regular basis. Every student's particular areas of strength and need determines a course of action that is planned in collaboration with a teacher. During the Check-Up, teacher and student jointly review recent formative data on curriculum-based measures (CBMs) and classroom assessments, identify strengths and needs and set goals for how to use Work Time and learning resources in order to address needs and develop strengths. Some examples of supplemental instruction and intervention measures that could be recommended during a Check-Up include: Small Group Instruction, foundational literacy and English learning activities, and online intervention programs such as Spatial-Temporal (ST) Math®, a blended learning visual math approach. The product of every Check-Up will be an *Individualized*

¹ For more information in the Learning Formats, see: <http://learningcultures.net/the-model/the-formats>

² For more information on Genre Practice, see: www.learningcultures.net/the-model/genre-practice.

Learning Plan (ILP), which is shared electronically with all teachers and referenced throughout the course of the students' week and in subsequent Check-Ups. Regular Check-Ups involve students with IEPs, ELLs, and high-achievers in collaborative conversation with teachers in order to tailor a program that meets individual needs and goals.

Integrated Social-Emotional Learning (SEL): LC integrates SEL into the core curriculum. Each Format Rubric specifies ground rules for promotive (helpful, supportive) social interaction. When student behaviors violate basic expectations for promotive interaction, the student's peers and teachers use the Rubrics as a reference to address or adjudicate behavior, to give behavioral feedback, and to secure positive social norms (see *School Culture and Climate*). SEL is also integrated into core curriculum instructional practices through a method called Responsibility Teams (R-Teams) (www.learningcultures.net/the-model/the-formats/responsibility-teams). Students provide SEL feedback to peers in the form of an assessment called *C-DEEP*, which measures the SEL domains of *cooperation, discipline, effort, emotions* and *purpose*. These assessments are administered in pre- and post-unit curriculum cycles. Students have opportunities to be coached by teachers and peers to reflect on their own SEL and that of their peers, and to make personal SEL goals.

Technology and Blended Learning: Blended learning is a mechanism for ensuring that students gain the benefits of vast technology-based learning resources. Students have access at all times to electronic, handheld devices to access resources and information. They will use cell phones, PCs and tablets to engage with software and web-based platforms, complete digital activities and projects, and use social media to archive and share learning artifacts. Rigorous accountability systems are in place in order to ensure that students learn to remain on task and use technology responsibly. Though they are encouraged to act independently, students are always supervised and have their progress tracked by a licensed teacher. To support the productive use of technology, frequent professional development sessions will provide support to teachers in learning, using and integrating digital media into instruction and assessment systems. The blended learning approach will further allow the School's effort to enable teachers to individualize instruction by ensuring that students are able to work on content at a pace that is appropriate to them when working independently, and that students have continued access to grade-level curriculum that takes place in the Formats.

(3) Co-Curricular Opportunities in CTE, Field Learning and Athletics that support students to reach 4-year graduation and developing educational and career-related goals.

Field Learning and Career and Technical Education (CTE): The rationale behind EFT Bronx's Field Learning and CTE program is threefold: (1) to provide students with the skills and certifications needed in the workforce and to enter a variety of demanding, high-skill career paths immediately upon high school graduation if they so desire; (2) to provide students with individualized trajectories to graduation that will increase their ability to graduate in four years using the 4 + 1 pathway options adopted by the Board of Regents in 2014; (3) to enrich all students' high school experience with real-world applications of their learning throughout their four years at EFT Bronx. EFT's CTE program begins with students' onboarding experiences when they take self-assessments, create initial drafts of career plans, and begin to consider distant ambitions. Under the direction of a Field Learning Coordinator, students will identify sites for study (museums, cultural institutions, events) and organize trips to align with learning standards in history, science, technology, and the arts. Using standards documents as planning tools, students will research opportunities and plan field itineraries. The field program is a venue for CTE, as it expands world-awareness and instills curiosity, while developing motivation and intentionality. Field learning in Years I and II will be designed to provide foundational

experiences in STEM, arts and history. During Years III and IV, students will begin working toward CTE endorsements, taking part in internships and/or work opportunities. EFT is working in cooperation with the office of the Bronx Borough President to identify partnerships with businesses and organizations in the borough to serve as internship partners.

Integrated Athletics: EFT Bronx will house a boxing club as the hub of our integrated athletics program. This program will provide an opportunity for students to develop relationships with coaches who help them set goals and develop perseverance, endurance, self-discipline, and strength. In the context of a friendly, tournament-oriented program, students are organized into squads, competing against others in competitions. Our coaching team will also work with students in classrooms to coach them into the activity systems and procedures of the Formats. Coaches leverage their skill set in teaching discipline and respect and through unique relationships with students, provide extra support, especially to those who exhibit challenging behaviors or have difficulty self-regulating to academic tasks.

An “Irresistible” School Day: Every facet of the EFT Bronx experience is designed to boost achievement, develop relationships with peers, and ignite students’ passions and interests. Because play is a venue for higher-order thinking, cognitive and social development in human beings, our program is designed entice students to approach school with a playful spirit in several ways. The Formats, which emphasize the need for everyone to *play school by the rules*, are approached in a game-like spirit. For example, activities in history and science require students to take part in team-based learning tournaments. Additionally, students will have three periods of ‘educational gaming’ built into their schedule. The infusion of ‘fun and games’ into the school experience supports students in forging a sense of “we-ness” and instill foundational competencies in strategic, higher-order thinking. The spirit of fun is a functional benefit of our program, helping to boost retention, attendance and achievement.

Keepers of the Culture: Leadership is distributed to students through an LC program known as *Keepers of the Culture*. A group of students, nominated by their peers based on reputations for independent mindedness, fairness, and compassion, are involved in school culture development initiatives. The Keepers program is a form of student government that advances positive school culture and creates a peer-led support system for students. It has been extensively implemented in schools where LC is implemented with dramatic impact.

(4) Data-driven decisions, distributed leadership, and extended professional development:

The School’s leadership structure will ensure that data is collected diligently and analyzed meaningfully. The proposed ED, developer of the accountability systems described below (EFT Bronx’s distributed leadership and Student Support Team), will be on site to ensure the Principal and teacher-leaders execute their roles properly, resulting in high achievement..

Distributed Leadership: Teacher leaders serve as ‘leads’ in five critical areas of the school: *Curriculum, Professional Development, Assessment, School Culture and Student Support*. Each Lead position is elaborated in a job description. This system of teacher leaders is a mechanism to distribute extensive executive responsibilities across the faculty (see Attachment 8a). Under the supervision of the principal, leads are responsible for evaluating school needs and executing action steps within their respective domain. Lead responsibilities and year-long goals are elaborated into an annual Implementation Rubric, which is used by administrators to evaluate school progress and make school-wide decisions.

Data-Driven Decision Making via our Students Support Team (SST): A Student Support Team (SST), including the Principal, Assessment Lead, Student Support Lead, ELL Coordinator and Special Education Coordinator, will consistently monitor the data streams in order to modify programs for EFT Bronx students via Individualized Learning Plans (ILPs). The School will

engage in regular cycles of student assessment, including diagnostic, formative, interim and summative assessments. The SST will ensure that data remains meaningful and actionable, Check Ups are conducted as scheduled, ILPs are amended regularly, and the School's data collection effort prompts instructional adjustments that result in increased student learning. The (ED) and the (SD) will monitor the work of the SST, holding it accountable to careful data monitoring, rigorous analysis, and diligent implementation of data-driven action plans.

Professional Development Framework: Our comprehensive curriculum and innovative approach to educating students will require significant planning and professional development. The School's schedule includes 58 minutes of PD every morning before the students' academic day begins. This allows us to provide a later start time for students, which was one component of community feedback that we received and also aligns with research showing that a later school start time is beneficial for adolescent student learning, increasing academic achievement and enhancing mental health. It also ensures that all administrators, teachers and professional staff engage in the professional learning required in order to achieve the best possible student outcomes. The School calendar also includes an intensive Professional Development Institute in August. The School professional development plan has been extensively field tested in Dr. McCallister's work in district schools. The Framework targets roles for the Principal, PD lead, and other lead teachers who act as peer coaches who deliver practice-embedded professional development that is immediately responsive to the needs of teachers and students. Most LC PD occurs in real-time coaching in classrooms, where the principal or peer-coaches support teachers in making in-the-moment adjustments to their practice. Under guidance of the ED, our School will implement the LC PD program.

Enabling all students to meet New York State academic achievement standards: The School's program is designed to ensure that students satisfy all New York State high school achievement requirements, including graduating with a Regents diploma. Together, the School's instructional model, individualized student supports, professional development, and innovative scheduling, will ensure all students meet New York State achievement requirements.

Serving the diverse needs of all students: Our program is designed to provide individualized supports to meet the needs of all students. Our SST, built in Check-Ups, integrated Athletics, and integrated SEL program will ensure that student progress is tracked and students are provided with appropriate academic and behavioral supports throughout their high school career.

Alignment between the school's mission and the educational, organizational, and fiscal plans: Our key design elements ensure our School achieves its mission to prepare students for college and career. The School's organizational and fiscal plans are designed in service of its mission. Administrative and staffing structures have been developed that enable successful implementation of key design elements just described.

Enrollment preference for students at-risk of academic failure: Given our home location in CSD 9, we anticipate enrolling high numbers of English Language Learners (ELLs), Students with Disabilities (SWDs), students receiving free and reduced price lunch (FRPL), and homeless students. We are confident our program will serve these subgroups well, but we do not have enrollment preferences for any single group. If the School fails to meet its enrollment targets for any at-risk subgroup, the Board may in future move to initiate an enrollment preference.

Information that supports the efficacy of the proposed school design: The LC educational model has a proven track record of success in eight NYC district schools. In an evaluative study of the pilot implementation of LC on a school-wide scale at the Jacob Riis School (JRS) in Manhattan from 2007-2012, ELA and Math achievement was compared to 5,000 students in 10 other demographically similar schools. This study demonstrated statistically-significant gains in both

Math and ELA state assessments during the first year of implementation. Gains were maintained throughout the duration of the study, with statistically-significant increases in Math achievement results in each year of the study for JRS students. JRS English Language Learners (ELLs) outperformed the general population of JRS students by three times. Similar achievement gains have been replicated in seven other schools since 2011, with ELLs, Students with Disabilities (SWDs), over-age and “bottom-third” students consistently demonstrating even larger gains than the general population. LC was used as a school turnaround strategy at Urban Assembly High School for Green Careers (UAGC), an unscreened school that was one of the 5 lowest performing NYC high schools in 2012. After a year of implementation, the graduation rate at UAGC increased by 11% in 2014, and pass rates for the English and Living Environment Regents exams doubled. High School of Language and Innovation (HSLI), a district school in the North Bronx, where LC was used as a school-founding model, will graduate its first class in 2015. These students, 80% of whom are ELLs, will have had LC for four years. 25% of the cohort is on track to graduate with Advanced Regents diplomas, five times higher than the CSD average of 5.5% in CSD 9 for ELLs³. The strong school culture component of the LC model has been a consistently powerful force in schools where the model was implemented. At Urban Assembly Unison School, where LC was implemented in 2013-14 as a turnaround model, the Violent and Disruptive Incident Report rating declined from 5.6 incidents per student in 2013 to 0.54 incidents per student in 2014.

C. Enrollment, Recruitment, and Retention

Enrollment: Rationale for Enrollment, Growth strategy, and Admissions Process

According to the plan submitted, at full capacity EFT Bronx will serve 400 students in grades 9-12. The enrollment plan submitted is structured to enable our team to deploy experienced management to secure the foundation of an innovative school reform model. The rationale for this plan is explained here. We begin with a relatively large cohort of 125 9th graders and a moderate cohort of 50 10th graders. The smaller 10th grade cohort will allow us to develop our field learning and integrated Career and technical education (CTE) programs and to establish relationships with internship sponsors. The small 10th grade cohort will ensure school staff is able to develop partnerships feasibly and responsibly, and that subsequent cohorts will have access to high-quality programming. The CTE program is further described in *Education Plan*, below. Since our School’s educational model integrates students of differing grade and ability levels in the same Formats, we are able to mitigate the budgetary setbacks of a small 10th grade cohort by expanding the enrollments of the inaugural 9th grade class to 125. In Year 2, once we have secured the educational model and established the CTE program, we will scale back 9th grade enrollment to 75. Enrollment numbers are adjusted through year 5 to ensure we operate at a full capacity of 400 students in Years 4 and 5.

Because our School’s educational model has a track record of success in integrating new students into the school’s culture and academic program, we will backfill from the waitlist in grades 9-11 as seats become available through attrition. This allows the size of each cohort to remain consistent in grades 9-11, while accounting for an anticipated attrition rate of 5% based on trends in the community to be served. Our commitment to backfill seats left open by attrition signifies our confidence in and experience with successfully meeting the needs of students who enter the school after 9th grade. We will not backfill in the 12th grade, as students are likely to prefer a transfer school program at this time, but will explore opening new 9th or 10th grade seats left open by 12th grade attrition. Students will be admitted via public lottery. (See *Attachment 1*)

³ The CSD 9 average advanced Regents graduation rate is 5.5%, and the Bronx borough average is 10%.

for further details on admissions, including procedures for providing admissions preference for FRPL students and special populations). The table below shows projected enrollment in each year of the proposed charter term.

EFT BRONX ENROLLMENT						
Five-Year Initial Charter Term						
Grade	approx. age	Year 1	Year 2	Year 3	Year 4	Year 5
9th	14-16	125	74	128	81	129
10th	15-17	50	125	75	125	85
11th	16-18		50	125	75	125
12th	18-20			47	119	61
TOTAL		175	249	375	400	400

Evidence that enrollment projections by grade and school will meet or exceed enrollment and retention targets established by the Board of Regents: We designed our school’s educational program to attract and retain diverse learners in order to meet or exceed these enrollment and retention targets⁴ for CSD 9:

ENROLLMENT TARGETS PERCENTAGES-BRONX CSD 9		
Free and Reduced Price Lunch unadjusted/effective target (#)	Limited English Proficiency unadjusted/effective target (#)	Students with Disabilities unadjusted/effective target (#)
90/84.6 (354)	24.9/19.0 (75)	17.0/21.1 (83)

We are confident that we can meet these targets as we have indicated for ELLs, SWDs, and students eligible for FRPL, and have chosen a model that has a demonstrated record of success with these populations. Through public outreach, we have been encouraged by the enthusiasm expressed by parents and community members toward our School. There is a broad consensus that far more high-quality high school options are needed in the community. Based on public support, we are confident that concerned parents and community members will assist in guiding students to our school. We will monitor our enrollment carefully and use data from ongoing progress monitoring in order to adjust curriculum and instruction to safeguard student retention.

Recruitment: Publicizing our Program to a Broad Cross-Section of Students

The School has designed a multi-pronged approach to meet overall enrollment and retention goals, and to meet or exceed the target rates for ELLs, SWDs and FRPL students. We continue to expand the network we built among community residents and parents, organizations, and elected officials (see *Public Outreach*). If chartered, we will engage in a rigorous marketing strategy including direct mailing, publicity in local newspapers such as *The Bronx Times* and other media outlets, presentations at local meetings, and, once space is secured, open houses and school tours. Several future EFT Bronx executives, teachers and board members currently work in schools where the education model is implemented, which serve high numbers of students from the Bronx, and where students support the program. Existing faculty will disseminate information about the school so that current students can recruit new students. More detailed descriptions of our recruitment efforts for particular subgroups are described below.

Recruitment of those identified in the school’s mission: To recruit over-age/under-credited and homeless students, EFT Bronx will conduct outreach with principals and guidance counselors in CSD 9. Additionally, members of the New Settlement Apartments Parent Action Committee (see *Public Outreach*), a body that represent a constituency of 100 CSD 9 parents, have been engaging in training in the LC model via our online video course and meetings with members of

⁴ Enrollment and retention targets are derived from New York State Education Department’s enrollment and retention calculators, and based on full enrollment of 393 students in grades 9-12.

the founding team since December 2014. Members of this organization, paired with the EFT Bronx applicant team members, will continue to host information sessions for parents, hold public meetings, and make presentations at community centers and homeless shelters. We have engaged in outreach with Aguila, Inc., a temporary housing organization in the Bronx, with whom we will collaborate to reach students living in temporary housing. We have also reached out to BronxWorks, a community organization supporting children/youth, seniors, and the homeless. The Center for Achieving Future Education (CAFÉ), of BronxWorks, helps students and families transition from middle to high school with guidance through the application process.

Recruitment of ELLs: ELL students tend to be substantially underrepresented in charter school lotteries and enrollment processes, particularly at “gateway grades,” at the start of middle school and high school (Winters, 2014). We intend to counter this trend by utilizing multilingual outreach and by disseminating information about the effectiveness of our educational program with ELLs in prospective students’ languages. As explained in *Key Design Elements*, our program has a documented record of dramatic success with ELLs. We anticipate that ELLs and their families will be drawn to our program when they hear about its benefits and the way it is supportive of language learning needs. One of the most effective recruitment methods is word-of-mouth, and as knowledge of the program grows through our community outreach efforts and through the accounts of our founding students, the School’s positive reputation will serve as a source of PR, drawing greater numbers of ELLs seeking to enroll. Students from peer mentoring programs at other LC schools will act as EFT ambassadors, meeting with prospective students and families of the same national origin/language group. Many of the existing LC peer mentors are ELLs who embody the possibilities of our School’s program for ELLs.

Recruitment of SWDs: In order to recruit SWDs we will leverage our existing relationships in the community in order to reach out to parents of students with IEP’s and organizations that service students with disabilities. We have reached out to admissions offices at Churchill School and Winston Preparatory School, two private NYC schools that serve SWDs, to ask they encourage waitlisted families to consider our School. We have reached out to principals at elementary and middle schools in CSD 9 that serve large populations of SWDs in order to make them aware of the school. We will continue to foster these relationships and, if approved, will make presentations to PTA groups in district schools. We have a confirmed meeting with New York Advocates for Children, a group that supports students who are at-risk for school-based discrimination and academic failure. We are also working with Special Education faculty at New York University to enlist support in strategies to recruit SWDs. We will foster a relationship with the Committee on Special Education (CSE) for CSD 9.

Recruitment of FRPL students: 93% of students in CSD 9 are eligible for free and reduced price lunch. We will recruit socio-economically disadvantaged and homeless students through community outreach in local shelters, food banks, and tenant organizations of low-income housing projects. We have reached out to principals at middle schools in CSD 9 that serve large percentages of our target population in order to make them aware of our school and begin to establish partnerships that we can call upon during our recruitment effort: We will continue to foster relationships with the following CSD 9 middle schools in order to recruit students, among others: I.S. 229, Bronx Writing Academy; Rafael Hernandez Dual Language Magnet School.

Retention: Meeting Targets and Ensuring Adequate Enrollment

Retention of those identified in the school’s mission: The School’s strong educational program is a key retention mechanism for target subgroups. Since our program focuses on self-determination and building strong positive emotional connections to school, and since the educational program helps students succeed academically, they become intrinsically motivated to

succeed and stay in school. One way our program prevents failure and ensures success is by identifying students who fail to make academic progress at the first sign of ‘flat lining.’ Carefully tracked progress monitoring assessments, a well-developed system of teacher referrals to the Student Support Team, and targeted academic interventions are mechanisms that ensure all students develop academically. Once identified, efforts to support students who make delayed progress are redoubled via Individualized Learning Plans and Check-Ups until students establish and maintain a pace of improvement that will enable them to reach grade-level standards. Varied experiences throughout the academic year in field learning and CTE will help students make connections between academic experiences and real-world career interests so that they begin to form identities and goals related to their own future career trajectories. We will also support retention efforts by involving parents and families meaningfully in the school community by engaging in frequent parent-teacher conferences, back to school nights, new student and parent orientations, and an active PTSA. Our extensive family involvement programs signal our recognition that parents and families are key partners in the success of students and school. Also, the Board will continually review disaggregated enrollment, attrition, retention and achievement data for each subgroup of students in order to monitor the School’s progress in serving the needs of all student subgroups. Additionally the school will provide an exit survey to departing families in order to understand and address causes of attrition.

Retention of ELLs: We anticipate that our school will retain ELLs since the educational program is highly effective in supporting their achievement. The record of high achievement of ELLs in schools where our educational program has been implemented and high levels of retention of these students suggests ELLs in at EFT Bronx will be satisfied, successful, and will stay in school. Several program features help guarantee success: In addition to taking part in all regular classroom activities in heterogeneous groups, ELLs will take part in “sheltered” Cooperative Unison Reading® groups facilitated by an ESL teacher three times per week in order to develop language competence and build confidence. Progress of ELLs will be closely monitored through our progress-monitoring program (see *Assessment*). The results of these progress monitoring assessments will be analyzed for growth patterns and then shared with students so that each ELL can engage in a continuous goal setting process with a member of the teacher team during Check-Ups, and develop an ILP tailored to his/her specific language learning needs. Since ELLs are fully integrated into every element of the regular school day (and not tracked into courses based on language level) we have found that their peers take a tremendous amount of responsibility toward ensuring successful integration into collaborative work regardless of language differences. ELLs therefore feel included in the school community and motivated to learn English in order to collaborate with their peers with increased facility. Additionally, the LC model is grounded in a usage-based theory of language acquisition (Tomasello, 2005)⁵. This means that rather than relying largely upon teaching explicit grammar structures or leveled reading, students take part in group activities that support language development and content learning while teachers ensure that these activities result in achievement and language learning. LC provides learning environments that are both rigorous and supportive of ELLs.

Retention of SWDs: The record of success of our educational program in schools where it has been successfully implemented with SWDs suggests the model will be equally successful with SWDs at EFT Bronx. Program features for SWDs include close monitoring of student progress and intensive instructional intervention at the first sign of delay (see *Assessment*). Our SST will

⁵ *Constructing a language: A usage-based theory of language acquisition*. Cambridge, MA: Harvard University Press.

consistently monitor academic and behavioral data in order to make recommendations for instructional supports for SWDs via ILPs. We expect our SWDs will stay in school because our program will ensure that they experience academic success.

Retention of FRPL students: The element of fun infused throughout our school day, including boxing and gaming, will be motivating factors that increase attendance and retention.

Additionally, LC is a curriculum of collaborative learning. Based on evidence from schools where the educational model has been implemented, as students become accustomed to learning from their peers and engaging in cooperative learning, they experience a sense of ‘we-ness’ and positive social pressure which supports engagement and attendance.

Recruitment and retention of students whose families may be less informed about available options: In addition to the recruitment and retention strategies mentioned above, which ensure that parents who are less informed about school choice will find out about EFT Bronx, two members of our founding Board of Trustees live in CSD 9 and have extensive involvement with community youth and education organizations. Their reach in the community via word of mouth is extensive. We will also utilize ‘phone trees’ to spread the word about the opportunity to apply for this school. We will empower our existing network of supportive CSD 9 parents to call several neighborhood residents, who will each be then charged with spreading the word to several more neighborhood residents, and so on. By doing this, we are likely to reach many CSD 9 residents who do not have computers and will not benefit from our web outreach. The ‘phone tree’ will also allow us to engage parents in their native language.

Efforts to assess family and community support and evidence of sufficient support to ensure full enrollment: We have reached out to elected officials, community representatives, community organizations and parent groups in CSD 9. This community’s support for high-quality educational alternatives, and for a community school that will uphold the educational commitments articulated in the key design elements that we have incorporated into this school in particular (integrated SEL and athletics, individualized support for students, CTE) are factors that will ensure that the School garners broad support and meets its enrollment targets. There is also high demand for charter schools in CSD 9, evidenced by the application rate to existing charter schools. In 2014, there were 4,301 applicants for 811 available seats in CSD 9⁶.

Accessibility of the School for all eligible students: Our school is designed to serve all learners, including SWDs. We will fulfill our responsibility to them, to staff members, and to the community by providing a safe and accessible school. The School will adopt a written non-discrimination policy that articulates this responsibility. Our program is also qualitatively designed to provide the highest quality, most-inclusive school possible to all students, so the program itself ensures access to content, options and opportunities for every eligible student. Our applicant team includes educators and attorneys who are familiar with federal, state and local laws requiring school facilities to be accessible to those with disabilities.

Application, admissions and enrollment process (see Attachment I): Our application, admissions and enrollment process will be a wide-ranging multi-lingual effort to enroll eligible students. We will hold a recruitment period for students seeking to enroll at EFT Bronx. EFT Bronx will publicize the recruitment period by presenting to community groups, distributing multilingual flyers and other recruitment materials at strategic locations in and around CSD 9, reaching out to our contacts at local middle schools, contacting groups that serve special student populations, direct mailing, announcements about the recruitment period on our website and Facebook page and on our key community supporters’ Facebook pages, and sending email blasts to our

⁶ New York City Charter School Center 2015-2015 Enrollment Lottery Estimates: <http://bit.ly/RbShhX>

distribution list. Staff members and board members who speak Spanish and other languages of the community will be available at information sessions and on school tours. The application will be available to parents who walk into the School, and also via email, fax, mail, and electronic submission on the School's website. We will also participate in charter school application events hosted by the New Settlement Apartments Parent Action Committee, a group that supports many CSD 9 parents in applying to charter schools each year, and with whom several members of the applicant team are closely connected and have experience in coordinating this annual event. Using an independent observer that is both blind and fair, EFT Bronx will hold a public admissions lottery. Preference will be given to siblings of admitted students and students who reside in CSD 9. Students who are not selected in the lottery will be placed on a waiting list in the order that their names are drawn, and will be offered a seat as availability permits.

D. Community to be Served

Reasons for the selection of the community and student needs: Our applicant team has selected to locate EFT Bronx in Community School District 9. CSD 9 includes the Highbridge, Tremont, and the East and West Concourse neighborhoods of the Bronx, and includes parts of the neighborhoods of University Heights, Morris Heights, Claremont, Bathgate, Morissania, Melrose and Mount Hope. We identified CSD 9 for several reasons. There is an acute need for high-quality high school options in this community, evidenced by persistently low academic achievement. There has been an organized collective outcry for improved public education by parents in the CSD who have identified the public school situation in CSD 9 as a "crisis" (New Settlement Parent Action Committee report⁷, 2013). When the initial members of our applicant team reached out to the Parent Action Committee of the New Settlement Houses, members were eager to support us and work in partnership to support the applicant team of the School. Parents and community members are an integral part of a successful school, and our demonstrated ability to design a school in collaboration with parents and residents of CSD 9 is a harbinger of a successful school-community partnership. Also, the rich cultural diversity in the community is a factor that draws our team to the opportunity to work in CSD 9. The linguistic diversity and deep economic needs of the community create particular educational challenges we, as educators, are experienced in and suited to address. We believe that EFT Bronx will enrich the community in two important ways. First, our school provides an educational option to students in a community where limited high-quality options exist. Also, our willingness to share innovative practices and reach out to district schools will help seed school reform in neighboring schools in CSD 9. By implementing the recruitment plan outlined in *Enrollment, Recruitment, and Retention*, above, we expect to enroll a student body that reflects the vibrant diversity of the CSD9 community.

The Value of EFT Bronx in CSD 9

Addressing persistently low achievement: CSD 9 serves a disproportionately high number of students at risk of academic failure. Over 90% of CSD 9 students qualify for free or reduced price lunch, and all measures of academic achievement in the district are significantly below the city average. In 2014, fewer than 3% of CSD 9 ELLs and SWDs scored at or above proficient on the ELA exam. Only 0.2% of ELLs graduated with advanced Regents diplomas and 0% of CSD 9 SWDs graduated with advanced Regents diplomas. Fewer than 6% of ELLs and SWDs were at or above proficient in Math. By supporting students who are at risk for educational failure (ELLs, SWDs, over-age and under-credited students), EFT Bronx will counter trends in CSD 9 of above-average dropout rates and below-average graduation rates.

⁷ <http://www.nyccej.org/wp-content/uploads/2014/01/Download-PDF-.pdf>

We anticipate that the large majority of students who enroll at EFT Bronx will demonstrate a record of low achievement and will benefit from the LC model, which harnesses students’ self-determination to meet high learning standards, provides ample time and support for students to close achievement gaps, and provides socially-inclusive opportunities for students to succeed in

meeting grade-level learning expectations.

GRADUATION RATES & DROP OUT RATES in CSD 9	
June 2014 4-Year Graduation	CSD 9: 55.6%
	City Average: 64.2%
% of cohort with Advanced Regents	4.4%
% Dropped Out	CSD 9:12.1%
	City Average: 9.7%
% still enrolled after 4 years	28.9%
Black Graduation rate	56.6%
Hispanic Graduation rate	54.71%

CSD 9 DEMOGRAPHIC DATA by zip code		
	10456	10453
Average income per household	\$22,548	\$26,574
High School Degree or Higher	57.7%	62.4%
Bachelor’s degree or higher	9.3%	11.3%
Graduate or professional degree	2.3%	2.5%
Unemployed	15.8%	21.5%

We anticipate that our fully-inclusive academic program, which simultaneously supports students in closing their own specific skill and knowledge gaps while supporting high achievement at grade-level learning standards, will enable all students to demonstrate both immediate and lasting positive achievement gains.

District Economic Need: CSD 9 is one of the highest need communities in NYC. Over 90% of students in CSD 9 qualify for free or reduced lunch. Demographic data for two zip codes that encompass much of CSD 9 are presented in the table below, reflecting the character of a racially-diverse community where unemployment is high and education achievement levels are low.

A theme we have heard repeatedly in our conversations with parents and community members has to do with high rates of unemployment in the community and the relationship of quality education to future college and career prospects. Our School plan explicitly prepares students for *college and career*, and parents and community members have been overwhelmingly supportive of our educational program and its potential to support students on their trajectory toward college and help ensure that students are career-ready upon graduation. CSD 9 is also home to some of NYC’s neediest families. With the second highest rate of homelessness out of any NYC school district, CSD 9 served over 6,000 homeless students during the 2012-2013 school year. In City Council Districts 14 and 15, where CSD 9 lies, there are a total of 16 shelters serving a total of 1,116 homeless families. EFT Bronx intends to recruit and serve students living in these shelters—an element of our mission that also renders our school unique in the CSD.

Partnerships with local low-performing public schools: The EFT Bronx founding team is committed to forming meaningful, lasting partnerships with local low-performing public schools. Parents and community members have indicated the deep degree to which they prioritize this element as one of the chief responsibilities of a charter school and an area of disappointment with existing charter schools. EFT Bronx will invite local schools for inter-visitation and professional development days. We will provide training in all elements of the LC model for implementation in district elementary, middle and high schools that express interest in the model.

The applicant group’s ability to serve this community: The members of our applicant group have significant ties to the borough of the Bronx and to CSD 9 in particular, as residents, parents, community organizers and educators. Those of us who are educators have established a record of success in serving the students of the Bronx and of CSD 9. Throughout many years of collective experience working in this community, we have become intimately familiar with students in the Bronx and their educational needs. Dr. Cynthia McCallister has worked extensively with

administrators, teachers and students at The Family School, a CSD 9 elementary school, and contributed to dramatically-increased student achievement rates via training in and implementation of the LC model. McCallister continues to work in a Bronx high school in District 11 (High School of Language and Innovation) which serves 78% English Language Learners, where she has spent the past four years closely collaborating with the principal on curriculum design, professional development and school wide systems. Kerry Decker is principal of a school that serves a sizable number of students from the Bronx and where she has successfully implemented our educational model in order to support them. Shira Wrightman was an ESL teacher and ELL Coordinator in a community elementary school in CSD 9 (P.S. 230) where, in addition to her work with students, she established an adult ESL program that included both parents of students at the school and other community residents. Wrightman is now a high school ESL teacher and ELL Coordinator working at the High School of Language and Innovation. Additionally, she has partnered with the non-profit Citylax to establish girls' lacrosse clinics at Christopher Columbus Campus that have dramatically increased access to the sport in a borough where it had been minimally played. Board member Chris Donohoe was previously a Bronx ESL Teacher at P.S. 007, and was eager to contribute his skills as a consultant to a project that would increase educational opportunities in the borough. Board member Lee Podair was born and raised in the Bronx and was eager to join the applicant team due to his desire to contribute his legal skills to the education reform effort. Michelle Delatorre, was also eager to contribute her legal expertise as a board member, particularly as an experienced advocate for immigrants and vulnerable youth. The applicant team also includes two residents of CSD 9 who have strong record of involvement in community organizing, particularly in the area of school reform. Lynn Sanchez was a former student at Taft High School in CSD 9. She experienced what it was like to grow up in this CSD with very few high-quality educational options, and has been involved in over a decade of community organizing with various education reform and youth organizations in the Bronx. As a current CSD 9 parent, she is determined to ensure that students presently growing up in CSD 9 have excellent educational options. Ronnette Summers is a parent leader on the New Settlement Parent Action Committee, the Bronx School Justice Committee, and the New York Coalition for Educational Justice. As leader on these committees, she engages regularly with many stakeholders in order to organize rallies, trainings, workshops and meetings in order to advocate for better Bronx schools. This applicant team is united by both a passion for and the capacity to create an excellent high school option for CSD 9 students.

Student needs and plans to address them: As we have seen from our work with students in CSD 9 and in other similar communities, many students will have significant deficits in literacy skills, foundational mathematical abilities, and other academic areas. We are also likely to serve many ELLs and some students with interrupted formal education (SIFE). We will take responsibility to implement individualized and targeted supports in order to raise their achievement levels in these students. The School's principal and SST will lead both the Board and the School's teachers in cyclical assessment administration and analysis so that the school is continuously making data-driven curricular and instructional adjustments. By using analyzed data in daily professional development, teacher team meetings, ILPs and instructional planning, the School will ensure that it is meeting students' needs. We are also meeting student needs by establishing a CTE program that will provide students with alternate pathways to graduation. Our CTE program also meets the needs of students in this community by equipping them with competencies needed to obtain skilled jobs upon graduation. Community members in CSD 9 have indicated this as a primary concern due to extremely high unemployment rates in the area. Additionally, we anticipate enrolling students who have had difficulty regulating to academic tasks and who inconsistently

exhibit on-task and respectful behaviors in school. We will meet their needs by implementing a discipline policy focused on helping students develop self-regulation abilities (see *School Culture and Climate*) and also by employing a staff of athletic coaches who will support students in developing discipline and respect during our athletics program, but who will also work with students in their core classes to help apply self-regulation skills to academic tasks.

Enhancing limited education options: A theme that has pervaded our team’s conversations with members of the CSD 9 community and its leaders is the perception of the low quality of education in the district and a dire need for more and better school options. There was an overwhelming consensus amongst all the groups we canvassed that the needs of students in the CSD 9 community have not been adequately met by the current district school options. Students in CSD 9 have extremely limited opportunities to attend high-performing schools, and there is currently only one charter high school in CSD 9. Another theme of conversations was the lack of high school seats in CSD 9, particularly those in high-quality schools. Community residents were very vocal about their belief that, if chartered, EFT Bronx give preference to CSD 9 residents.

A new education model for CSD 9: Persistently low performance of students in district schools in CSD 9 is a trend that suggests conventional education systems have failed to meet the needs of the linguistically diverse and economically disadvantaged students in the district. This warrants the introduction of alternative education models, especially those that have demonstrated success in supporting the achievement of students who enter high school below grade level. The LC model has a record of success with this subgroup of students in high schools in Brooklyn, Manhattan and the Bronx. At High School of Language and Innovation, a LC school in Bronx CSD 11 serving 78% ELLs and 92% FRPLs, seniors in the citywide “bottom third” beat the national average rate of growth on the Degrees of Reading Power assessment by four times⁸.

Community Engagement

Assessment of community support and evidence of how the school will reach its anticipated enrollment: There has been strong parent interest at every EFT presentation, with parents repeatedly indicating that they would enthusiastically apply to enroll their children in the school. Feedback received from parents and community members has been integrated into our school design. The importance of offering CTE options and pathways towards both college and career were features repeatedly identified by parents as desirable. These parents also articulated the expectation that the school would provide targeted academic support for the large constituency of ELLs and multi-lingual outreach so that families could be actively involved in the school. Parents also underscored the importance of having literacy support built into the school day, and expressed overwhelming support for the Cooperative Unison Reading® element of the LC model. Parents expressed concern regarding the current lack of high school seats in CSD 9, let alone high-quality high school seats. Many parents shared that their children have to leave the district in order to attend high school in neighboring school districts. Community members have therefore expressed the desire for EFT Bronx to be a true community school and ensure that recruitment and enrollment procedures give priority to CSD 9 students.

An additional description of our effort to assess community support for the School are described in *Public Outreach*. Evidence that community support for and interest in the School is sufficient to reach our anticipated enrollment is provided in the *Recruitment and Retention* section of this application. Ongoing efforts to solicit public input, and the ways in which the applicant group has or is using this input to shape the application is described below.

⁸ Growth calculated and compared to national norms provided by Questar from September 2013-September 2014.

E. Public Outreach

EFT Bronx has engaged in a rigorous community outreach campaign in order to inform the public and solicit meaningful feedback regarding the needs of CSD 9 students. In compliance with N.Y. Education law Section 2852(9-a)(b)(ii), to inform the community about EFT, including its intended location, target student population, grades to be served, and a description of our program, we executed the following approach.

Means to ensure that the community has been informed about the school:

Direct emailing: We identified elected officials, community boards, community organizations and other key stakeholders in CSD 9 and the surrounding communities, sent emails and information about the school, and arranged meetings. (A sample appears in Attachment 2)

Community Meetings with Parents and Stakeholders: Our team has repeatedly met with leaders of the Parent Action Committee (PAC) of the New Settlement Apartments (NSA), an organization of community members and parents dedicated to school reform in CSD 9. We have met with, presented to, and engaged in feedback discussions with this group on a frequent basis. We also attended a NSAPAC General Meeting where we presented our school to 35 CSD 9 parents, and presented and solicited feedback from the PTA at P.S. 294 in CSD 9. We have also organized ‘Living Room Learning’ gatherings. NSAPAC members were trained to host information sessions, during which they presented video segments describing the education model and facilitated Q&A sessions. Additionally, the EFT Bronx team distributed flyers in high-traffic community locations about charter school initiatives (a sample flyer is included in Attachment 2).

DATE	PERSON/ORGANIZATION	RESULT
July 8, 2014	Shael Suransky, President, Bank Street College	Explored partnership possibilities
November, 2014	Ahmad Mickens, Owner and Executive Director, Revolution Fitness Youth Boxing	Explored partnership possibilities and received guidance in establishing a boxing gym in the School
December 1, 2014	Emma Hulse, New Settlement Parent Action Committee	Established introductions and received suggestions for community contacts
December 16, 2014	Lauren Wren, House on Beekman, South Bronx	Explored partnership possibilities
December 17, 2014	Joshua Thomases, Dean, Bank Street College of Education	Established plan to explore partnership potential.
December 29, 2014	New Settlement Parent Action Committee Bronx, NY	Meet and Greet; conducted information session; confirmed PAC members’ interest in supporting EFT Bronx initiative
January 9, 2015	PTA, P.S. 294	Presented EFT Bronx initiative to 20 parents
January 9, 2015	Catherine DiMartino, Hofstra University Faculty, Expert on Charter Schools	Received guidance in planning proposal
January 10, 2015	Enlance Women’s Network	Presented EFT Bronx initiative to Bronx business and community leaders and participated in teen mentoring program
January 13	Youth and Education Subcommittee, Bronx Community Board 4	Presented EFT Bronx initiative
January 15	Bronx Community Board 4	Presented EFT Bronx initiative; Received unanimous support; Received letter of support
February 20, 2015	Dominic Brewer, Dean of Education, New York University, and Ted Magder,	Discussed partnership possibility between NYU and EFT Bronx

	Associate Dean of Education	
February 7, 2015	New Settlement Parent Action Committee	Presented EFT Bronx initiative to full Parent Action Committee
March 9, 2015	New Settlement Houses, Public Meeting	Public meeting attended by 20 community members; Presented EFT Bronx initiative
March 16, 2015	Joshua Thomases, Dean, Bank Street College	Established preliminary plan to partner with EFT Bronx
March 17, 2015	Bronx Museum	Engaged in initial exploration of future partnership
March 19, 2015	Public Meeting	Disseminated information about the School; received public feedback
Confirmed March 22, 2015	Bank Street College of Education, meeting with Dean, Literacy and ESL/Dual Language Faculty	Articulate future of partnership
Confirmed March 24	Meeting with Paulina Davis and Kim Sweet, Advocates for Children	Explore partnership for student support and recruitment
Confirmed March 30, 2015	Public Meeting	Anticipated: Disseminate information about the School; receive public feedback
Confirmed April 2015	Bronx Museum	Explore partnership for field learning

Meetings with Elected Officials and Community Leaders: Our team has engaged in extensive outreach to inform and seek support for our school from local elected officials. See below. (Letters of support are included in Attachment 2).

DATE	ELECTED OFFICIAL	RESULT
February 3, 2015	Office of Councilman Ritchie Torres	Met with staffer Ronn Jordan; Received letter of support
February 17, 2015	Fernando Cabrera	Met with Councilman Fernando Cabrera to present EFT Bronx initiative; Received verbal commitment to write a letter of support
February 19, 2015	State of the Bronx Address; Bronx Borough President	Met with Councilman Michael Blake to present EFT Bronx initiative
February 25, 2015	Bronx Borough President's Office; Office of Education	Met with Monica Major to present EFT Bronx initiative; received confirmation of support to assist in CTE partnership initiative and facilities procurement
March 11, 2015	LaToya Joyner, NY State Assembly	Phone conference to present EFT Bronx initiative

Public Meetings: We presented to both the Youth and Education Subcommittee and the full board of Community Board 4 in January 2015, answering questions and soliciting feedback from both groups. We received a letter of support from the Community Board. We also conducted Public Meetings on March 9th, 19th and 30th at the Townsend Avenue building of New Settlement (See flyers and public notice for public meetings in Attachment 2).

Outreach to Community Organizations: We participated in Enlace Women's Network Group's career development event for high school girls. We have reached out to the following community organizations: Advocates for Children, A House on Beekman, Bronx Youth Empowerment Program, Families for Excellent Schools, New York City Parents' Union, Northwest Bronx Clergy, Coalition for Educational Justice, We Stay Nos Quedamos Inc., and South Bronx Rising Together. We have met with one of the members of Community Education Council (CEC 9) and are scheduling a presentation at the CEC.

Web Outreach: In order to raise awareness of our application, and facilitate communication with and feedback from the community, we have established the following web presence: an EFT Facebook page, an EFT website (www.educationfortomorrow.org), and an online video series explaining the LC model and the design of the school (<http://bit.ly/1Lxsk71>). An introductory video now being circulated amongst NSAPAC leaders will be accessible online in French and Spanish in order to reach the sizable West African and Dominican communities of CSD 9.

Means employed to ensure the applicant group solicited public input:

The EFT Bronx website allows visitors to submit questions and comments, and encourages visitors to complete a Community Feedback Survey. Our EFT Facebook page provides a continuous newsfeed about meetings and events related to the school's development and application process, announces information sessions, and serves as a venue of communication. Community feedback has been solicited by engaging in question and answer sessions at every meeting where the applicant team has presented. Community comments have been articulated in the schools design as articulated in the *Retention* section of this application (above) and the *Educational Plan* (below).

One of the areas in which parents provided us with much feedback came from negative experiences some families had with charter schools in the past. In our discussions with CSD 9 parents and community members, we learned that the reasons students often withdraw from charter schools in this community are a) discipline procedures that are perceived by students and parents to be unfair and overly punitive/rigid; b) inadequate support in the face of rigorous academic demands, particularly ELLs, SWDs; c) barriers to engagement and participation in the school community for families that speak English as a Second Language; and d) requirements for parent involvement in school activities and homework checks that are perceived to be overly intrusive/cumbersome given parents' busy schedules and the fact that siblings in this community are often enrolled in several different schools and/or that individuals are serving as guardians for children enrolled at several different schools. EFT Bronx has been designed to respond to these needs in the following ways:

- Our disciplinary program, described in Section II, is educational, helping students understand the relationship between self-discipline and the opportunity to access educational opportunities. The program teaches students to assume responsibility for their actions as a means to protect their rights to an education and the rights of other students. Procedures that staff and students follow in implementing the disciplinary and school culture program helps make discipline procedures transparent to students and families. We will work with parents and families to ensure that the school's discipline policies and consequences are understood by parents and students as educational as opposed to punitive.

- EFT Bronx students will receive ample academic support to ensure that they are successful. We have designed our schedule so that students take part in daily reading classes that can support them in a range of skill development activities ranging from decoding to comprehension. We will also implement a highly-individualized and differentiated comprehensive curriculum and an assessment program that includes progress monitoring, academic Check-Ups, and Individualized Learning Plans (ILPs) in order to ensure that all students have the supports that they need to succeed academically.

- We will ensure the availability of multi-lingual school materials. Multi-lingual staff translators will attend all school functions to ensure that non-English speaking students and family members feel welcomed and that their voices are heard.

- We will involve parents and family members in the educational process in ways that are not burdensome. Students have ample time at school to complete assignments and independent

projects, and homework is minimized. Students never have to rely upon parents for support in completing homework. Our SLT will monitor and advise teachers to make adjustments in the educational program in ways that support parent involvement. Students and families will never receive “consequences” if parents cannot or choose not to attend school events.

Response to comments received:

In addition to responding to retention concerns described above, the School has incorporated community feedback into the application in several ways. One of the major areas in which community residents supported the design of the school was the CTE program. While the School had always included CTE as a key design feature, our applicant team has added a Work Placement into the program for upper classmen (see Attachment 3a). Parents are eager for students to have the option to enter the workforce in a skilled career upon graduation, and want students to have skilled work experience during high school. Additionally, parents advocated for extended building hours, which we have incorporated into the school schedule and budget, and intend to pursue as the School’s facility permit. Survey responses also indicated that community members were looking forward to the integrated athletics program, but parents also indicated in the “comments” section of the survey, that they would like to see more opportunities for extra-curricular sports teams. The applicant team reached out to Citylax, a non-profit that works to bring the sport of lacrosse to youths in New York City, in order to establish a potential partnership. Citylax submitted a letter indicating both financial and capacity-building support to bring an after-school lacrosse program to EFT Bronx (see Attachment 2).

Ongoing approach to engaging with the community: The applicant group will continue to engage the community in publicizing the school and meaningful feedback conversations. We will follow up with the community organizations, schools and elected officials that we have met with and reached out to. We will also continue to update our website and expand our distribution list, and will continue to ensure that materials are translated so that we can engage in multi-lingual outreach. We will also continue to build our relationship with New Settlement Parent Action Committee by attending meetings and getting to know more members, as this is an existing, active community of CSD 9 parents who are already looking for education alternatives.

Description of how students in the community will be informed about and given an equal opportunity to attend the charter school:

Our plans for informing students about the school are described in *Enrollment, Recruitment and Retention*. Our extensive outreach and adherence to our admissions policy will ensure that all students will have an equal opportunity to attend the school.

F. Programmatic and Fiscal Impact

Projected programmatic impact: We expect an overall moderate programmatic and fiscal impact. As other schools in CSD 9 come to value and emulate aspects of our model, we expect to have a positive impact on school reform in the district. EFT Bronx will be a model for implementing a progressive curriculum that values student freedom and choice in order to raise student achievement levels. It will also provide CTE as an alternate pathway to high school graduation. EFT Bronx is committed to working with other high schools in our community in order to share best practices via school tours, inter-visitation days, and sister-school partnerships.

Projected fiscal impact: The overall fiscal impact of our school in relation to the district system will be very small. The aggregated FY2014 school budget for the NYC DOE in 2014 was \$22,630,318,332. In our first year, we expect to enroll 200 students, and anticipate a total per-pupil revenue of \$2,800,000. This sum is less than 0.1% of the NYC DOE budget. In year 5, we expect to enroll 393 students and anticipate a total per-pupil revenue of at least \$5,502,000. This

sum will still be less than 0.1% of the NYC DOE annual budget. Given these projections, the fiscal impact of Education for Tomorrow will be minimal.

II. EDUCATION PLAN

A. Achievement Goals

The following achievement goals align with EFT Bronx’s mission to prepare all students to approach high school, college and career with a sense of purpose—making intentional decisions about how they learn and how they express and pursue their own interests. The school will require all students to meet requirements for a New York State Regents diploma, has designed educational goals to ensure students meet or exceed NYS learning standards. Metrics used to measure each goal are derived from the following sources: NYS requirements for credit accumulation; the NYS assessment program (Regents exams); and existing NYC DOE accountability systems, including the School Environment Survey⁹. The School set progress goals to measure student achievement and the overall educational program in the following areas: Student Progress (credit accumulation), Student Achievement (Regents pass rates), Attendance and Retention, College Readiness, Career Readiness, Closing the Achievement Gap. Consistent with the mission of the School, we have set goals in the areas of SEL and growth and Health/Athletics. In addition to being linked to the school’s mission, the Health/Athletics goal aligns with the Bronx borough initiative known as #Not62, which has recently been introduced by the Bronx Borough President. Currently ranked 62nd in health status among NY State’s 62 counties, #Not62 is a campaign to develop health awareness among Bronx residents.

EFT BRONX ACHIEVEMENT GOALS	
STUDENT PROGRESS (CREDIT ACCUMULATION)	Goal 1: EFT Bronx students will accumulate credits in mandated subjects at a rate that enables them to graduate in four or five years.
Metrics	Metric 1: At least 95% of students will earn enough credits in each school year to be on track for four-year high school graduation ¹⁰ . Metric 2: Each year, the percentage of students graduating after four years at EFT Bronx will exceed that of CSD 9 by 10-15%. Metric 3: We expect that district average + 10% will graduate in four years. Students entering 9 th grade having scored a Level 1 on their ELA exam or those reading more than 3 grades below level will follow an accelerated growth plan (ILP) targeted to support graduating within 5 years.
STUDENT ACHIEVEMENT (REGENTS PASS RATES)	Goal 2: EFT Bronx students will demonstrate knowledge and understanding of the core content areas of mathematics, ELA, science and social studies at or above grade level.
Metrics	Metric 1: EFT Bronx students will demonstrate progressive mastery of content and background abilities outlined in the Common Core State Standards and the NYS curriculum in core academic subjects at a rate of progress that will enable them to pass five required Regents exams (in English, Math, Social Studies and Science) by the completion of their senior year ¹¹ .

⁹ School Quality Guide: Educator Guide for High Schools. NYC DOE. Last Updated: January 20, 2015.

<http://on.nyc.gov/1A76lsR>

¹⁰ The Bronx Borough average credit accumulation in the 2013-2014 school year resulted in 79% of 9th graders and 72% of 10th graders being on track for four-year graduation

¹¹ Anticipating a large percentage of ELL students who often experience exponential—as opposed to incremental—growth, this metric is not quantified in terms of yearly pass rates by exam, but by overall progress rates that materialize at individualized paces.

ATTENDANCE & RETENTION	Goal 3: EFT Bronx students will demonstrate commitment to their education and engagement with their school and peers.
Metrics	Metric 1: Average daily attendance will surpass rates of district schools serving a similar demographic population at a rate of 10% in year 1 as evidenced by the NYCDOE's Automate the Schools (ATS). Metric 2: At least 90% of each cohort will return each year (excluding those who leave our school due to a change in residence).
COLLEGE READINESS	Goal 4: Students will demonstrate mastery of content and skills at a rate that makes them college-ready upon graduating EFT Bronx.
Metrics	Metric 1: The percentage of students achieving the college readiness standards on NYS Regents exams (score 75 on ELA, score 80 on Math) will exceed that of the local CSD by 15% ¹² . Metric 2: 100% of each graduating class will be eligible for admission to college. Metric 3: Students will take the PSAT in 10 th grade and the SAT in 11 th grade, and will demonstrate scores that surpass the district average by 10%.
CAREER READINESS	Goal 5: EFT Bronx students will engage in real-world applications of their learning and graduate high school with 21st Century skills that make them readily employable in a skilled job.
Metrics	Metric 1: All EFT Bronx students will graduate having earned at least one CTE endorsement. Metric 2: All graduating seniors will have completed two planned internships or service learning experiences, totaling 300 hours in the field. Metric 3: All graduating seniors will have applied for at least one job.
CLOSING THE ACHIEVEMENT GAP	Goal 6: EFT Bronx students that enter the school below grade-level will build foundational math and reading abilities in order to graduate high school without these gaps.
Metrics	Metric 1: Students who enter EFT Bronx over three grades below grade-level as measured by the Degrees of Reading Power® (CCSS-aligned, norm referenced reading comprehension assessment) ¹³ will progress at a rate that doubles the DRP's national average growth rate. Metric 2: 80% of students will demonstrate at least a 9 th grade level of reading comprehension proficiency by the middle of their senior year as measured by the DRP. Metric 3: 90% of students will pass the Algebra Regents by the end of 11 th grade.
SOCIAL-EMOTIONAL GROWTH	Goal 7: EFT Bronx students will be cooperative and disciplined, and will approach situations with well-developed emotional intelligence, effort and purpose
Metrics	Metric 1: Students will demonstrate an upward trend on the C-DEEP social-emotional assessment as rated by their peers and teachers. Metric 2: 90% of graduates will have taken part in a community service project in which they are able to demonstrate measurable social impact.
HEALTH/ATHLETICS	Goal 8: EFT Bronx students will develop strong exercise and nutrition habits and develop both physical and mental endurance and stamina.
Metrics	Metric 1: 85% of students will demonstrate consistent growth on the FitnessGram assessment. Metric 2: 100% of students will participate in annual EFT Bronx athletic tournament.

Organizational Goals: EFT Bronx will also set the following organizational goals:

EFT BRONX ORGANIZATIONAL GOALS	
SCHOOL LEARNING ENVIRONMENT	At least 80% of students and parents will indicate a favorable response on the NYC DOE School Environment Survey regarding the variety of programs and safety at the school ¹⁴ .

¹² The Bronx borough average in this metric during the 2013-2014 school year was 20%.

¹³ This metric is based off of the DRP growth rates that other students in existing Learning Cultures Schools have experienced.

¹⁴ Borough averages on these two indicators for the 2013-2014 school year were 71% and 78% respectively. Data source: 2014-2015 High School Quality Snapshot.

FINANCIAL STABILITY	Annual audits of the School will demonstrate financial compliance and financial stability.
LEGAL COMPLIANCE	The School will comply with all requirements set forth in the initial Charter and with all federal and state laws, regulations and mandates.

B. School Schedule and Calendar

See *Attachment 3A* for sample weekly student and teacher schedules, as well as information on the length of the school day and year, including summer school and time allocated for teacher professional development. The attachment also shows how core instruction, interventions, and electives are integrated into the student and teacher schedules. See *Attachment 3B* for the proposed first year calendar.

EFT BRONX SCHEDULING FEATURES AT A GLANCE						
Teacher Start Time	Student Start Time	Extended Hours	Extended School Year	Check-Ups in Teacher Schedules	Weekly minutes in core ELA	Weekly minutes in Work Time
9:00	10:00	5:00-7:00	211 days	n/a	384	384
RATIONALE						
To provide 58 minutes of daily PD, before the student start time	To account for adolescent sleep patterns and support student health and learning	To provide students extra opportunities to learn independently, in a resource-rich, supervised context	Minimize summer “backslide” and summer reading losses	To ensure that all students have frequently updated, meaningful Individualized Learning Plans	To support students in becoming excellent communicators, literate in all content areas	To provide students with individualized learning opportunities in a supervised, accountability-driven context

Summary of length of school day and school year: EFT Bronx extends the school year beyond the typical district average of 180 days. In the first year of operation, the school year will consist of 182 days. Every year thereafter, however, the school will operate year-round, with five weeks of school in July and August. This wrap-around school year of 195 days allows students to take part in enrichment activities, accelerated learning, credit recovery, and prevents summer academic/reading losses. EFT Bronx students have a later start time than average district schools, beginning their day at 10:00 am. The later schedule responds to scientific evidence that adolescents sleep better, perform better, and enjoy improved states of mental health with later wake up times. Teachers begin their school day at 9:00 am in order to receive 58 minutes of professional development on a daily basis. Both teachers and students end their day at 5:00 pm. The school facility will remain open until at least 7:00 pm each day so that students can continue to engage in curriculum-related learning activities that are supervised by a limited staff. The School’s educational model emphasizes the development of independence and self-determination. Curriculum activities are structured to hold students highly accountable to learning standards and require independent effort to complete. The combination of a rigorous, independence-fostering curriculum with access to school-based learning facilities enhances students’ opportunities to succeed in learning standards-based content while also acquiring dispositions of independence and initiative required for success in college success. EFT Bronx generally follows the NYC DOE Calendar, but with mandatory July and August instruction (as shown in the Proposed First-Year Calendar), an extended Thanksgiving break, an extended Winter Recess, and an October Break that overlaps with Columbus Day and Jewish Holidays.

Summary of how the proposed schedule will support students with a wide range of needs: The School’s educational program is structured to support each student in experiencing an

individualized school day in which instruction targets primary areas of need. Our founding team's extensive work in public schools with students who enter 9th grade having failed state exams in middle school, often reading as many as seven grades below grade level, cause us to approach the needs of low-progressing students in three ways: (1) Provide access to grade-level curriculum content through participation in LC Formats; (2) Develop background abilities and foundational skills in reading and math through individualized work plans supported and monitored by teachers; (3) Support students to excel in areas of strength and help them to recognize and articulate the formula for success in order to enhance a growth mind-set; (4) Provide ample competence feedback in all facets of the curriculum. Our Educational Plan supports the achievement of these strategies, particularly through the process of bi-monthly Check-Ups and helping students achieve goals made in their ILPs.

C. Curriculum and Instruction

Description of the school's proposed curriculum and instructional practices:

The overarching instructional goal of EFT Bronx is for students to develop self-responsibility so that they purposefully engage with their educational program, with their peers, and with their community. Our definition of responsibility is adapted from Olson (2007), who argues that students cannot learn that for which they do not take responsibility. In order to accomplish this mission, the proposed educational model for EFT Bronx is Learning Cultures (LC). The underlying logic of the LC model is based on the idea that student responsibility is key to learning. LC is an approach to curriculum that structures both *what* and *how* students learn through an architecture of social practices that take place in the classroom that are known as *Formats*. The Formats specify how content, texts and curriculum materials are used by teachers and students in ways that align with NY State Learning Standards and CCSS.

LC enables students to take initiative to learn content through participation in defined, rule-bound social practices. By departing from conventional/classical transmission modes of instruction, LC provides individualized pathways for students to master literacy competencies, content competencies and social competencies that are integral facets of all forms of 21st Century literacy. What this means in the classroom is that curriculum content is not concentrated in teacher-delivered lessons. Rather, teachers create resource-rich learning environments and utilize Formats strategically. For example, in Regents-related classes, teachers employ Responsibility Teams (R-Teams) in which they present actual standards documents to students directly, which are arranged into coherent units of study. Teachers then utilize the procedures of R-Teams to help students use curriculum resources that match their language/reading abilities and learning preferences in ways that allow students to learn standards-aligned content. The curriculum is organized to provide choice and autonomy to students, which allows them to make decisions about their learning through meaningful and engaging activities. When students are agents in their own learning, they have better opportunities to think critically, flexibly and strategically. LC is a proven model, having been associated with dramatic gains in achievement in eight NYC district schools. The creator of the LC model will lead its implementation at EFT. Dr. McCallister is the School's proposed ED. The success of the model will be further assured with the assistance of a Senior Director (SD), who will be responsible for holding teachers and school leaders accountable to instruction and assessment practices and implementation procedures that will ensure student achievement. Kerry Decker, a seasoned principal who has implemented LC in a number of high-needs schools, is the proposed SD. On a monthly basis, the SD, under supervision of the ED, will conduct a curriculum audit to ensure that teachers are implementing curriculum that is aligned to standards and that curricula are paced in alignment with State

learning standards. The ED will then plan PD with the principal in order to ensure that teachers make adjustments to curriculum and instruction that support students and respond to their needs. Instructional practices the School proposes to use: The Learning Formats

The psychologist Jerome Bruner coined the term format to describe highly-predictable, recurring social situations as the building blocks of early language acquisition. Just as formats support independence, autonomy and agency in language acquisition, the LC Formats, because they are predictable and recurrent, provide opportunities for students to exercise agency, independence and autonomy in learning. The procedures for each Format are delineated in an accompanying Rubric. Format Rubrics provide a coherent and concrete instructional approach that removes the guesswork from student-centered, socially-collaborative instructional practices. They specify accountability systems to ensure that children meet high learning standards. The two Formats at the core of Math, Science and Social Studies instruction are described below. The Formats at the core of ESL/ELA/Literacy instruction are described in the “English Language Arts” section.

Responsibility Teams: Responsibility Teams (R-Teams) are structured around cycles of competition between teams to see which is able to make the greatest gains in learning unit-based content based on team post-test averages. Responsibility Teams are a way to value, nurture and track academic and social growth. The team structure creates an environment where students are responsible for their classmates’ learning as well as their own, thus providing a mechanism for creating peer-to-peer accountability for academic performance in every content area.

Competition cycles are built around units of study that teachers organize based on the state curriculum. Units of study are book-ended by a diagnostic pre-test and a summative post-test.

After the pre-test, students work together to analyze state test questions and NYS content standards in order to determine content that must be learned, distribute responsibility to study and research content, share findings with team members, and assess collective achievement in meeting learning standards through comparison of collective scores of pre- and post-tests.

Responsibility Teams are based on the principle of *prolepsis*. *Prolepsis* is a process whereby one anticipates a future act by acting upon it in the present. In other words, expectations that students will encounter in the future, such as state test questions and learning standards, for example, are used to specify content to be learned in the present course experience. Utilizing the principle of prolepsis, Regents- and CTE-related subjects will be structured by R-Teams.

Work Time: EFT Bronx will recast the social order of classrooms—from being teacher-centered to becoming student-centered—in order to provide children with maximum freedom to think, speak, move, and associate freely with their peers. For centuries these freedoms have been recognized to be necessary ingredients in cultivating dispositions, rights and responsibilities necessary for citizenship in a democracy. But for at least 100 years, science has understood that these freedoms are also responsible for supporting higher-order thinking. In our School, the Work Time Format will be a buzzing, productive environment where students take part in any number of individual or collaborative tasks that align with their coursework and individual goals, under the supervision of a certified teacher. The primary aim of Work Time is to provide students with an opportunity to practice autonomy and independence in pursuit of learning goals, and to develop self-determination in their learning. Work Time supports socially-active, collaborative learning, so that students can practice independence and cooperation. Teachers supervise, support and coach students during work time. Student ILPs created at Check-Ups, provide structure for how and what students must learn in order to meet learning standards and achieve individualized goals. Work Time provides opportunity for students to learn to regulate to academic expectations, practice productive behaviors, and access support from teachers who serve the critical function of effectively managing independence. The Work Time Format Rubric

provides concrete procedures that teachers follow to ensure time is spent productively. In addition to holding students accountable to productivity, teachers use Work Time to engage in the Learning Conferences, Cooperative Unison Reading and Small-Group Instruction.

Research base of the LC curriculum: LC is a progressive educational approach based on the assumption that children are naturally inclined to learn and grow when curiosity and social relatedness are supported and when activity is tightly linked to learning standards. The Format Rubrics provide road maps for building classroom environments that harness the power of social interaction. The model is firmly grounded in and developed from the following major theories:

Genre Theory (Bakhtin)¹⁵: When people write and speak in authentic situations, they adjust their utterances in ways that bring about a desired response. Readers and listeners cooperate in communicative interchange, actively attending to the form and content of utterances. Our education model provides ample opportunity throughout the school day for students to engage in cooperative communicative interactions verbally and in writing—*genre practice*, as we call it. Genre practice supports a deepening understanding of how written and spoken genres function; and with this understanding, students deepen their understanding of our world’s codes, conventions, institutions and cultures. This theory will manifest itself in the EFT Bronx instructional program via a reading and writing program that charges students to read and write what they want, and to express themselves in ways that allow them to learn to achieve their intended responses. Students learn to be purposeful and powerful communicators in choice-driven ELA/ESL classes that rely heavily on peer feedback. The discourse patterns that emerge through interaction in the Formats align closely with the competencies outlined in the CCSS, particularly those for speaking and listening.

Self-Determination Theory (Deci & Ryan)¹⁶: People develop self-determination to the degree to which their efforts are supported by opportunities to be autonomous, to have competence feedback that provides a sense of whether and how their efforts are successful, and to experience a sense of relatedness to others in the context of activities pursued. The School’s educational program supports self-determination through the Learning Formats, which incorporate the elements of autonomy, competence feedback, and a sense of relatedness to others.

Growth Mindset (Dweck)¹⁷: The beliefs a student holds about his or her intelligence has a big impact on academic success. Students who have a ‘fixed’ mind-set about their intelligence believe that intelligence is a static, immutable trait, over which they have limited power to change, regardless of effort. On the other hand, students who possess a growth mind-set understand that achievement is comprised of multiple factors, each of which can be controlled and influenced through effort. Students with a growth mind-set learn from failure and believe that increased effort results in improvement. Through competence feedback, educators can teach students to adopt a growth mind-set which helps them remain engaged and motivated to achieve, even in the face of negative self-beliefs. The LC curriculum specifies multiple strategies that enable students to develop growth mindsets. Teachers constantly provide students with competence feedback in relation to strengths, needs and goals, so that they can learn to understand the achievement of long-term goals as the sum achievement of short-term goals. For example, in the Check-Up, students will have access to progress monitoring data on an ongoing

¹⁵ Bakhtin, M.M (1986) *Speech genres and other late essays*. Trans. By Vern W. McGee. Austin, Tx: University of Texas Press.

¹⁶ Ryan, R.M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist* 55, 68-78.

¹⁷ Dweck, C. (2010). “Mind-sets and Equitable Education.” *Principal Leadership*, 10(5), 26-29.

basis (in the form of curriculum-based measures conducted by the Student Support Team). Students learn, by analyzing their performance data, that their effort *causes* growth over time. Integration of the growth mind-set into curriculum and professional development systems will help teachers, as well as students, understand learning processes and how, through the application of strategic effort and investment, all students (regardless of achievement when they entered the school) can become high achievers.

Socio-Cultural Theory (Erneling)¹⁸: Higher order thinking is a product of social interaction. Learning complex ideas and the achievement of high learning standards are the achievement of social undertakings. LC accepts that learning is a dynamic social activity where learners engage with others in the context of meaningful and purposeful activities as opposed to the outcome of a sole individual confronting and responding to a stimulus. Since meaning is constructed through interactions with others, through conversation, the LC curriculum is structured so that students have ample opportunities to engage in cooperative problem solving, aligned with standards-based content, and to learn from the conversations that result. Each Learning Format enables students to enlist the power of *other minds* to enhance their own thinking and learning.

Joint Intentions (Tomasello)¹⁹: Humans have adapted to be social beings. They are biologically disposed to participate in collaborative activities that involve shared goals and socially coordinated action plans. They are able to share mental representations and form joint intentions regarding how to solve problems. The social nature of the human mind is what makes creative thinking and problem solving possible. The LC curriculum capitalizes on the social nature of thinking by creating environments that support and require collaborative learning where students are accountable to their peers.

Usage Based Theory of Language Acquisition (Tomasello): Language acquisition is a function of use. Humans learn the structure of language and how to use it to engage and influence others via social interactions that support intention reading and pattern finding during cooperative situations. The only way to learn a language, according to the most recent scientific evidence, is to use the language. Tomasello's research is a game-changer in terms of the conception of ESL instruction. Formats such as Cooperative Unison Reading and Writing Share involve ELLs as full participants in social situations in which they have opportunities to use language to interact with others, and in which their use of language facilitates the learning of language. Teachers at EFT Bronx will be trained to use Formats to ensure that all ELLs are serviced at or above state mandates for ESL instruction.

All of these theories animate the practices of LC. And to the extent teachers understand how theory explains instructional practice, they will facilitate instructional activities to the best advantage of students. To support teacher learning, the School provides rigorous daily PD to support teaches understanding of these theories, contextualized in their work with students.

Clear and coherent framework for teaching and learning:

The Framework for Teaching and Learning in our School will be described in two sections: (1) The Student as the Locus of the Curriculum in Math, Science and Social Studies (2) Genre Practice in English Language Arts. The third describes how the school will integrate foundational math and reading skills into a comprehensive curriculum of grade-level content, as we anticipate most of our students will enter below grade level.

¹⁸ Erneling, C.E. (2010). *Towards discursive education: Philosophy, technology and modern education*. Oxford: Oxford University Press.

¹⁹ Tomasello, M. et al. (2005) Understanding and sharing intentions: The origins of cultural cognition. *Behavioral and Brain Sciences*, 28(5), 675-735.

(1) The Student as the Locus of the Curriculum in Math, Science and Social Studies

In EFT Bronx, the curriculum is organized around the student. That is, rather than students traveling to several different content classrooms, where they are responsible for acclimating to different kinds of activities, expectations, and procedures, at EFT Bronx, one uniform set of curricular activities is set in motion across all classes. These consistent, predictable practices essentially revolve around the students. A simple and consistent set of curricular requirements in Math, Science and Social Studies, delivered via R-Teams that are aligned to the CCSS and NYS learning standards, put the student at the center of the curriculum.

FRAMEWORK FOR TEACHING & LEARNING: MATH, SCIENCE and SOCIAL STUDIES
UNITS OF STUDY
In planning, teachers use the NY State and CCSS in order to develop unit plans that specify essential questions, standards, concepts and skills to be learned, and anticipated misconceptions. Students themselves are also provided access to the standards to use as a learning tool throughout the unit. R-Teams provide the activity framework. Students in the School will access high-quality curriculum resources to learn content. These include Khan Academy (math); Natural History Museum Curriculum Resources (science); Smithsonian Education; Big History; Crash Course and a wide range of video resources (via YouTube); and Amplify curriculum programs in science, math and history (both digital and print).
PRE-TESTS
Each unit includes a Pre-Test as a diagnostic assessment. Students use Pre-Test results and assess what they need to know before the unit begins. The Pre-Test is the starting point for growth. The Pre-Test is used by students throughout the unit as a reference to identify unknown content that must be learned/studied.
RESEARCH CYCLES
Throughout the unit, students engage in multiple Research Cycles in which they gather information from relevant print and digital sources in order to answer their self-generated research question and write concise informative texts (Briefs).
BRIEFS
Briefs are informational reports created for students, by students. They follow the organizational criteria and the content criteria delineated in CCSS W2 for informational writing. The aim of the Brief is to share content that they have learned during their most recent Research Cycle with classmates. Students are coached to create Briefs that are considerate of and relevant to the needs of members of their teams. Students present Briefs to peers, and are evaluated by peers according to a criteria of factors including accuracy, engagement, organization, and relevance. The Brief presentation includes a self-assessment, peer-assessment, and teacher assessment of the final product. After the presentation, teams determine whether the Brief achieved its purpose or whether it should be revised.
INDIVIDUAL LEARNING CONFERENCES
The teacher holds at least one Individual Learning Conference each day, in which students are coached through a process of breaking down and resolving challenges, and then generalizing and applying new insights to other situations. Then, at least one student per day presents what they learned in the Conference to their classmates in a Content Share Format, reporting the experience of overcoming a conceptual challenge and the ‘take-away’ insight. The Content Share provides an opportunity for students to share and hear learning narratives that reinforce a growth mind-set, and are an opportunity for students to learn both content and skills from their peers. The Share also teaches public speaking skills.
RESEARCH PROJECTS
At the culmination of each unit, students complete a research project that is aligned to CCSS (e.g., it is a sustained research project in which relevant information was gathered and used effectively, and information was selectively integrated). The research project demonstrates the student has demonstrated a broad conceptual understanding of unit content.

POST-TESTS

The Post-Test determines which academic outcomes students have mastered. It is administered at the end of the unit. Combined mean team scores are determined in order to determine which teams have grown the most. Individual grades are given based on individual scores.

(2) Genre Practice in English Language Arts

The English Language Arts (ELA) curriculum at EFT Bronx is described in the chart below.

FRAMEWORK FOR TEACHING & LEARNING: ENGLISH LANGUAGE ARTS

GENRE PRACTICE

Genre Practice, described above, is a *Key Design Element* of our School's ELA curriculum. Through *genre practice* activities, students learn to use writing skills to further their intentions and purpose-driven goals. Students develop the ability to write flexibly in order to meet the needs of targeted audiences by employing written conventions effectively. Students in the School read and write *a lot*. Over the course of the year, in Cooperative Unison Reading, students read over 50 texts. They write a minimum of 20 unique texts across a range of generic forms for the purposes of using writing to narrate, inform, argue/persuade, reflect, learn and inquire. Due to increased competence, self-confidence and motivation, it is not uncommon for low-performing 9th graders to gain as many as 40 percentage points in writing fluency during their first year of genre practice (this was the average rate of growth in writing fluency of 9th grade students at Urban Assembly High School for Green Careers in 2013-14).

COOPERATIVE UNISON READING

Cooperative Unison Reading (CUR) is the name of an LC Format, and at EFT Bronx it will also be the title of one of the required ELA courses (see *School Schedule and Calendar*). The course will be structured as follows: On a rotating basis, so that leadership is distributed among every member of the class, "Group Leaders" select texts that their peers will sign up to read. Students are taught to interpret what the text is attempting to 'do' and how it should be approached (e.g., a recipe does something different than a poem, and readers respond accordingly). They then follow these rules:

- (1) Read aloud in sync with your group, in a voice they can hear
- (2) Breach, or stop the group, if you have a question, something to say, or can't hear someone's voice (move on only after the breach is resolved)
- (3) Be promotive (be helpful, considerate and supportive to everyone in your group)

Teachers facilitate CUR groups so that students learn to share perspectives and reason cooperatively with others. By following these procedures, students gain access to new knowledge and learn literacy skills. In CUR, teachers "follow into" four domains that are used as teaching points: Decoding and Strategic Processing, Genre, Comprehension, and Social Processes. CUR is an ELA framework that supports *all* learners as throughout the year they read differentiated texts at varying degrees of complexity, and breach on a range of topics in the domains listed above so that student learning in any group at any given time can range from the pronunciation of basic English words to higher order comprehension and genre questions. (See: <http://bit.ly/1B1gqap>).

WRITING SHARE

Writing Share is the title of another required ELA course (see *School Schedule and Calendar*). Our School's writing curriculum requires that students write their own compositions in order to meet all of the CCLS for writing. Students write informational pieces, narrative pieces and arguments during Work Time. Several times a week, students take part in Writing Share. Writers project a piece of writing onto a document camera, then read their piece aloud to the class. They receive feedback about whether and how their writing achieved its desired purpose. Through Writing Share, each student receives strategies to improve his or her writing. Students also have opportunities to practice participating in large-group discussions. The audience of the writing share (the rest of the class) is taught to provide relevant and specific comments and suggestions that the author might use to improve the draft. Students are taught to use the language of the CCLS as a means to provide feedback. (See: <http://bit.ly/1ALLJFG>).

WRITING CONFERENCES

The Writing Conference is an opportunity to explore the relationship between the features of a student's

composition and the achievement of his or her intentions. With a teacher, the student shares a draft of a writing piece in progress. A conversation ensues, helping the student develop a critical understanding of the dynamics of writing, as a form of action, and the achievement of purpose. The student receives feedback from the teacher about strategies to improve the effectiveness of the composition. The teacher then refers to the CCSS to help the student develop a sense of what he or she has accomplished. (See: <http://bit.ly/1Gns0UZ>).

(3) Foundational Skills and Background Abilities

As described above, all students have access to grade-level content through socially-inclusive Formats that align with formal curricula. But recognizing that many students function at a level of independence below grade level, the LC model provides opportunity for students to build up their background abilities (e.g., reading and math cognitive sub-skills). Given the population of students in CSD 9, we anticipate that a majority of students will enter significantly below grade level in ELA and math, or will be learning English as a Second Language. Opportunities to build up background abilities will be especially beneficial to EFT Bronx students. Via a blended learning approach, students will have access to online resources that will support individualized pathways of development. Also, as part of the ILPs that result from their Check-Ups, students will set goals related to learning language and mathematical operations so that they can use Work Time strategically to achieve their goals.

Freedom, learning, and democracy: The LC curriculum provides students opportunities to exercise fundamental rights such as:

Freedom of expression: during most Formats, students are permitted to talk freely, adhering to the expectation that talk relates to the responsibilities at hand.

Freedom of association: students experience the school day in heterogeneous classes. Students are never tracked based on academic or language ability, and students choose which of their peers to work with in the Formats. While some groupings are pre-determined by teachers in order to ensure collaboration with a variety of peers and accountability to productive, on-task work, students are generally free to associate freely. They are often coached in their decision making about where in the classroom to work and with whom they should spend their time. Thus, students spend their days in some student groupings that are determined by teachers and some groupings that are determined by students, always learning about their own work habits and which peer interactions best suit their learning goals.

Freedom of movement: depending on the Format, students are typically permitted to move freely around the room, demonstrating responsibility for adhering to ground rules for collaboration. Through these freedoms, students learn the important skill of self-regulation. Teachers supervise and coach students heavily, and maintain high levels of accountability to on-task behavior and academic results. The curriculum is structured in this way so that children acquire the dispositions needed, on an independent level, to exercise self-determination. But learning how to exercise freedom serves a larger purpose in society. Teaching students to use freedom responsibly is a way that the School helps instill democratic values in our community.

Summary of the School's subject matter offerings:

English Language Arts: All students will complete a four-year course of study in ELA. Students will participate in *two* ELA courses throughout their EFT Bronx tenure: a Reading-focused class (Cooperative Unison Reading) and a Writing-focused class (Writing Share). Through these classes, students will have an abundance of opportunities to become literate in the academic language of all of the subjects that they are studying, to build foundational reading abilities, and to become excellent writers and communicators. By expanding the amount of time that students spent in ELA classes, we are able to broaden the content included in ELA courses

so that students are supported in the reading and writing required in other disciplines. The writing curriculum also provides an effective way to support self-expression in written mediums, usually referred to as “creative writing.”

Social Studies: The scope and sequence of the social studies curriculum, learned via R-Teams, will be determined by CCSS and New York State Content Standards. The courses of study will include Global History and Geography I and II, U.S. History and Government, Participation in Government and Economics.

Science: The course of study in science includes Living Environment and Earth Science. Beyond these two courses, students can choose between Chemistry and Physics. The scope and sequence of these courses will be determined by CCSS and New York State content standards, from which teachers will create units of study. Science instruction will include building conceptual understanding of major scientific phenomena via R-Teams, and also promote the understanding of the scientific method in Lab classes where students will formulate hypotheses, engage in scientific experiments, observe the outcomes, analyze data, and draw conclusions.

Mathematics: Students will accomplish the CCSS for Mathematical Practice by engaging in R-Teams in which they develop collaborative problem-solving skills and the ability to discuss mathematical concepts. Teachers will coach students to explain their thinking, and construct arguments. The course of study in Mathematics will include Algebra, Geometry, Algebra II Trigonometry. Based on student interest the School will offer Pre-Calculus and/or Statistics.

Health and Physical Education: EFT Bronx students participate in physical education four times per week. Boxing and strength training are at the core of EFT Bronx’s PE program (see *Key Design Elements*), with additional physical activities available at student request (e.g., martial arts, dance, basketball and Zumba). Knowing the impact that physical fitness and mental health have on academic performance, the physical education and health curricula will center on building healthy exercise and nutrition habits. Health and fitness goals will also be a component of students’ ILPs. PE classes will be planned from the New York State Standards Physical Education Learning Standards.

Career and Technical Education: Each student will develop a Career Plan as a component of his or her ILP. The Career Plan will support students in articulating interests, aspirations, achievements, and goals. All students will enroll in a CTE course in their 11th grade year. Therefore, the School will add its CTE program during its second year of operation. CTE course curriculum will be aligned with state and national learning and skill standards, and be aligned with postsecondary education career pathways leading to degrees or credentials. The culmination of a CTE course will be a technical assessment that meets current industry standards, and all CTE courses will be complemented by field learning requirements so that all students experience work-based learning opportunities. The School will develop a robust data reporting infrastructure in order to evaluate success on CTE assessments and the success of EFT Bronx students at their work-based learning placements.

Art and Music: EFT Bronx teachers will share their passions with students. They will design course syllabi in alignment with the NYC Blueprint for the arts so that all students are enrolled in one arts elective course each semester.

Spanish or Native Language Arts: All students will complete at least one year of Spanish or Native Language Arts (NLA). Students will use familiar Formats in order to engage in language learning, such as Cooperative Unison Reading and the Writing Share. Students who demonstrate language proficiency through oral interview and a writing exercise will be able to enroll in Native Language Arts instead of Spanish. Enrolling in Spanish or NLA will also allow students

to pursue an approved pathway assessment in a Language Other Than English (LOTE), in order to achieve a Biliteracy Pathway to graduation.

D. Assessment System

Assessment systems at EFT Bronx ensure that students are meeting their achievement goals. By collecting, analyzing and disseminating data to all stakeholders regularly, we ensure key decisions related to curriculum, instruction and ILPs are data-driven.

Alignment with the School’s mission and overall educational priorities and how the School will determine progress towards meeting its goals: EFT will foster a culture of accomplishment. The EFT intake process will be the first event to begin the acculturation. Students will meet with a staff member and review their previous academic achievement, begin to explore long-term aims, and make actionable short-term goals. The intake process documents each students’ 8th-grade ELA and Math scores as baseline reference points. Those who did not pass 8th grade ELA and Math assessments will receive educational *ILPs* that establish a plan to enable them to reach grade-level expectations by the time they graduate. Students who enter school having scored a level 1 on their ELA and/or Math assessments will require more intensive support and a relatively longer period of time to close the gap between their current and grade-level goals and to replace negative self-beliefs about themselves as learners with positive ones. The intake process will establish baselines in social-emotional and academic competencies. All baseline data will be referenced in the students’ initial Check-Up and in the writing of his/her ILP.

The Assessment System at EFT Bronx is based on scientific evidence that has demonstrated the role of competence feedback as a key factor in the development of self-determination (Deci & Ryan, 2002). In order for students to take agency in their learning, it is necessary for them to have access to specific data concerning both strengths and needs. To that end, the assessment program will function not only to provide information to students, teachers and parents about student progress and achievement, it will also function to provide students with on-going access to fine-grained detail about academic performance and social-emotional dispositions, which will be used by students and their teachers to establish ILPs.

At EFT Bronx, the school culture will include a shared understanding of the value of all different assessment types in the teaching and learning process. The School’s data will be used to determine topics of professional development, and to maintain a high level of internal accountability via thoughtful data analysis. The School will continually evaluate its progress toward meeting its goals by analyzing data on a regular and cyclical basis, and results of these analyses will be distributed to all school staff, students, parents and the Board.

How the School will use assessment data to inform key decisions aimed at improving academic outcomes: The Principal and the Assessment Lead will oversee the assessment system and ensure that data is analyzed in a timely manner. Various ways that the school will use data to inform key decisions are elaborated below.

Check-Ups: Curriculum-Based, Integrated Assessment

Through a structure called the Check-Up, students will have access to a comprehensive, curriculum-embedded assessment system that is fully integrated into the curriculum across all subjects and classes. In groups of four, students meet with teachers bi-monthly in order to review their status and progress and set goals. The Check-Up Form is a progress-monitoring tool that integrates expectations from all core curriculum subjects and departments. Every teacher in the school is responsible for conducting Check-Ups. And, since the Check-Up protocol nurtures the growth mind-set in each student, the Format provides a context for EFT leadership to anchor

school-wide professional development. Video segments of Check-Up sessions, student work, and case studies of student progress (or lack thereof) will provide a foundation for the professional development program. During Check-Ups teachers will reference the following data: curriculum based measures in reading fluency, reading comprehension, writing fluency and math, classroom assessments (pre-tests and post-tests) in Math, Science and Social Studies, and C-DEEP social-emotional assessments. Via the Checkup protocol, students take ownership of tracking the results of various assessments, monitoring their own progress, and revising their ILP goals.

Diagnostic Assessment: As described above, baseline, diagnostic data will be collected for all students during the intake process. All incoming students will complete the Degrees of Reading Power® (DRP), a nationally normed, CCSS-aligned, reading comprehension assessment. Students will also take a Math Diagnostic Assessment. During the year, in Regents-bearing courses (Math, Science and Social Studies) students will take pre-tests that are aligned with standards. Other diagnostic assessments include: Oral Reading Fluency Curriculum-Based Measures (CBM), the Writing Fluency CBM, a Math CBM, and a skill progress assessment on Khan Academy. Diagnostic assessments will be used to determine instructional needs and create the best possible student programs at the start of each school year.

Formative & Interim Assessments: Several of the baseline assessments used for diagnostic purposes, described above, will continue to be used as formative assessment tools, particularly CBMs in Oral Reading Fluency, Writing Fluency and Math. Since EFT Bronx will integrate social-emotional learning into the education program, students receive on-going feedback about their social-emotional dispositions from their peers using the C-DEEP assessment (see *Key Design Elements*). In Check-Ups with teachers, students monitor their academic progress by referencing diagnostic and formative assessment data points (DRP; CBMs in reading fluency, writing fluency and math; content-based pre- and post-tests, and C-DEEP social assessments). Reviewing this data informs students' goal setting in both academic and social-emotional domains. Informal formative assessments, such as writing notebook volume checks, graded writing compositions based on rubrics (Education Northwest's 6-+1 Trait® Rubric), graded briefs and research projects will be structured into course syllabi in History, Science, Math, ELA and CTE. Formative assessments will provide teachers with frequent opportunities to understand and reflect on student performance and adjust whole class instruction to student needs. A comprehensive interim assessment system will be implemented, whereby students' progress will be frequently monitored to ensure that they are meeting incremental goals for long-term achievement. Interim assessments will help ensure that students are making progress at consistent intervals throughout the year. Students will be expected to reach benchmark goals and make progress toward proficiency. If they do not, the Student Support Team will identify them as needing increased intervention, and the school will swiftly address needs. In addition to serving as a diagnostic assessment, the DRP® will be administered three times per year, serving as an interim assessment (September, January, May). The DRP®, an assessment that positively correlates with Regents pass rates, will inform students' of their progress in reading comprehension. Since it is a nationally-normed test, the DRP® will also provide the School with an indicator of overall student progress. During PD, school leaders and instructional staff will analyze assessment data in order to develop action plans based on student performance. The Board will regularly review interim assessment data in order to determine whether the School is on track to meet its achievement goals.

Summative Assessment: Post-tests, administered at the end of each unit of study, will enable both teachers and students themselves to gauge their progress toward meeting state graduation standards in requisite content areas. In addition to post-tests, research projects submitted at the

end of each unit of study will take a variety of forms, depending on the content area. Research projects can include writing pieces, presentations, laboratory reports, etc. All research projects will be evaluated on rubrics, and students will be provided with report exemplars in order to guide the writing process. Also, beginning in Year 3, the school will administer the Scholastic Aptitude Tests, including PSAT and SAT. Summative assessments will be used in order to assess the School's progress toward meeting its academic goals, and will allow the School's leadership team to make school-wide decisions including programmatic or professional development changes that will ensure that student achievement is maximized.

The process for administering assessments, analyzing assessment information, and developing action plans: Curricular and instructional decisions at the School will be driven by data, including scores from classroom-based assessments as well as the results of standardized assessments. The school will use the results of these assessments, not only to inform ILPs and prompt the adjustment of individual learning goals, but also to inform classroom instruction on a broader scale. Teacher teams will use data in order to inform unit planning and daily instruction. Since the Common Core Regents exams in Math and ELA have already begun to phase in and changes to the Global History and Geography exam are forthcoming, we will expose teachers to the structures of these revised exams. Additionally, the hour of PD each morning will allow teacher teams to coordinate various assessments and analyze student data in cross-curricular teams. During daily PD, teachers will be coached to analyze and create action plans based on data from formative and summative assessments that they can use to inform upcoming cycles of R-Teams and strategically employ the Formats in order to increase student achievement.

ASSESSMENT CYCLES AT EFT BRONX			
FREQUENCY	NAME OF ASSESSMENT	ASSESSMENT TYPE	PURPOSE
Once, upon intake	Math Diagnostic Assessment	Diagnostic	To diagnose mathematical abilities
	NYSITELL	Diagnostic	To determine the amount of ESL support needed, if necessary
3 times per year (baseline, midline, end line)	Degrees of Reading Power® (DRP)	Diagnostic, Interim	To diagnose reading comprehension abilities, and assess growth in reading comprehension against national norms
Daily	Formative assessments such as writing prompts, quizzes, oral checks for understanding	Formative	To make curricular and instructional adjustments to meet student needs
Every 6 weeks	Oral Reading Fluency CBM Writing CBM Math CBM	Progress Monitoring/ Formative	To determine growth and adjust ILPs so that student needs are met
4-6 weeks (At the end of each unit)	Post-Tests (Created by Teachers)	Interim	To assess understanding of content gained in a unit of study, and to make curricular modifications for the next unit
	C-DEEP	Formative	To assess growth on social-emotional factors as assessed by peers
At the conclusion of each Regents bearing course	Regents Exams	Summative	To determine if the School is meeting academic goals, assess college readiness of students and adapt curriculum and instruction, as needed
Annual, as needed	NYSESLAT	Summative	To assess English Language improvement and proficiency
Fall of Sophomore and	PSAT	Summative	To assess college readiness skills in math and reading

Junior Years			
Spring of Junior Year and Fall of Senior year	SAT	Summative	To assess college readiness skills in math, reading, and writing

Demonstrating understanding of and commitment to assessment requirements applicable to all public schools consistent with state law: The School will administer all required New York State assessments, and will interpret assessment data to make appropriate decisions as a School.

The School’s clear and credible plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the School as a whole: On an annual basis, the School will distribute information about student progress toward meeting educational achievement goals. We will report course pass rates, performance on Regents exams, attendance rates, graduation rates, and other data regarding the School’s progress toward its goals. Individual student progress will be reported on ILPs and report cards. Students will be responsible for sharing ILPs and report cards with families, and during conference nights, students will play an integral role in keeping families abreast of their progress. Print and electronic copies of report cards will also be sent to parents.

E. Performance, Promotion, and Graduation Standards

Alignment with the School’s mission, educational program, and assessment plan: Promotional standards for EFT Bronx students will include criteria for credit accumulation and credit distribution. These criteria will be based on standards set by New York State, but also include standards that further the school’s mission of preparing all students for college and career. In order to support this element of the school’s mission, standards for career readiness are included in the promotional criteria for each grade. Also, in order to support our mission of successfully educating students who come to the School over-age and under-credited, “Foundational Skills” will be included in the promotional criteria for grades 9 and 10. Based on diagnostic assessments that students take upon entering the school, they will be placed on a teacher’s “Student Support” caseload. Their case manager (a teacher at the school) will be responsible for engaging in frequent individual and small-group Check-Ups and instructional sessions so that students are equipped with the tools to use Work Time in order to build foundational abilities in reading and math while staying engaged in units of study with their R-Teams. EFT Bronx students will be held to the same high school graduation requirements as all other high school students in New York State. SWDs will be held to the same promotion standards as all other EFT Bronx students, and will be eligible for Regents and Local Diplomas by meeting the same requirements as all other students in New York State²⁰.

Policies and standards for promoting students to the next grade: The School will consider course grades and credit accumulation to determine promotion. Students must pass all courses with a grade of 65% in order to be promoted to the next grade level course in any given content area.

Sample promotion and exit standards for math, ELA and career readiness:

The sample promotional standards in mathematics and ELA outlined in the table below apply to students successfully completing the 12th grade. These standards, along with the school’s full set of promotional, academic standards for core-content and elective courses, are adapted from the NYS P-12 CCLS.

²⁰ <http://www.p12.nysed.gov/ciai/gradreq/diploma-credential-summary.pdf>

EFT BRONX PROMOTIONAL STANDARDS IN ELA AND MATH	
ELA	MATH
<p><u>Key ideas and details:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <u>CCSS.ELA-LITERACY.RI.11-12.1</u></p> <p><u>Integration of Knowledge and Ideas:</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <u>CCSS.ELA-LITERACY.RI.11-12.7</u></p> <p><u>Text Types and Purposes</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. <u>CCSS.ELA-LITERACY.W.11-12.1</u></p>	<p><u>Statistics and probability:</u> Interpreting Categorical & Quantitative Data: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related: a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. (Mathematics, S-ID)</p> <p><u>Expressions and Equations:</u> Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (Mathematics, A-REI)</p>

The sample promotional standards outlined in the table below apply to students successfully completing the 12th grade EFT Bronx requirements for one subject area that is critical to the school’s mission: Career and Technical Education. These standards are adapted from the Learning Standards for Career Development and Occupational Studies (CDOS). They also include entrepreneurial and career readiness achievements expected of EFT Bronx students.

EFT BRONX PROMOTIONAL STANDARDS IN CAREER READINESS
Technology: Students apply their knowledge of technology to identify and solve problems.
Managing Information: Students use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.
Managing Resources: Students allocate resources to complete a task.
Systems: Students demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.
<p>Entrepreneurial Achievements:</p> <ul style="list-style-type: none"> • Students maintain a personal website • Students develop a personal “brand” essence that will help distinguish the EFT Bronx student as a prospective student or employee • Students build and maintain a cohesive social media network including channels frequently used in college and career settings (Facebook, LinkedIn, Instagram, Pinterest, YouTube, Twitter) • Students develop and maintain an e-commerce storefront or sell a creative work via e-commerce or develop a project and support it through crowdfunding or develop a business plan for a new product, service or innovation

Diploma and graduation requirements:

EFT graduation and diploma requirements are aligned with NY State requirements. In order to receive a high school diploma, students must:

- (1) Earn 22 units of credit by completing a unit of study and mastering outcomes for courses, and
- (2) Obtain a passing score on required Regents exams (5-9 exams) or Department Approved Alternative Assessments or complete a 4 + 1 graduation pathway.

CREDIT REQUIREMENTS	
Successful completion of standards in academic subject areas.	
9	a passing grade in at least 4 credits
10	a passing grade in at least 10 credits, including 2 in English and/or ESL and 2 in History
11	a passing grade in at least 15 credits
12	a passing grade in at least 22 credits in required subject areas
EXAMINATION REQUIREMENTS	
Students must pass 4 required Regents exams (1 Math, 1 Science, 1 Social Studies, 1 ELA); and students must choose (1) of the following additional exams: Additional Social Studies Regents; Additional Science Regents; Additional Math Regents; Approved CTE, LOTE or Arts Pathway Assessment, or Department Approved Alternative Assessment	
FORMAL, NON-DIPLOMA EXPECTATIONS	
<ul style="list-style-type: none"> • All students are expected to take part in two field experiences (internships or service learning experiences). • Apply to a college (complete application, essay and financial aid forms) 	

EFT will adhere to a *Promotion in Doubt Process* (PDP) to ensure parents and students are notified and informed when a student has not met required expectations to pass to the next grade. The PDP will be completed by February 1 of each year. Students who did not meet promotion expectations will be permitted to use the EFT summer program to recover missing credits in order to be promoted to the next grade in August, prior to commencement of the academic year.

E. School Culture and Climate

A student discipline policy that is reasonably likely to promote a safe and orderly learning environment (Attachment 4): The School will adopt a discipline policy that promotes student learning by ensuring a safe and orderly learning environment. Our proposed School Discipline Policy clearly sets forth the rights and responsibilities of students, and names the different kinds of infractions that are subject to disciplinary measures. The discipline code is in compliance with all laws regarding discipline of SWDs, including procedures the school will follow in order to determine whether a behavior was a manifestation of the child’s disability. In accordance with the Dignity for All Students Act, the School Discipline Policy defines and prohibits both harassment and bullying.

The culture of the School and how we will implement the Code: A positive school culture is a fundamental facet of the educational program at the School. Since our School’s educational program depends upon the degree to which every student can successfully participate in the LC Formats, a positive school climate is integral to achievement. The LC Format Rubrics specify parameters for student behavior, and teachers’ enforcement of specified procedures is the primary way that a positive school culture is maintained. Authority to enforce rules is distributed not only to teachers, but also to students. When it is primarily students themselves who hold their classmates accountable to rules and procedures, strong positive group norms are established and secured (Tomasello, 2009).²¹ In cases when students break the rules, a formal discipline policy has been established. Every teacher in the school adheres to established procedures adopted by the School for the purpose of developing a positive school-wide culture. These procedures are summarized below:

²¹ Tomasello, M. (2009). Why we cooperate. Cambridge, MA: MIT Press.

1. At the beginning of the school year, a ‘social contract talk’ is presented to all students. The talk outlines each student’s educational rights and responsibilities, which are contextualized in an historical narrative of human and civil rights and the achievement of education as a social achievement. The talk invites students to consider the kinds of behaviors that interfere with learning, and offer insights about the appropriate consequences for those whose behaviors interfere with others’ rights to learn.
2. Students’ insights are collected by the administration, who use them to develop a Ladder of Consequences. The Ladder is posted in every classroom, and used by students and teachers as a tool to help students regulate behavior and as a reference to adjudicate behavior infractions (typical ‘rungs’ on the ladder: 1) Peer Reminder; 2) Teacher Reminder; 3) Move Seat; 4) Behavior Reflection; 5) ‘On Call’ (a system of back-up support explained below); 6) Principal Referral.
3. Implement instructional practices in accordance with the Social Norms Rubric (See sample Rubrics at <http://learningcultures.net/the-model/rubrics>).
4. The ‘On Call’ system provides a back-up staff member to provide support when disruptive behaviors require attention. When such behaviors occur, after having called for *back-up*, the teacher on record can either address the behavior at hand, or continue instruction while *back-up* attends to the behavior.
5. Consequences for a Principal Referral are based on severity of the infraction. Typically, after-school or before-school detention are appropriate responses. But in cases where behaviors were violent, egregious, or potentially harmful, an intervention meeting is scheduled (sometimes with parents). Students who habitually break rules, even if they do not reach a level of severity to warrant a Principal Intervention, will receive Intervention meetings in order to help develop greater awareness of the consequences of behavior on their own learning and that of others.
6. Behavior Intervention meetings involve the Principal and teachers in a discussion with the student, in which the student identifies the behaviors that interfere with their own or others’ right to learn. Students then determine which responsibilities their behaviors prevent them from upholding. Students are asked if they want to change their behaviors (the founding team of the School have collectively conducted hundreds of Intervention meetings, and have never encountered a child who does not want to change personal behaviors that violate others’ rights to learn). The Principal then helps the student make an action plan in the form of a Promise Card. The Card is posted in the Principal or Dean’s office and a laminated copy is provided to the student. The staff is provided a list of all students who have Promise Cards, and students are asked to reference the card if and when they are next asked to take part in a Behavior Reflection.

The formal discipline policy is based on the NYC DOE’s Citywide Standards of Intervention and Discipline Measures (See: <http://on.nyc.gov/SfDp2I>). The Standards outline students’ rights and responsibilities, and provide guidelines for appropriate responses to problematic behaviors (see Attachment 4). Our school views the disciplinary process as an important educational opportunity, which allows students to develop a greater sense of awareness of their own responsibilities, others’ rights, and control over the ability to willfully regulate their behaviors to group norms. The degree to which teachers, students and parents perceive our school community as a place that assures a safe and secure learning environment will be assessed annually through our Quality Review process and the School Environment Survey. At all times, EFT Bronx will comply with state and federal requirements concerning state requirements regarding the discipline of SWDs and those suspected of having disabilities. In the rare instance of a long-term

suspension, the school will comply with applicable state and federal requirements, particularly around SWDs and those suspected of having disabilities.

G. Special Student Populations and Related Services

Responsive General Education Classrooms

EFT is a fully inclusive school. This means that every student, regardless of initial skill level or need, is fully included in regular core content classes. Students are never tracked for instruction by ability or skill level. The LC Formats, particularly Cooperative Unison Reading, Writing Share, and R-Teams, have been developed around protocols that are socially inclusive. The rules and procedures for the Formats ensure cooperative problem solving and socially-promotive interactions that are designed to flexibly accommodate curriculum content linked to courses in which the Formats are used. All special student populations are expected to demonstrate academic growth toward grade level benchmarks and standards. Starting in Year 1, a special education teacher will oversee the special education program, an ESL teacher will act as our ELL coordinator and oversee ELL services, and the Student Support Lead will coordinate our Student Support Team's Response to Intervention initiatives. Additionally, all EFT Bronx students will have ILPs. This ensures that all students are operating at appropriate levels of rigor and that no student feels stigmatized for having an ILP.

Support Services for Students at Risk of Academic Failure

The EFT Bronx leadership anticipates that the majority of students who enter the school will not initially be meeting grade-level achievement expectations in all subjects. EFT Bronx's Response to Intervention (RTI) program will serve to identify at-risk students and apply appropriate interventions swiftly. During the Summer Professional Development Institute, staff members will review the academic records and diagnostic assessment data of incoming students in order to prepare, from opening day, to support at-risk students. Once the school year begins, one component of EFT Bronx's morning PD will be a grade team meeting. Teachers will use progress monitoring data and other formative assessments in order to refer students to the Student Support Team (SST), described below.

Student Support Team: The Student Support Team is comprised of the Principal, the Assessment Lead, the Student Support Lead, the ELL Coordinator, and the Special Education Coordinator. The Team meets weekly to review students whose language, academic and/or social-emotional development is of concern. At each meeting, the SST will review referrals from the teacher team and also from the Student Support Lead, who will be responsible for maintaining a birds-eye view of the school's progress monitoring data in order to ensure that students do not "slip through the cracks." The SST will support each student's Check-Up teacher (case manager) to work in partnership with the student in order to amend his or her ILP. This will include recommendations for RTI services that the student can receive during Work Time, and RTI software or activities that the student can pursue independently during Work Time. During subsequent weekly SST meetings, student progress toward ILP goals will be evaluated, and students who fail to respond to interventions will move up each Tier of the RTI process to receive increasingly intensive responses.

Identifying Students Suspected of Having a Disability: The SST will develop and track pre-referral interventions and refer students for evaluation as needed. Teachers will be trained in Child Find policies in order to be able to accurately and responsibly identify candidates for screening for a possible disability. Parents and families will be partners in any referral process, and EFT Bronx will notify and meet with guardians of a child deemed to be at risk of academic

failure. Members of the SST will always discuss the nature of the services that are recommended with families.

Response to Intervention (RTI): A Response to Intervention model will be used to identify at-risk students and respond to their needs via immediate and appropriate interventions. CBMs in reading, writing, and math will be administered to all students every six weeks during their first year in our school, regardless of grade level (see *Assessment System*). Students who score below the 5th grade level in reading will continue to receive CBM assessments in reading every six weeks until they read at a 9th grade fluency level. Students who fail to show progress in any three consecutive administrations of any of the CBMs will be identified for review by the Student Support Team. Other students to be monitored by the Team are those who persistently exhibit challenging behaviors (e.g., confrontational, oppositional or defiant students), and those who are referred for other reasons by teachers and school staff. The team works together to respond to each student's particular needs. They identify the need for further assessment, strategize Tier II interventions, including additional academic support, tutoring, and instruction focused on skill gaps. In cases where students fail to make progress through Tier II interventions, the Team initiates a referral for evaluation. When the team determines that a student requires the attention of a social worker or counselor, these services will be provided.

Support Services for Students with Disabilities

All staffing decisions, and therefore budgeting decisions, will be made in order to ensure compliance with mandates for SWDs.

Identifying Students with IEPs: Under the direction of the School Director, the Special Education teacher and Student Support Lead will conduct a preliminary review of student records to identify students with IEPs. The SST will review Automate the Schools (ATS) and the Special Education Student Information System (SEIS) and request student records immediately after registration in order to identify students with disabilities. The Special Education teacher, Student Support Lead and principal will work together to create a program that best supports the student by providing the services mandated on the IEP.

Providing Specialized Instruction and Services: All programs of students with IEPs will be consistent with the IEP developed by the CSE of the student's school district of residence. Special Education services will be delivered by qualified Special Education teachers. One of the special education teachers will act as the Special Education Coordinator who, under the supervision of the principal, will be responsible for managing all documentation and safeguarding the confidentiality of IEPs and related records in accordance with the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). The Special Education Teacher will also be responsible for providing teachers and related service providers with copies of students' IEPs. The Special Education teacher and Student Support Lead will write summaries that outline students' disabilities, required services and updated student goals from the IEPs and ILPs. The Special Education teacher will also liaise with the CSE. The Principal and Special Education teacher will attend initial IEP meetings and annual reviews. The SST will evaluate student progress to determine whether the IEP requires modifications and if a student requires continuation of services. Since the NYCDOE (local education authority) is required to provide related services, the Special Education teacher will liaise with them as well. For services that cannot be provided in-house or arranged through the CSE, EFT Bronx will contract with outside vendors or independent service providers for speech/language therapy, physical therapy, occupational therapy, etc. Depending on student and staff needs, EFT Bronx will explore joining the Special Education Collaborative operated by the New York City Charter Center in our to best effort to support a high quality instructional

program for our students with disabilities. EFT Bronx will provide Integrated Co-Teaching (ICT) for the number of sections that are warranted depending on the number of students with IEPs that are ultimately recruited to EFT Bronx. General education teachers and special education teachers will work together in order to co-plan and co-deliver instruction and create a learning environment that is tailored to student needs. ICT teachers will work together to strategically use large- and small-group Formats in order to best support SWDs. SWDs will also have higher frequency Check-Ups than the general population so that progress toward incremental goals is closely monitored and tracked and student motivation is supported. The variety of different student groupings provided by the Learning Formats will ensure that SWDs' experience at EFT Bronx is truly integrated and that they feel fully included with the rest of their classmates. Students with Emotionally Disturbed (ED) classifications will be closely monitored in Tier I activities to ensure they are encouraged to adhere to the Format rules and that, when rules are broken, they progress through a pre-determined ladder of consequences, as specified previously in *School Culture and Climate*. It is anticipated that students who exhibit persistently challenging behaviors will initially have multiple Principal Referrals and Interventions until their behaviors normalize through participation in the formats and through repeated exposure to the School's educationally-oriented disciplinary system. Especially during the first three months of the school year, the School Culture Lead (Dean) and Principal will be closely involved in the student disciplinary system to respond to students who receive a Principal Referral (the 'top' of the disciplinary ladder) and who require Behavior Interventions (described in *School Culture and Climate*). Students with other classifications (such as LD, SI, VI, HI, Autism) who were classified before they matriculated into EFT will receive programs that offer full inclusion in Tier I activities, and will receive mandated accommodations.

Support for Academically High-Achieving Students: Students will have access to advanced opportunities via working with their case manager, who will help them set rigorous 'stretch' goals on their ILPs. Such goals might include moving through curriculum at an accelerated pace, self-directed online learning, independent study or interdisciplinary projects.

Identifying, Assessing and Serving ELLs

Identification: EFT Bronx will use the New York State Education Department's protocol for identifying students who are ELLs. During the intake process, staff members will administer the Home Language Identification Survey (HLIS) as an initial screening, using a staff member who shares a language in common with the family as the interviewer, or phone translation, when necessary. If the HLIS and informal interview in the native language indicate that the students' native language is other than English, initial assessment will take place. In compliance with NYSED regulations, the school will administer the New York State Identification Test for English Language Learners (NYSITELL). The NYSITELL will be scored by an EFT Bronx teacher, and if the student scores at a Beginning, Intermediate, or Advanced Level the student is classified as a LEP/ELL and the school will provide for the student in a LEP/ELL program. If the student scores at a Proficient Level, the student is not a LEP/ELL.

Assessment: EFT Bronx will administer the New York State English as a Second Language Achievement Test annually. Students will be designated by the exam according to five performance levels (consistent with the NYS Bilingual Common Core Initiative beginning in Spring 2015): Entering, Emerging, Transitioning, Expanding, and Commanding. Their ILPs will be tailored accordingly. ELLs will also participate in the school's regular progress monitoring cycle using CBMs in reading and math so that the Student Support Team can make data-based instructional and programming decisions.

ELL Services: Much of our ELL program is a function of our cooperative learning methodology. ELLs are not tracked into separate classes based on language ability. Rather they spend most of their school day fully integrated into heterogeneously grouped classes. The collaborative nature of the Formats ensures that ELLs have the flexibility to access resources in lower reading levels or other languages, and also that they have the support of their peers when tackling complex texts. Since literacy in the L1 (native language) helps build literacy in the L2 (second language), ELL students will be encouraged to use native language supports and resources as they participate in Writing, Math, History and Science curriculum activities. In addition to taking part in Tier I curriculum activities, ELLs will have opportunities to take part in ‘sheltered’ Cooperative Unison Reading sessions three times each week during Work Time. These sessions will be facilitated by an ESL teacher, and will provide a context for students to gain confidence and initiative in exercising critical reading strategies and to deepen English vocabulary knowledge. Students who require more intensive supports, such as Students with Interrupted Formal Education (SIFE) and students whose language acquisition progress is stagnating, will be identified by our Student Support Team. Their ILPs will then be tailored to include goals that help them take stronger initiative to use language productively in the Formats.

Evaluation: In order to evaluate the ELL/LEP program we will: (a) track growth on reading and writing CBMs throughout the year; (b) review disaggregated data from interim assessments, Regents exams and the NYSESLAT; (c) conduct programmatic audits that examine qualitative data from teacher surveys and internal program documents; (d) administer surveys so that students, parents and families have an opportunity to provide feedback on the quality of ELL/LEP services; (e) maintain an open door policy so that students and families who might be dissatisfied are always heard and the school responds to their needs.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

How the applicant group came together to develop this proposed school: The story of EFT Bronx began when a group of educators, parents, and community activists came together to establish a high-quality public high school option for students of CSD 9. Cynthia McCallister, proposed Executive Director, is a member of the faculty in the Department of Teaching and Learning at New York University. Over her 19-year career as a teacher educator and school reformer in NYC, she has worked extensively in CSD 9 and in other Bronx middle and high schools. She leads the effort of a team with a combined total of 25 years of teaching experience in the Bronx and over 50 years of combined experience as parents and involved community members of students in CSD 9 schools. During her work in NYC schools, McCallister has consulted with principals and teachers to substantially reform teaching and learning practices by applying new theories of teaching, learning and human development to classroom practices that support all students, in particular ELLs, students with special needs, and children living in poverty. Over the course of her work in over 20 high-need schools, in every borough in NYC, Dr. McCallister developed the education model known as Learning Cultures. By working to establish EFT Bronx, the founding team has worked tirelessly over the last six months to bring the LC model to CSD 9 students. The back-story of our school proposal involves a cadre of talented and committed teachers and principals with whom Dr. McCallister has collaborated to implement Learning Cultures (LC) in other schools. The founding team together has over 35 years of combined experience in the LC model. The opportunity to implement LC for the first time on a school-wide basis occurred in 2007 when Kerry Decker Rutishauser (then Principal of the PK-8 Jacob Riis School, currently Principal of High School of Green Careers—both NYC district schools), and proposed Senior Director, recruited Dr. McCallister to implement the

Learning Cultures model in her school. The five-year initiative resulted in dramatic gains in student achievement (as described above in Section I). During their collaboration, McCallister and Decker first conceived of expanding the LC model to charter schools. Since 2011, Dr. McCallister has collaborated with leaders and teachers in eight additional schools to implement LC. Two of these schools are located in the Bronx. In 2011, Dr. McCallister began working with the principal and teachers at High School of Language and Innovation (HSLI) in the North Bronx to implement the LC model in all grades and content subjects. Applicant Group member, Ms. Wrightman, began her collaboration with McCallister at this time. Being a Lead Teacher, ESL Coordinator and Dean, Ms. Wrightman, under McCallister's leadership, played a lead role in developing the LC curriculum in the high school context and its supports for ELLs.

How often the applicant group met and how the planning and writing process of the application occurred: Since September, 2014 the EFT Bronx founding team has met regularly to launch our School proposal. McCallister and Wrightman led the team, coordinating community meetings, engaging in public outreach, holding bi-monthly meetings with educators on the team, and refining the proposal to reflect the concerns and needs identified in the process. McCallister and Wrightman recruited Board members, seeking out others who share a deep commitment to serving high-need students in the Bronx and formed an applicant team that includes community residents, lawyers, consultants and financial and charter experts. The team collaborated mostly in person, but also frequently via file sharing and teleconferencing, and has been sure to enlist applicant team members and other experts whenever needed.

Primary authors of the final application and names of any paid consultants: McCallister and Wrightman are the primary authors of the final application. The applicant team also participated in the Apply Right Program provided by the New York City Charter Center, and utilized the consulting services of Charter School Business Management (CSBM).

Individuals in the applicant group, and the process used to determine that the individual is the best candidate for the position: A summary of EFT Bronx founding members' expertise and experience as well as their proposed role in the School appears in *Table 1*. Our School's educational program is developed around the Learning Cultures model. Cynthia McCallister, the developer of the model, is well suited to lead our new school initiative. A parent of children who attended NYC public schools, she has 19 years of experience as an agent of school change, working in classrooms to help principals and teachers create more effective learning experiences for students. While Dr. McCallister works on the ground with teachers and school leaders, she is also a curriculum developer, literacy researcher, and curriculum theorist who has developed innovative methods of education. She will continue to devote a 40% workload to research and scholarship. As proposed Senior Director (SD, Kerry Decker will work in partnership with Cynthia McCallister to carry out the duties of the ED. Having worked under McCallister's guidance in turning around four urban middle and high schools with the LC model, Ms. Decker is ideally suited to the role of SD. Since the development of new leaders is an imperative of this innovative reform initiatives, the founding team is committed to developing a school that supports new leaders in successfully learning the demands of the role of principal as opposed to depending upon already-experienced principals to fill the role of EFT Bronx Principal. Our staffing plan includes a leadership incubator component to provide supervision and guidance to a novice principal who has demonstrated leadership ability, but who does not have previous experience in the role of principal. Shira Wrightman, an exemplary teacher who has demonstrated strong leadership in the range of responsibilities in her work as a teacher and

school dean, is well suited to assume the role of principal and, with support and guidance, poised to succeed in the role of EFT Bronx Principal.²²

Each member of the executive management team will assume a 25% teaching load. Dr. McCallister, as the creator of the education model used at the school, as well as the school discipline program, the curriculum model used in all classes, and the teacher evaluation/professional development systems, will provide guidance to the Senior Director and Principal in implementing the model and in making sure that teachers are accountable to implementing the model with fidelity. McCallister will also work in classrooms with students, demonstrating practices and teaching the students who present the most significant challenges. With Dr. McCallister at the helm of this school effort, EFT Bronx will benefit from the leadership of the person who created the School's educational model and who has worked with eight school leaders to implement the model. With Kerry Decker in the position of Senior Director, the School will benefit from the expertise of a leader who has implemented the educational model successfully in five other schools, several of which were previously failing. Strong experience in the LC model on the part of our executive management team is a staffing strategy since all teachers hired to work at EFT Bronx must be trained and supported professionally.

B. Board of Trustees and Governance

Members of the initial Board of Trustees (see Attachment 5a): Board members collectively possess the experience and qualifications to found, launch and run a high-quality charter school, including a record of demonstrated success in managing public funds, providing a high-quality educational program, and maintaining strong ties to the community served. The proposed Board of EFT Bronx includes members with varied skillsets including financial, legal, and educational expertise, charter school evaluation, and business consulting. Proposed Board members will serve from the date the charter is issued until the first annual meeting, at which time members of the initial Board can seek election to the Board of Trustees. One member of our Board is a human rights attorney who has experience with highly vulnerable immigrant groups. Another member, an attorney, was born and raised in the Bronx, attended public schools, and seeks to give back to the community of his birth. Another member is a former Bronx teacher who worked for Teach for America and seeks to apply his current expertise in PR and marketing to help develop a school to make a larger impact on school reform. Another member was a teenage mother living in the Bronx when she dropped out of high school. She seeks to invest effort in creating a school that more successfully meets the needs of adolescents than the kind of schooling experience she had as a teenager.

The role of the Board and its relationship to the Board of Regents: The EFT Bronx Board recognizes the NY State Education Department as its chartering agency, but also as its partner in providing an excellent education to the students we seek to serve. We welcome the guidance and feedback of the NYSED, and acknowledge the purview of NYSED representatives to visit the School and examine any aspect of its operation to ensure that the School is in compliance with applicable laws, regulations, and charter provisions. Any changes to EFT Bronx bylaws are

²² Kerry Decker was principal of the Jacob Riis School and in her 3rd year when she implemented LC and brought her school from a 'C' level of performance to an 'A' in one year. The principal of P.S. 443 was in her 2nd year when her school received an 'F' for performance. Within two years of LC implementation, student progress rose to a level that placed P.S. 443 at the top of its peer group in terms of student progress. In 2013, Emily Jarrell, a first-year principal of the Unison School, led her staff to dramatically raise student performance and to reduce violent and dangerous incidents in her school.

subject to approval by the NYSED. The Board will oversee the implementation of policies for School operation and ensure the School is provided with necessary resources for its operation. Board members will ensure that students enrolled in the school receive an education that aligns with the School mission. Board members will conduct themselves at School proceedings in a manner that is ethical, legal, and transparent, supports the School's best interests, and in accordance with applicable state law.

The School's governance structure: At all times, the Board will consist of a minimum of five and no greater than 15 members, all of whom will have expertise or experience that qualifies them to provide oversight leadership to EFT Bronx and to help guide the realization of its mission. Appointments to unexpired seats will extend to the end of the vacant term. Proposed Trustees are nominated by a Trustee in office. The Board will seek to elect members so that its composition will at all times include at least two trustees who are residents of New York City, ensuring that at least one of these members resides in CSD 9; one member who possesses training and/or expertise in the school's educational model; and no more than 40% of members who are employed by the same organization. Persons employed by the School or those with a conflict of interest are prohibited from serving on the Board as per Sections 801 through 806 of the General Municipal Law. The Board will seek to elect at least one member who qualifies as a financial expert, as defined in item 407(d)(5)(i) of the Securities and Exchange Commission's Regulation S-K, and who can serve on the Audit and Finance Committee. This member must satisfy the "independence" requirements specified in the Sarbanes-Oxley Act of 2010. Trustees serve the terms of their office subject to any additional legal requirements.

Recruitment, selection and development plans for Board members: The Board will seek to recruit future Board members who are individuals with exceptional professional, community service, or other expertise and experience to ensure that the School's various stakeholders are appropriately represented and that the School's mission is upheld. We have communicated the expectation to Board members of the need to identify and recruit prospective Board members with expertise in human resources, media and public relations, education, development and fundraising, and school operations. We will also seek prospective Board members with close ties to the School's home community so that collectively, Board members have both the experience and qualifications to sustain a high-quality charter school, manage funds effectively and responsibly, and develop and strengthen community ties.

The Board's Executive Committee, in collaboration with the Executive Director, will organize new Trustee orientations, which will include an online learning component, access to the charter and its financial statements, and a school visit to observe classrooms and meet staff. The orientation will provide opportunities for new members to discuss membership expectations. In addition, the orientation will provide opportunities to discuss Board members' responsibilities and fiduciary responsibilities. New Board members will be assisted by the Chair in learning information relevant to service and recommend training experiences (in consultation with the Principal). The Board will initially develop a Board Guidebook that will outline information relevant to each Board member's role, as well as outline training topics and opportunities, and a schedule of training events. The Executive Director will recommend staff members to the Board. The Executive Director, as head of school management, has general responsibility, in collaboration with the Senior Director and School Principal, to recruit and hire staff; however, the Board holds ultimate responsibility and authority with respect to hiring and removing EFT staff members, including the Executive Director.

Board of Trustees' roles and responsibilities:

The Board and its Committees are responsible for fiscal, educational, and regulatory oversight of the School. The Board approves all school policies, works with the School's management and staff to implement policy, and provides regulatory oversight of the school. In summary, the Board will: (i) adhere to the mission, purpose, and values of the School's mission, (ii) contribute personal expertise to advance the mission and performance of the school, (iii) advocate for the School's best interests, (iv) conduct Board activity in a transparent manner in accordance with School bylaws and policies (v) adopt, review, and monitor school policies and budgets, (vi) hire, evaluate, and, if necessary, terminate those in management positions, including the Executive Director, Site Director, and Principal, (vii) achieve a quorum at monthly, on-site Board meetings, (viii) address complaints brought to the Board, (ix) review and evaluate School performance data, (x) appoint an Executive Committee, comprised of a Chair, Vice-Chair, Treasurer, and Secretary, (xi) charge the Executive Committee to set meeting agendas.

Procedures for conducting and publicizing monthly Board meetings: Board meetings will be held on a monthly basis at the School. Notice of Board meetings will be posted and publicized in accordance with the Open Meeting Law and other applicable laws. Except as permitted by law, (i) no Board quorum will meet privately to deliberate or make decisions, and (ii) no executive sessions will be held until: (a) the Board first convenes in an open session for which public notice has been given; (b) a majority of the Trustees as such meeting vote to go into executive session; (c) the vote of each Trustee is recorded on a roll call vote and entered into the minutes; and (d) the Board Chair cites the purpose of the session and whether the Board will convene at the conclusion of the session.

The School's bylaws (Attachment 5b) and code of Ethics (Attachment 5c):

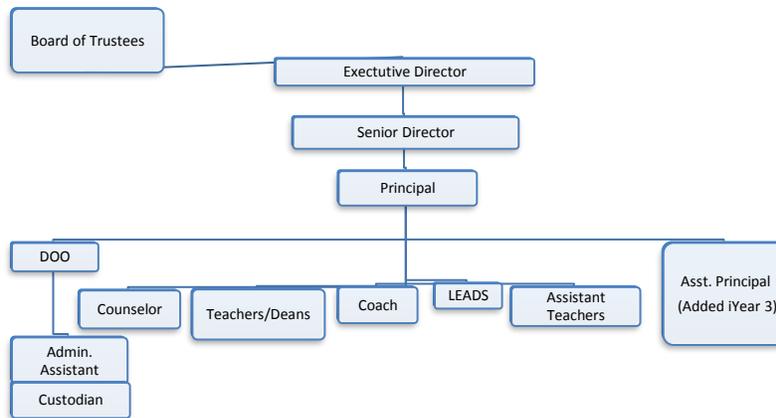
The EFT Bronx bylaws and code of ethics comply with applicable New York State laws. Bylaws establish the membership and powers of the Board of Trustees, describe the terms of members and procedures for election. Bylaws describe the Board's committees and procedures for meetings. Every effort will be made to promote parent and staff involvement in meetings. The ED will be expected to make brief presentations to the Board on an annual basis; and each Board meeting will feature a short presentation by teachers and staff on the School's educational program. Meetings will be held in the school building in a space permitting universal access. Meeting minutes will be recorded and available to the School community via the school website.

Board of Advisers: Two prominent scholars who have been long-term mentors to Dr. McCallister in her development of Learning Cultures will be on the Board of Advisers. Dr. Edmund Gordon, Professor Emeritus, Yale University, is a prominent developmental psychologist and founder of Columbia University's Institute for Urban and Minority Education whose conceptions of educational equity inform the LC model (<http://bit.ly/1bgr9bV>). David Olson is Professor Emeritus, University of Toronto/OISE, and a cultural psychologist and prominent literacy scholar whose theories of self-responsibility and literacy are infused within the LC model (<http://bit.ly/1CuYHh8>).

C. Management and Staffing

Organizational chart showing staffing structure and reporting responsibilities: The organizational chart below depicts the management, responsibility and reporting structure of the School.

As the chart indicates, the Board holds ultimate responsibility for implementing the School's mission and goals. The ED reports directly to the Board. The ED is responsible for implementing the educational, programmatic, and fiscal plan as specified in the School's mission.



All final hiring decisions must be approved by the ED, and may be executed by the SD and the Principal. The SD reports to the ED, and the Principal reports to the SD. The DOO, teachers and staff report to the Principal.

Daily operation of the School and responsibilities of key administrators: The Board will hire members of the executive management team (Site Director, Principal), who, through the ED, will report directly to the Board. This team, consisting of the ED, SD, and Principal, will implement all facets of the school’s educational program, including management and professional development in curriculum, instruction, school discipline, field learning and CTE, assessment, ESL, SPED, and academic interventions. All members of executive management will have teaching responsibilities. The Principal will be the public face of the School and, under supervision of the ED, responsible for its overall success. The Principal, with support and supervision of the SD, will assume responsibility for the School’s daily operations, and will be responsible for implementing all administrative responsibilities. The SD and Principal will distribute leadership responsibilities to teachers as fitting. The executive management team will be critical to the success of the School.

A staffing plan that is viable and adequate for implementation of the School’s mission and educational program: Our staffing plan is aligned with the mission of the School and will enable the executive management to implement the educational program in accordance with key design elements (See Section I). The ED and DOO will be hired during the pre-opening period. Remaining key administrators will be hired in June 2016 and as enrollment increases. The summary staffing plan below delineates the School’s hiring plan through the opening period.

Staffing Plan, Years One through Five:

STAFFING PLAN: YEARS 1-5					
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served	9-10	9-11	9-12	9-12	9-12
Enrollment:	175	250	375	400	400
Executive Director	0.6	0.6	0.8	0.8	0.8
Site Director	0.25 Instruction 0.75 Management	1	1	1	1
Principal	0.25 Instruction 0.75 Management	1	1	1	1
DOO (0.25 Instruction)	0.25 Instruction 0.75 Management	1	1	1	1

AP for Student Services	-	-	-	1	1
Guidance Counselor (25% Instruction)	0.5 Instruction 0.5 Counseling	0.5 Instruction 0.5 Counseling	0.5 Instruction 0.5 Counseling	0.5 Counseling 0.5 Instruction	0.5 Counseling 0.5 Instruction
Dean	0.5 Instruction 0.5 Dean	1	1	2	2
Teachers—SPED	1	2	3	3	3
Teachers—ELA	1	2	3	4	4
Teachers—Math	1	2	3	4	4
Teachers—Science	1	2	3	3	3
Teachers—Social Science	1	2	3	3	3
Teachers—ESL	1	1	2	2	2
Teachers—Foreign Language	-	1	1	1	1
Teachers—Physical Education/Health	-	1	1	1	1
Teachers—Art	-	-	1	1	1
Teachers—Music	-	-	-	1	1
Teachers—CTE	0	1	2	3	3
Assistant Teachers	4	4	4	4	4
Custodian	1	1	1	1	1

The EFT Bronx staffing plan is aligned with the School’s mission, educational program and enrollment plan. At full enrollment of 400 students, our school staff will be comprised of 28 teachers, including 2 deans, each of whom will have a partial teaching load, and two full-time executive managers, all of whom will have partial teaching loads. The ED will be on site at a 60% capacity in Year 1 and 2, and at an 80% capacity in Years 3-5. The educational program will feature a combination of classes ranging in teacher: student ratios from 1:4 to 1:20. Students will take part in a Work Time Format twice a day during which time they will work on independent projects alone or in collaboration with peers in a study-hall type setting (large class size with minimal supervision/instruction). The School will offer one ICT class per grade and SETTS as indicated by students’ IEPs. After our opening year, the School will be in operation 45 weeks per year, and Common Core/Regents subjects will be offered throughout the year to provide ample opportunity for students to accumulate necessary credit for graduation within four years. School budget supports this staffing plan (See Attachment 9). The budget covers a wrap-around yearly program with summer offerings to support accelerated learning, credit recovery, and enrichment.

EFT Bronx hiring and personnel policies: The Principal will ultimately be responsible for hiring EFT Bronx employees, subject to the final approval of the SD, the ED, and the Board. Prospective teachers must hold a minimum of a bachelor’s degree and have proof of knowledge of the subject to be taught. Further, teachers will be hired based on an appreciation of the School’s mission and goals, willingness to learn an innovative educational approach to teaching, evidence of a notable achievement in any capacity that would potentially benefit students in the School’s community of students, and evidence of the ability to work collaboratively, cooperatively and creatively with others. Hiring and personnel policies are elaborated in Attachment 8a.

Recruitment and retention of talented administrators and teachers: In order to attract and recruit talented and qualified faculty to the School, several strategies will be implemented. First, highly-qualified staff already trained in the educational model used in the School will be offered signing bonuses to come to the school. A merit-based compensation system will be developed by the

executive management and will be submitted to the Board for approval. The School budget includes funding for merit and bonus pay as follows: Year 1: 63K; Year 2: 87K; Year 3:130K; Year 4: 150K; Year 5: 155K. Second, the School's base pay scale will be higher than the district rate. Base pay for teachers and administration will start at a rate 5% above the NYC DOE district scale based on experience. Third, the School compensation structure will encourage high levels of effectiveness through a merit-based remuneration system and annual performance bonuses. Teachers who strive toward high levels of effectiveness will have opportunities to earn annual increases in base pay that are comparatively steeper than step-based increases in the local district system (UFT pay scale). Fourth, the School will establish relationships with teacher education programs, and those with strong potential will be encouraged to apply for available positions.

Anticipating potential human resource challenges: The educational model employed by our School provides a comprehensive professional development system that creates internal capacity to raise teacher effectiveness. The system is based on cycles of observation, corrective feedback, self-reflection, and goal-setting. Based on implementation of the model in eight schools, this system provides a rigorous and effective internal system to develop human capital. However, some teachers do not respond positively to the program. A human resource challenge is to maintain effective systems to counsel teachers who are ineffective or unmotivated to resign their positions. We anticipate this challenge will be countered with the perceived benefits of working at the school. We anticipate that our School's groundbreaking teacher professional development program will be a strong recruitment incentive. A recruitment plan will be developed to attract prospective teachers through an on-going social media campaign that provides information about the school and opportunities to visit and speak with teachers. We have estimated an annual 3% salary increase in our operating budget. The School will provide benefits including health care and contributions towards retirement. We anticipate high levels of interest on the part of prospective teachers who seek to collaborate with highly-talented and committed colleagues, work with students from a linguistically-diverse and economically disadvantaged community, have the opportunity to become skilled in a highly innovative and effective educational model, and enjoy high levels of professional autonomy. The strong professional ethos established at our school, through systems of professional development and through an educational process that effectively raises achievement and develops a positive school culture will likely draw prospective teachers in numbers that match our demand for staff.

Data-driven staffing decisions: Our staffing decisions have been initially informed by over three decades of collective experience on the part of the executive team in implementing this model in high need NYC schools. Staffing decisions will be informed by data from our teacher evaluation system, based on a system that integrates the NYCDOE teacher evaluation system with the Learning Cultures evaluation system based on Format Rubrics (described in Section II, Educational Plan). We will also make revisions to staffing in response to necessary revisions to programs based on our on-going assessment of students' needs, interests and strengths. For example, new programs may be added based on student demand or need (such as enrichment or academic intervention programs). Staff will be hired for new lines as needed, upon Board approval. Certified teachers will be hired except in cases where life/professional experiences serve as a more appropriate credential, in which case the School will adhere to the criteria for a highly-qualified teacher as per the NCLB guideline.

C.1. Charter Management Organization: Not applicable.

C.2. Partner Organizations

Information about the proposed partners including the terms of the partnership (Attachment 7): The School proposes Bank Street College of Education as a partner organization. As one of

NYC's most venerable teacher education schools, Bank Street stands for the ideals of educational quality and equity that align with our School's mission. Bank Street will collaborate with the Executive Director to develop an internship program and to invite Bank Street students who wish to observe innovative education practices in linguistically-diverse classrooms.

D. Evaluation

The School evaluation system is designed to ensure that all staff support students in achieving learning goals articulated in the educational plan. The school will implement a dashboarding system whereby all stakeholders will have access to real-time student progress metrics. The school Dashboard will archive data gathered in Check-Ins and interim assessments.

Process of data collection: The School will collect data from a broad range of sources on an on-going basis in order to make judgments about student progress and instructional quality, including teacher evaluation ratings, school environment ratings, informal assessment and state achievement scores, attendance records, discipline and guidance referrals, and enrollment and retention data. DataCation, an education based dashboard, will be used to collect, manage, aggregate, and disaggregate all data, allowing the school to create a transparent way to provide all stakeholders and decision makers with timely data that can be used to improve practices.

Evaluation of the School: EFT Bronx will utilize existing NYCDOE accountability systems to measure the quality of its educational program. Each year EFT Bronx will take part in a school quality review (SQR) in December, which will be modeled on the NYC DOE SQR (2014). The review will focus on the domains of curriculum, pedagogy, student learning, school culture, assessment, school improvement, learning expectations, teacher professional development, professional collaboration, and school-level decision-making. The SQR will include data from parent, teacher and student environment surveys and student progress assessments. (See SQR criteria at: <http://bit.ly/1GeKxzE>). The SQR provides a robust system for gauging family, teacher, and student satisfaction with the school's academic, social-emotional, and enrichment programs. The executive management will share the school evaluation with stakeholders including parents, students and Board members, and will make improvements based on insights generated through the SQR process.

Evaluation of Teachers: Teachers will be evaluated in accordance with NYSED Annual Professional Performance Review criteria, utilizing the teacher evaluation system developed by the NYC DOE, which is aligned to Danielson's Framework for Teaching (See: <http://danielsongroup.org/framework/>). Teachers will be observed on a regular basis by the Principal, culminating in a final, year-end evaluation rating of "highly effective," "effective," "developing," or "ineffective." The teacher evaluation system will take into account several factors: a) the degree to which a teacher's practices meet high levels of performance outlined in the Framework for Teaching as judged by the School management through observations; b) the degree to which the teacher has met personal goals for professional development; c) and state-determined measures of student growth for students in the charge of the teacher. Global teacher evaluations are also based on the Holistic Assessment of Professional Learning, a rating tool developed by Dr. McCallister that assesses teachers' ability to respond to corrective feedback and make changes in practice. As described in Section I, LC is structured around a set of learning Formats, the procedures of which are delineated in Rubrics. The Rubrics serve as a comprehensive reference for teacher observations and evaluations. Teachers are expected to make reference to the Rubrics in professional development activities, self-assessment, and professional goal setting. As they assess their own professional performance against the Rubric, teachers will have opportunities to establish goals as they relate to strengths, areas of growth and need, and to prioritize involvement across the range of professional development options,

described below. The Rubrics, aligned to common teacher evaluation frameworks (e.g., Danielson), are used to inform teacher observation and to guide principals in providing corrective feedback.

Evaluation of the Board: The Board will be evaluated by its ability to meet annual goals, including appropriate oversight of the school's financial, academic and regulatory performance. The Board will engage in a self-assessment process at its June meeting. As a component of the annual Board review process, each formal role will be evaluated and revised based on evaluative input. New roles will be identified and developed, as needed. The Board will also receive evaluative feedback from the school leadership in advance of its June meeting in the form of a survey to be jointly developed by Board members and the management.

Evaluation of leadership and School management: Evaluation of the School's executive management team will be made through a process that takes into account data generated through annual SQR and takes the form of a score derived from a combination of student achievement data, teacher and parent satisfaction, and the Board's evaluation of the management team.

Evaluation of operational and fiscal soundness: The Site Director and Principal will be responsible for working with the Director of Operations to establish systems to ensure sound fiscal operations, operational transparency, and legal compliance in the school.

E. Professional Development

The LC model emphasizes teaching as a form of practitioner inquiry, wherein teachers act to support students in response to the analysis of data and observations. On-going cycles of observation, reflection, planning, and teaching chart every teacher's process of professional development. The PD dimension of the LC model is warranted by research on teacher development, which demonstrates that sustained, intensive teacher professional development that is connected to practice is related to increased student achievement (Darling-Hammond, et al., 2009)²³. In our School, teachers will have access to a range of professional development options designed to support the development of their practice, specifically in areas identified as needing improvement through the evaluation process. Based on the professional development initiatives of schools where the LC PD has been implemented, we expect the large majority of our teachers will be rated 'effective' by the end of their first year of teaching, even those with no prior teaching experience. The observation-evaluation-effort cycle, described here, is critical to each teacher's professional development and has been a source of support to the professional development of teachers in schools where LC has been implemented (See: <http://bit.ly/1ESJaaW>). The achievement gains demonstrated in schools where LC has been implemented can be largely attributed to the influence of the LC PD system, which provides sustained, focused PD support closely linked to LC practices.

A high quality professional development plan that will support effective implementation of the education program:

Classroom-based Learning: (1) Site Visits: Routine site visits provide demonstration of pedagogical practices with opportunities for follow-up discussion. **(2) Inter-visitations:** Teachers have the opportunity to apply for inter-visitation opportunities in order to learn by visiting colleagues' classrooms or by having colleagues visit their own classrooms. **(3)**

²³ Darling-Hammond, L., Wei, R., C., Andree, A., Richardson, N., Orphanos, S., & The School Redesign Network at Stanford University. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. National Staff Development Council

Residencies: Executive management and lead teachers conduct residencies in teachers' classrooms as a means to support the development of teacher expertise.

Inquiry: (1) Study Groups: Study groups will form in order to allow teachers to carefully study a topic, practice, or focus on a student's development trajectory as an instrumental case study. **(2)**

Workshops: Provide on-going opportunities to closely examine instructional and assessment practices. **(3) Video analysis of classroom practices:** Access to over 150 instructional videos hosted on the Learning Cultures YouTube channel, with opportunities to debrief.

Creating a professional climate that promotes purposeful teaching and learning and prepares teachers to meet the needs of all students:

Individualized Learning: Teachers will be expected to chart, via a Professional Development Plan designed in collaboration with the Principal, an independent course of professional learning to align with their professional development goals.

Online PD: Extensive LC resources are available online. The School will utilize the online LC course to provide content to new teachers during onboarding and to serve as a PD reference for experienced teachers (See <http://bit.ly/1DJ0gYj> and <http://bit.ly/1FHy7Aa>). Video of LC practices in action (<http://bit.ly/1DiBniE>) and teacher interviews on topics of relevance (<http://bit.ly/17GS6U1>) to classroom practice will be regularly used for school-wide PD.

Summer Training: Intensive PD will be offered in summer through an annual LC training, allowing teachers from district LC schools to join and learn together with Bronx EFT teachers.

Opportunities for ongoing professional development and planning:

Daily Professional Development: EFT Bronx will provide daily professional development incorporated into the school day. Integrated PD will focus on supporting teachers to analyze and make sense of assessment and progress data they collect in their interactions with students. Specifically, teachers will learn to make sense of data generated through our School's Check-Up curriculum, in which teachers meet with students in groups of five or fewer to review progress data and to help students make learning goals (students have a Check-Up every two weeks). Daily PD will, in part, focus on ways that teachers can improve their assessment skills to support students. Teachers will focus case studies on students who are making impressive gains and those who are not progressing. PD will also support teachers in using technology to improve teaching. It is our experience in implementing LC in district schools that teachers need extensive support in developing an awareness of the capabilities of technology to support student learning and benefit from PD opportunities to help build confidence in and familiarity with technology resources. PD will provide opportunities for teachers to learn how to utilize social media platforms for pedagogical purposes and to become familiar with an exponentially-growing body of digital resources available to students online. The LC YouTube channel offers over 100 subscriptions to video blogs on science, math, health, fitness, and language, among others. Teachers will receive PD support in learning how to help students learn how to productively access digital resources. Teachers will also receive support in instructional planning. In LC, teachers are expected to develop weekly 'grass-roots lessons' (<http://bit.ly/1C2XJbv>). These lessons are presentations of processes used by students to solve problems and work collectively. In the tradition of classroom ethnography, teachers work with students in each of the Formats to observe and record behavior. Each week, the behavior that stands out as worthy of being reported to a large group will be developed into a 'grass-roots lesson.' Teachers will receive support in using screen-recording technology to create lessons. After they are shown to students, they will be archived so that other students and teachers can later refer to the lesson. Lessons can also be shared with teachers in other schools and with parents to help them understand how lessons are presented in EFT Bronx.

Reviewing and evaluating the PD plan: Our School’s PD plan will be reviewed and revised on an on-going basis through annual teacher PD surveys, PD debrief sessions, and analysis of teachers’ professional development plans.

Building organizational capacity through professional development and distributed leadership:

The School community will develop around an ethos of professional responsibility. The distributed leadership structure, described in Section II, requires that teachers assume responsibility for assisting to carry out a large proportion of executive-level tasks (e.g., planning professional development, organizing school-wide assessments, analyzing and responding to trends in student assessment). As teachers take on responsibility to implement the School’s educational model, and as they experience greater ownership in the School’s success, teachers gain a sense of self-determination as they contribute to developing organizational capacity.

Teacher planning and collaboration: The PD plan outlined above provides a road-map to support teacher collaboration and to provide opportunities for teachers to work together to play an instrumental role in instructional planning.

Meeting the needs of all students: Our School’s PD program exists to support all students to be successful in school. Based on the experiences of the founding team, the PD system holds especially strong promise to support ELLs and SWDs in helping them successfully meet high learning standards. Teachers become more successful to the extent that they develop keener insights about the learning process in general, and a better appreciation for the individual needs of each student. As teachers are supported in making changes to practice in ways that better support learning, they experience the positive influence they have on students. Greater efficacy about one’s practice, in turn, promotes positive and motivated attitudes toward practice. Our School’s PD program, therefore, will support staff retention and a positive school culture.

F. Facilities

The facilities needs of the School: EFT will request to be cited in NYC DOE facilities, and in case a co-located option is unavailable, the applicant team has also enlisted the help of community members and a real estate broker to identify private facilities options in CSD 9. EFT Bronx’s education program presents unique opportunities to implement innovative scheduling and use of facilities. In the event EFT Bronx is not able to co-locate in a district school, a large, loft-type space with break-out rooms will be as suitable as the “egg-crate” architecture of the typical school. We have been advised by the office of the Bronx Borough President, who has agreed to support EFT’s search for a space, that this flexibility will ease the challenge of identifying and securing a suitable space and have been working with a real estate developer to explore creative use of space. We estimate that we will need approximately 35,000 square feet in year 5 when we are fully enrolled, based on an estimate of 80-100 square feet per student. The applicant team is currently pursuing several options, including public and private space. Should a charter be granted, we will be accepting students starting in August 2016. We must, by that time, secure a facility that meets the needs of all students, and thus must be ADA Compliant so that our building is fully accessible to students and visitors with disabilities.

Plans to secure a facility that meets the School’s needs: EFT Bronx is working actively to locate and secure an appropriate facility.

- 1. NYCDOE Co-location:** Several sources have indicated to us that NYCDOE co-location in CSD 9 at this time could be possible, but that it will be challenging. Several elected officials that we met with including New York City Councilman Fernando Cabrera and Monica Major, representing the office of the Bronx Borough President, have indicated that they will

help us network with community real estate developers and property owners to identify private facilities in the case that a DOE colocation is unavailable.

- 2. Private Facility:** We understand the scarcity of space in CSD 9; therefore, we are working on a parallel track to identify a private space suited to our needs. We have engaged a firm that has extensive knowledge and experience securing private space for charter schools. They are moving forward to locate a leasing option for private space. Additionally, we have connected with two developers who are experienced with and sensitive to the needs of start-up charter schools in the founding years.

Costs and budget assumptions: Our proposed budget includes the cost of a private facility, including rent, utilities, security, custodial, nursing, and maintenance. Our assumptions are based on work with consultants who have extensive industry knowledge. We have learned that a refurbished building in CSD 9 can command up to \$25 per square foot. A building in poor condition can range from \$19.00-21.00 per square foot, depending upon the cost of tenant improvements. Our budget ensures the fiscal capability to secure space given these factors.

Accessibility: We will ensure that any private facility leased will conform to all federal, state and local laws relating to accessibility for people with disabilities.

G. Insurance

Types and amounts of insurance to be obtained: The School will obtain insurance, at a minimum, as follows:

EFT BRONX INSURANCE COVERAGE		
COVERAGE	LIMITS	PREMIUM
PROPERTY		
Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software	250,000	\$3,500
Earthquake & Flood	1,000,000	
Business Income with Extra Expense	750,000	
Automobile (Hired and Non-Owned Liability)	1,000,000	
Automobile (Hired Physical Damage)	35,000	
CRIME		
Employee Dishonesty including ERISA	350,000	\$7,500
Forgery	275,000	
Computer Fraud	250,000	
Money & Securities (inside premises)	50,000	
Money & Securities (outside premises)	25,000	
DIRECTORS AND OFFICERS	1,000,000	
GENERAL LIABILITY		
Any one occurrence	1,000,000	\$5,520
Annual Aggregate	3,000,000	
Abuse & Molestation Coverage, Corporal Punishment, Employee Benefits Liability	Included	
UMBRELLA LIABILITY		
Any one occurrence	10,000,000	\$3,000
Annual Aggregate	10,000,000	
EXCESS EDUCATORS LEGAL LIABILITY	10,000,00	\$2,000
WORKERS COMPENSATION & EMPLOYERS' LIABILITY	1,000,000	\$8,500
STUDENT ACCIDENT	50,000	\$1,500
CATASTROPHIC STUDENT ACCIDENT	1,000,000	\$400
Total Annual Estimated Premium		\$31,920

Evidence of ability to obtain requisite insurance coverage: We have engaged several insurance providers. The quote above was obtained from an insurance provider who works extensively

with charter schools in New York State and in the Bronx. We have included sufficient funds in our budget to purchase this insurance.

H. Health, Food, and Transportation Services

Health services the School will provide and compliance with health requirements: The School will comply with health service requirements applicable to all public schools, including immunization and diagnostic testing requirements. The School will provide students with a level of health services mandated in Sections 2853 and 912 of the Education Law. All EFT staff members will receive training on school health policies and procedures, including safe storage and administration of medication, first aid, and protocols for health emergencies. All staff members will have access to first aid resources. At least two staff members will be certified in CPR, with at least one staff member on premises at all times designated to administer CPR. Automatic external defibrillators (AED) will be accessible as required by 917 of the Education Law, and at least two staff members will be certified in their operation and use. EFT will ensure that all students have certificates of immunization in compliance with 2164 of the Public Health Law, either at the time of registration or within one month of enrollment (subject to exemptions permitted for religious exemptions and medical contraindications). If EFT Bronx shares space in an NYCDOE facility, we will seek to contract in-house health services. If we are not provided space in a NYCDOE facility, EFT Bronx will contract a school nurse to administer health services in compliance with Public Health Law.

Food services, including participation in FRPL: All students will complete the School Meals Application forms required for participation in the federal free and reduced price breakfast, lunch, and snack programs (FRPL). Based on demographic projections, EFT Bronx anticipates at least 85% of students will qualify for FRPL. If EFT Bronx is co-located in a NYCDOE facility, it will tentatively utilize the Office of Food and Nutrition Services of the NYCDOE to provide meals and snacks. If the EFT locates in private space, the school's culinary arts program will likely be utilized to provide food service. In the latter circumstances, EFT will hire a food service director to develop and oversee the food service/culinary arts program.

Transportation: Under oversight of the DO, EFT Bronx will provide transportation services to students in accordance with Section 2853(4)(b) of the Education Law. EFT Bronx will submit a Transportation Request Form to the NYCDOE Office of Pupil Transportation (OPT). The OPT provides high school students with full- or half-fare Metrocards, depending on length of distance between School and the student's residence. The School will provide transportation for field trips and extracurricular programs. Students with disabilities will be provided special transportation in compliance with their IEP mandates and in accordance with local and federal laws.

I. Family and Community Involvement

A description of how parents and community members have and will be involved in the design and implementation of the School: Parents and members of the CSD 9 community have been involved with the development of our School from the first phase of planning. The founding team conducted monthly focus groups with parents of the community to gain insight and input in the planning process. After the School opens, the Board and executive management will continue to closely involve parents and community members in planning and decision-making processes. Most significantly, our School will involve parents in the educational process of their children in meaningful ways. Parents will be invited to volunteer in academic classes after they have participated in an LC training course designed for parents. The LC Formats of Cooperative Unison Reading and R-Teams are simple and easy to learn. Parents who are interested in volunteering to work with students in classes where Cooperative Unison Reading and R-Teams are used will be provided an opportunity to be trained and to volunteer on a regular basis.

A vision and strategy for family and community involvement that is likely to further the School's mission and program: EFT Bronx will seek to reflect the composition of the surrounding community in its staff members. When possible, EFT Bronx will make a priority of hiring from the community. For example, EFT Bronx will recruit community members to serve as teaching assistants. Prospective candidates will be invited to volunteer in the school for a period of 100 hours to determine their interest, commitment and suitability to the educational program. Through EFT's professional development program, prospective candidates will be supported in the process of training and initial certification. EFT will hire a parent for one of the teaching assistant positions in order to assist the school management and staff in communicating with the parent community, assisting to host special events, work with staff to provide extended-day services, and provide translation services to parents who do not speak English.

EFT Bronx is committed to the dissemination of innovation of educational practices and will seek to establish partnerships with district schools seeking to implement the LC model. Five existing NYCDOE schools have expressed interest in taking part in formal relationships with our School to support inter-school training, professional development and knowledge sharing opportunities. In addition to overseeing the EFT teacher professional development and educational programs, the Executive Director will oversee school partnership initiatives. Dr. McCallister is currently working with five NYC DOE schools to implement Learning Cultures. EFT Bronx will become a flagship school to facilitate formal professional learning relationships between these schools and Education for Tomorrow.

J. Financial Management

The School's financial management obligations and systems and procedures for managing the School's finances: The policies and procedures outlined below will ensure appropriate fiscal responsibility and management of its private and public funding in accordance with the law and Generally Accepted Accounting Principle ("GAAP"). The Board will have ultimate responsibility for approving financial policies and having oversight of the school in all functions. The School's financial management policies and practices establish fiscal responsibility and appropriate management of funding sources. The School's Board is responsible for approving financial policies and providing regulatory oversight of the school. Each spring, the Principal, in consultation with the DO, SE, and ED, develops the annual budget for review by the Finance Committee. Once reviewed, the Finance Committee submits the budget to the full Board for approval four weeks before the close of the fiscal year on June 30. The ED has ultimate responsibility for the school's financial management under the direction of the Board. The ED implements and manages the budget. The ED oversees the school's financial functioning, including preparation of its annual budget and annual audit. The ED in coordination with the SD and Principal is responsible for closing the financial year and preparing financial statements. The annual audit is conducted by a contracted financial consultant. The Board evaluates the budget prior to approval. The Principal reviews expenses regularly to determine that spending practices are consistent with the budget, and provides financial reports to the Board on a monthly basis. The Board ensures 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 responsibilities. EFT Bronx will consult with the NYCSC and/or other third parties to seek advice on fiscal policies and procedures (e.g., Board support and back-office consultation). Procedural best practices utilized by the school include (i) closing books on a monthly basis; (ii) posting transactions to general ledger; (iii) internal spot audits; (iv) monthly budget reports to Board with budget-to-actual reconciliations; (v) inventory of assets, including technology and equipment; and (vi) hiring an external firm to conduct audits (described below).

Review of fiscal policies: The Board has the authority to adopt and review fiscal policies and practices. The ED is responsible for implementing policies and practices recommended by the Board. These responsibilities include the development and modification of internal control structures, oversight of receipts and expenditures, and compliance with reporting requirements. EFT outsources financial services to a financial services provider. The ED communicates with the Board's Finance Committee to discuss all fiscal commitments. The Board, primarily through the Finance Committee, conducts monthly reviews according to procedural best practices.

Payroll: The executive team will be responsible for maintenance of all employee personnel files, which include current salary, benefits and withholding tax information (IRS I-9 and W4 forms). These files include updated salary, benefits, withholding tax information including IRS I-9 and W4 form, and will be secured with access limited to the Principal, and persons under supervision of these positions. Files will be secure with access limited to school management. EFT will contract with a payroll service to provide payroll processing. Staff will be paid bi-monthly by check or direct deposit. The Principal or DO will record all payroll expenditures under EFT's accounting system. All contracting services will be processed as accounts payable with IRS Form 1099, to be issued annually to independent contractors. EFT Bronx will implement a payroll system that is outsourced to a FSP. The executive team will be responsible for providing information to the FSP in regards to payroll services. All information regarding payroll will be kept secure and confidential by the management. Administrative and office staff, teaching staff and coaches are responsible for signing in daily. The Principal is responsible for monitoring attendance of staff. Salaried employees are required to sign in daily; and hourly personnel will be required to clock-in and clock-out daily. Moreover, hourly employees will be required to submit timesheets signed by their supervisors for each pay period. The executive management will be responsible for all payroll disbursements, and will record payroll in the accounting system according to GAAP. Any contracting services are processed as accounts payable with IRS Form 1099 issued annually to independent contractors. The SD or Principal, or individuals under their supervision, will record payroll expenditures to the school's accounting system.

Cash management: The ED, with approval of the Board, will identify excess funds available for investment and will use vehicles such as money market and interest-bearing savings accounts to invest excess for later use. Formal approvals and transfer will follow guidelines described in the school's Financial Policies and Procedures (FPP) Manual. The ED may, with the approval of the Board, establish credit lines and borrowing limits if needed in alignment with the school's FPP based on annual audits, financial statements, and cash flow projections. If funds are borrowed, they will be repaid with appropriate, measurable and identifiable revenues as reflected in accordance with the school's financial statements. The Principal 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 or credit limits without prior Board approval.

Receipt of correspondence and funds: Incoming mail is opened by the Administrative Assistant (AA). AA logs checks, then submits them to the Principal. The AA prepares bank deposit forms for review by the Principal. All receipts are entered into the accounting system, and copies of deposit slips are filed.

Budget monitoring and revision: The Principal is responsible for tracking all school revenues and expenditures, and determines which issues are brought to the Board. If expenditures exceed budgeted amounts, the ED works with the Finance Committee to modify the budget, make recommendations to the Board, and obtain necessary approvals. The Board is authorized to make changes to the annual budget.

Annual Audit: The School contracts with an independent New York State certified public accountant to perform the annual financial audit of the school in accordance with auditing standards and government auditing standards issued by the Comptroller General of the United States. The Board selects and hires the CPA. 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 also reports significant findings or weakness in the financial processes of the school. The Finance Committee will ensure that the fiscal audit is completed with assistance from the Principal. The audit is reviewed by the Board and submitted on schedule to the NYSED each year. The audit is included in the school's Annual Report, made publicly available via the school's website.

Tracking enrollment, attendance and eligibility data: The DOO will be responsible for tracking attendance and enrollment, as well as eligibility for FRPL, Title I, and special education and ELL enrollment. The DOO will report all of this data to the Principal regularly in order to ensure that the School is meeting enrollment targets.

Maintaining student records: In consultation with the Site Director, the Principal will initially create a system for the secure and accessible management of student records. The Principal has authority to improve the system. In compliance with the Family Educational Rights and Privacy Act (FERPA), records are kept in a secure location and a recording system indicates who accessed records and when and why records were accessed. Information to be kept on each student includes, but is not limited to name, date of birth, names of parents/legal guardians, address, phone number(s) and e-mail addresses of parents/legal guardians, student phone number and e-mail address (if relevant), date of enrollment, special education needs, limited English proficiency status, and permission to photograph and video record student in normal educational settings. The Administrative Assistant is responsible for maintaining records of student attendance using the NYCDOE ATS attendance codes. This information is protected and accessible only to the Principal, Executive Director, Site Director, and DOO. EFT Bronx will only transfer records to another school organization, government entity or individual, provided documented consent from the student's parents or legal guardians. The Administrative Assistant will collect required enrollment information and FRPL eligibility.

Compliance: The Principal is responsible to ensure the school operates in compliance with its charter and all pertinent governmental regulations.

K. Budget and Cash Flow

Annual budget: EFT Bronx will use a school-based budgeting model to develop an annual budget. A proposed budget for EFT Bronx is provided in Attachment 9. The School's five-year budget and cash flow support its mission to implement a high-quality educational program. The budget supports the School's key design elements including a longer school day and year, integrated social-emotional learning, field-based career and technical education, a digital, technology-based curriculum, an integrated athletics and arts programs, and sufficient supports for all students, including those with disabilities, ELLs, and students at risk of academic failure. EFT Bronx will hire an ED, a SD, and a Principal, who will implement the School's educational program. The budget includes funds for a DO and an Administrative Assistant who, together, will be responsible for implementing the School's financial management plan and ensuring fiscal viability. We have included funds in the budget to pay for the rental of a private facility.

Budget assumptions and contingencies: The budget was prepared under the guidance of consultants with expertise in charter school finance, including New York City Charter School Incubator, Charter School Business Management, and Victory Charters. Our revenue and expense assumptions are conservative and project realistic and necessary expenses that take

account for unexpected revenue changes and spending needs. The budget is conservative, and includes \$231,000 in operation surpluses in year 1 with cash surpluses of \$85,000 in years 2-4 and \$55,000 in year 5. These surpluses take into account a possible assumption that our school will require rented space in a tight real estate market. They also provide resources for enrichment and technology resources that are integral to our educational program.

Per-pupil revenues: We structured the budget conservatively to assume a flat rate for the five-year period (compared to an actual growth rate of over 4% for the most recent five-year period).

Teacher salaries: Proposed teacher salaries are competitive with the NYC UFT salary scale. 24% of the salary budget is designated to cover payroll taxes and health benefits.

Charter school program planning and implementation grant: We expect to receive a grant. Sufficient funds are allocated in the pre-opening year to cover the salary of the ED, DOO and limited start-up expenses. The grant balance will be applied to the School's first year budget.

Fundraising: EFT Bronx will expect to raise limited funds through fundraising efforts the first five years (under 10K per year), which will be jointly developed by the Board and the ED.

Escrow account: \$75,000 will be reserved in escrow for dissolution. The School budget supports the mission of the school, main components of which are described below:

Investment in a cohesive, high quality educational program: Our School, under the leadership of Cynthia McCallister, will be provided with technical expertise, services and instructional materials that allow school management to integrate a variety of services and products into the school's educational program and operations that are normally sub-contracted to commercial vendors or non-profit providers. By eliminating the typical need to allocate funds to commercial programs and materials for school discipline/school culture programs, core subject curricula, enrichment programs, academic intervention programs, ESL programs, technology programs, teacher professional development and leadership talent development, our budget can support a high investment in enrichment, teacher development and technology infrastructure. The LC model addresses all facets of the school's educational operations, including social-emotional and school culture. The ED and SD, having both successfully implemented the LC model in multiple contexts, will provide support and talent coaching to the Principal and teachers in order to effectively implement the LC model throughout all programs.

Investment in teacher professional development: Each teacher will have a reduced teaching load of a daily period in order to participate in professional development, as described above. 10% of each teacher's day—about 10% of their salary—is dedicated to professional development, reflecting our School's belief that teacher learning is integral to student learning. Funding for the ED and SD will ensure high-quality PD.

Investment in technology: EFT Bronx will implement a completely paperless, digital curriculum. To support access to technology, each student will receive a cell phone and a monthly data plan. Under the supervision of certified teachers, students will learn how to access technology for curriculum purposes and how to use technology in disciplined ways. \$150,000 of capital expenses were allocated in year one to cover costs primarily required for technology \.

Investment in instruction to support literacy achievement: The budget will support two experienced teachers who are certified in the LC Formats of Cooperative Unison Reading, Responsibility-Based Self-Control, and Genre Practice, practices that have been proven to dramatically impact Math and ELA achievement in schools where they have been piloted.

Investment in CTE and enrichment: In order to fund our integrated enrichment and CTE programs, our budget provides support for a CTE/Field Education Teacher, an Art Teacher (after Year 1), and Coaches (described as 'assistant teachers' in the budget). \$18,000 per year is budgeted toward our field learning program.

Contingencies: After year 1, the School will maintain a cumulative reserve of funds equal to 2 months of expenses. In the event of unanticipated budget shortfalls, contingency plans are established to bridge budget gaps. In the event of misalignment in cash flows, we will arrangement to secure funds through credit or a non-profit organization. Operating costs can be reduced by decreasing after school operation or by reducing the number of assistant teachers.

L. Pre-Opening Plan

Pre-Opening Plan Summary

Category	Task Description	Start& End Dates	Responsibility
Governance	Finalize Board calendar; hold first meeting; elect board; ratify bylaws and code of ethics	12/15	BOT
Governance	Obtain insurance for Board of Trustees, file IRS Form SS-4, apply for unemployment number, create FOIL policy	12/15	BOT
Operations	Sign up for administrative access to NYSED TEACH system	12/15	ED
Governance	Appoint Board officers, finalize Board calendar, conduct first meeting	12/15	BOT
Mgmt. and Operations	Appoint ED, SD and DOO	12/15	BOT
Operations	Obtain 501c3 status and establish bank account	12/15	BOT
Finance	Contract with a financial consultant to establish financial systems	12/15	BOT/ED
Finance	Approve fiscal policies and procedures	1/16	BOT
HR	Approve Education Director	1/16	BOT
HR	Recruit, interview and hire Administrative Assistant	1/16-2/16	ED/SD/DOO
HR	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	2/16-4/16	ED
Facility	Negotiate and finalize facility lease (applies to private facility only)	2/16	BOT
Facility	Identify renovation needs, secure contractor, develop timeline	2/16	BOT/ED
Recruitment	Recruit students: finalize and disseminate materials, hold informational sessions and community service events, home visits	2/16-4/16	ED/DOO/TLT
Technology	RFP for technology infrastructure	1/16-3/16	DOO
Recruitment	Secure lottery system preferences, conduct lottery, inform parents	1/16-4/16	ED/DOO/TLT
HR	Recruit, interview, and hire Teacher Leads	2/16-4/16	ED
Finance	Approve budget for FY 2013-2014	4/16	BOT
HR	Finalize and distribute staff handbook/personnel policies	3/16-4/16	BOT
HR	Finalize and distribute staff handbook/personnel policies	3/16-5/16	BOT/ED
Operations	Finalize and distribute school calendar	4/16	ED
Operations	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options	4/16-5/16	ED
Technology	Install technology infrastructure	6/16	SD
Operations	Secure insurance policies	5/16	DOO
Facility	Obtain Certificate of Occupancy	5/16	DOO
Recruitment	Conduct open houses for admitted students	5/16	ED
Operations	Obtain student records from parents, previous schools, etc.	5/16	ED
Academic	Contract with Related Service Providers	6/16-6/16	ED/SD/DOO/P
HR	Complete fingerprinting and background checks	7/16-8/16	P
Academic	Prepare Learning Cultures curriculum and instruction model training materials	7/16	ED/SD/P/TLT
Operations	Secure IEPs and student records	7/16-6/16	P
Operations	Create a draft SAVE plan, submit to NYSED	7/16	P
Operations	Develop health/safety handbook, secure first-aid resources, train staff	7/16	SD/P

Finance	Complete Initial Statement of Financial Controls	6/16	BOT
Academic	Finalize annual school goals	7/16	ED/SD/P
Academic	Finalize individual goals/self-assessments (Board, leadership, and staff)	8/16	P/TLT
Operations	Finalize student handbook	4/16-4/16	P
Academic/ Operations	Open school	9/6	P

Note: BOT = Board of Trustees; ED = Executive Director; SD = Senior Director; DOO = Director of Operations; P = Principal; TLT = Teacher Leadership

M. Dissolution Plan

If circumstances force the school to close, EFT Bronx will work closely with the Charter School Office to ensure that the needs and best interests of displaced families and staff are met, and that we meet all legal and statutory requirements. The school has included \$75,000 in its budget each year for the first three years of operation to cover costs of closure, including legal and audit expenses if dissolution is necessary. The School will follow all additional procedures required by the NYSED to conduct an orderly closure and dissolution process, including compliance with requirement of Education Law Sections 219 and 220. The school would adopt a closure plan in accordance with NYSED's *Closing Procedures Guide and Checklists for New York State Charter Schools*. This plan would include prompt and open communication with all stakeholders, ongoing support through the closure process to assist families seeking placement options, and the timely transfer of student records to the students' new schools in a manner that protects students' right to privacy. School staff will work with families during this process to match students with schools that are suitable in meeting student needs, and conduct the process in a manner that is as minimally disruptive to students and their families as possible.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name EFT (Education for Tomorrow) Bronx
Proposed School Location (District) District 9 NYC Bronx
Name of Existing Education Corporation (for replication) Education for Tomorrow

I hereby certify that the applicant group/prospective Board of Trustees have all 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. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹²

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

¹² N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;¹³

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;¹⁴ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁵

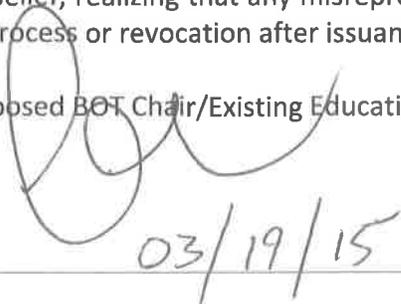
Existing Education Corporation (if seeking to replicate): I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

Jonathan C Green *Education for Tomorrow BRONX*

I, Jonathan C Green, hereby certify that the information submitted in this Full Application to establish Education for Tomorrow BRONX is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Date:

03/19/15

¹³ ESEA § 5203(b)(3)(J)

¹⁴ ESEA § 5203(b)(3)(K)

¹⁵ ESEA § 5203(b)(3)(N)



Education for Tomorrow Bronx Charter High School

Education for Tomorrow Bronx Charter High School (the "School") is a non-sectarian public school. The School does not discriminate on the basis of race, age, color, sex, sexual orientation, gender identity, religion, disability, age, national origin or ethnic origin. No person shall be refused admission into or be excluded from any public school in New York State on account of any of these factors.

A. Application and Admission Periods and Procedures

The School will hold a recruitment period for students entering the ninth grade class (the school will hold a recruitment period for students entering the tenth grade class in 2016). Applications are accepted from February 1 until the close of business on April 1 of each year. Applications are available through the School website, in person at the School, or by mail, e-mail or fax. Applications can be submitted by mail, in person or as a scanned attachment by e-mail. School staff members who accept applications will initial and date them.

Preference will be given to students who reside in Community School District 9 (CSD 9). Applicants must indicate on the application if they wish to be considered as a preferred applicant on the basis of residency in CSD 9, and must provide proof of residence. Failure to provide proof of residence will invalidate the applicant's eligibility for admissions preference. An applicant who submits an application on time and who seeks an admissions preference, but does not submit required documentation by the deadline, will be considered for the lottery, but will not be eligible for admissions preference.

B. Admissions Preferences

The School offers first admissions preference for residents of CSD 9. Preference is also given to siblings of students currently enrolled in the School who intends to attend in the next academic year. The parent or guardian must provide documentation that their child qualifies for one of the enrollment preferences at the time of application. An applicant may apply for both preferences, but there is not a special preference for a child who qualifies for both preferences.

1. Sibling Preference

In order to meet the needs of parents and guardians who care for more than one child, the School gives enrollment preference to siblings of students who are currently enrolled in the next academic year. The sibling preference takes precedent over the community resident preference. Children who qualify for the community residence but not the sibling preference will be admitted to the School if there are spaces available after the children who qualify for the sibling preference are admitted.

A "sibling" is a child who resides or intends to reside with a student who is currently enrolled in the School in the same household for the given school year and who share s a primary caregiver.

In order to qualify for the sibling preference, the applicant must provide a notarized statement from the primary caregiver that includes the names of the siblings, the location at which they intend to reside, and a statement from the caregiver that he or she will be providing primary care to the children.

2. Community School District

Preference is also given to children who reside in the community school district in which the School is located. A child with only a community school district preference will not earn a seat before a

child with a sibling preference. A child who qualifies for both the sibling preference and the community school district preference does not have preference above a child with only a sibling preference.

An applicant can submit any of the following as documentation in support of this preference: a lease or deed containing the name of the child's caregiver; an original, notarized letter from a landlord or management company attesting that the child's caregiver lives at the residence in question; or two current billing statements, with the name of the child's caregiver listed on the statement.

The following constitute acceptable billing statements: gas, electricity, or cable television bill; rent payment receipt; paystub; or bank statement.

C. Outreach Plan

The School will conduct outreach regarding the application period as follows:

Publicity and Advertising: The School will publicize its recruitment and application period through local newspapers and newspapers of general circulation, press notifications, through an email distribution list, direct mailing, and through other marketing vehicles.

Information Sessions and Tours: During the recruitment period, the school will conduct information sessions and tours weekly in the morning and evening. These sessions are open to all interested families and will also provide families with the opportunity to complete applications. The School will also provide tours during the school year.

Website: The School will post information about the recruitment period and a schedule of information sessions and tours. The School will also post the application on its website.

School Brochures and Flyers: The School will distribute brochures, flyers and applications to all current students and at various locations within the School's community.

Language Accessibility: All written material regarding the registration period will be available in English and Spanish. School staff members who speak Spanish will be available at information sessions and tours, and available to answer questions regarding the application process.

D. Procedures if Number of Applications Exceeds Number of Available Seats

1. Conduct of Lottery

If the number of applications submitted to the School exceeds the number of seats available in the incoming ninth grade class, the School will conduct a lottery. The School will send post-cards announcing the date and location of the lottery to all applicants after the application deadline. The lottery location and date will also be posted on the School's website. The lottery will be held each year between April 1 and April 15, and will be open to the public. All applications received prior to the April 1 deadline will be entered into a drawing at which all names will be called. When the official conducting the lottery draws a name from the pool, the name will be posted immediately on the School's lottery board. The names of the children who qualify for the sibling and community school district preference will already be listed. The school will post all names in the applicant pool on the lottery board.

After the lottery the School will mail letters to inform parents/guardians whether their child has been accepted, or their number on the waiting list. The letter will ask the parents/guardians of accepted students to confirm their acceptance and to attend a scheduled enrollment date.

An independent observer, who is not an employee, an official, or Board member of the School, or related to any person who has submitted an application, will conduct the lottery and ensure that all proper procedures are followed.

2. Ensuring that the Admissions Process Adheres to Legal Requirements

Before the lottery, the independent observer will review the applications and ensure that every application received during the February 1 to April 1 registration period has a corresponding lottery card with the student's name on it. The observer will bring the lottery cards to the lottery site in a sealed envelope following the review.

During the lottery, the independent observer will assure that the following standards are met: the written procedures for the lottery are read aloud to the public and available for public viewing; each eligible application has a card that is placed into the lottery drum, and that no other materials are placed into the drum; application cards are drawn directly from the application drum, and from no other source; names are called accurately; names are recorded accurately on the lottery board and in the lottery log according to procedures described at the lottery. The lottery board and log will be open to the public.

E. The Waiting List

1. Waiting List Management

The School's waiting list is comprised of applicants that are not selected from the ninth grade lottery, as well as applications submitted throughout the school year. Waiting list applications are accepted year round for grades nine through twelve and for the incoming class after the pre-determined application deadline. The School will place applications on the waiting list based on the date and time the School received the application.

The School will maintain applications on the waiting list as active. If a space opens, the School will contact the parent or guardian of the child who is next on the waiting list and offer the place to the parent or guardian. The School will remove applications from the waiting list if the parent or guardian withdraws their application in writing, or the grade level and class pertinent to the application has graduated.

In the event that a child's grade level placement has changed between the time the child initially submitted their application and the time that an opening in the School arises, the School will place the application in the appropriate grade level, in the order of the date and time the child applied.

If an application on the waiting list is eligible for an admissions preference, the School will place the application in the pool for that preference, in the order of the date and time the child applied.

2. Waiting List Enrollment Procedures

The School will consider applications on the waiting list when space becomes available at the beginning of each new school year. A School official will call all phone numbers on the application, and maintain a record of those calls. Parents/guardians must accept admission within 24 hours of the phone call or their space will be forfeited to the next applicant on the waiting list.

3. Admissions Preference and the Waiting List

The School will consider applications on the waiting list based on the ninth grade lottery results, followed by the date and time that the School received applications post-lottery. Applications on the waiting list are subject to the same admissions preference as other applications.

Applications of children who qualify and provide evidence of admissions preferences will move up to the top of each grade's waiting list, with the order within each preference determined by the date and time of application. The School will confirm that preference continues to apply before offering an applicant a seat in the School.

F. Withdrawal and Transfer Procedures

Parents/guardians may withdraw their child from the School at any time. When a parent or legal guardian withdraws a student from the School, they must complete a withdrawal form available at the School. The withdrawal process is complete when the signed withdrawal form is returned to the School's main office and is logged into the appropriate data systems. This includes confirming enrollment with the child's new school.

If a returning student does not attend the first day of school, the student is subject to the same 24-hour rule that applies to families being called from the waiting list. Following the first absence, the School will call the parent/guardian of the absent student and give the student 24 hours to report to

school. If the parent/guardian does not return the call to confirm the absence and indicate that the student intends to return to the School or the student does not return to the School within that time frame, the returning student is considered to have withdrawn. An auto-withdrawn student who wishes to return to the School must then submit a waiting list application and the School will place the application in the order of date and time of application.

School staff will not provide information about a student who has withdrawn at any time unless an official request is made from another school on behalf of that student.

EFT Bronx-Sample Outreach Email

 **cynthia mccallister** <mccallistercynthia@gmail.com>
to FDabner, me, gfaulstner

Jan 5

Dear Councilman Cabrera,

I am the founder of an organization called Education for Tomorrow. We are a group of teachers, parents and school leaders who seek to make substantial changes in our public school system so that students feel more engaged, more committed to their learning, and experience higher levels of success. (I am also a mother of 3 children who attended NYC schools, a professor of literacy education at NYU, and the creator of the Learning Cultures education model, now being implemented in five unscreened NYC K-12 public district schools where it has been associated with dramatic achievement gains).

We at Education for Tomorrow are planning to submit a proposal to open a charter high school in Community School District 9. The proposal is due in March, and, if authorized, the school would open in Summer 2016.

Knowing that a school is only as strong as the support it receives from its community, we have been working with the Parent Action Committee of the New Settlement Houses. Lynn Sanchez, a member of the group, related your stature as a trusted representative of the community of CSD9. She suggested that I be in contact.

To that end, both myself and/or the co-head applicant of our school, Shira Wrightman (currently an ESL teacher in a public high school in CSD11 and formerly an elementary ELS teacher in CSD9) would enjoy the opportunity to meet with you in person. We would like the chance to share our school plan, to hear your questions and concerns, and to get feedback from you about how to improve our application.

I am on sabbatical from NYU this term, and my schedule is flexible during the day. Shira is available most evenings.

Meanwhile, if you are interested in learning about the curriculum model or about Education for Tomorrow, you can view the websites I have listed below. You can also view a series of videos about the program at this link: <http://www.pinterest.com/cynmccallister/>

We look forward to the opportunity to meet, and would like to take steps to arrange a meeting. Please let me know if you are interested in meeting, and advise me how to make formal arrangements.

Best regards,
Cynthia McCallister

<http://on.fb.me/12WpfZH>
http://steinhardt.nyu.edu/faculty/Cynthia_McCallister

Learning Cultures:
<http://www.learningcultures.net/>

Education for Tomorrow Facebook:
<http://on.fb.me/1v2Vmhy>

DISTRICT OFFICE
573 East Fordham Road
(Entrance on Hoffman Street)
Bronx, NY 10458
(718) 842-8100
FAX: (347) 597-8570

CITY HALL OFFICE
250 Broadway, Suite 1759
New York, NY 10007
(212) 788-6966
FAX: (212) 788-8977



THE COUNCIL OF
THE CITY OF NEW YORK
RITCHIE TORRES

COUNCIL MEMBER, 15TH DISTRICT, BRONX

CHAIR
PUBLIC HOUSING

COMMITTEES
GENERAL WELFARE
GOVERNMENT OPERATIONS
HOUSING & BUILDINGS
LAND USE
PUBLIC SAFETY

DEPUTY LEADER OF
THE NEW YORK CITY COUNCIL

February 25, 2015

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch:

I would like to express my support for Education for Tomorrow Bronx Charter High School (EFT Bronx). I believe that this school will provide a needed high school option for students in CSD 9, and hope to welcome this new school into the borough in 2016.

Dr. Cynthia McCallister's success in implementing the Learning Cultures model is a convincing component of this application. Her record of leading schools to increased academic achievement throughout New York City, but particularly her work in the Bronx (The Family School, High School of Language and Innovation) shows that she has the skills to lead teachers to raising achievement outcomes for all students. This school will need to serve a high proportion of Students with Disabilities and English Language Learners in order to truly serve this community. The EFT Bronx plan to recruit these students, along with the results that the Learning Cultures model has had educating these populations, makes me confident that this school will be well-received by parents and families in CSD 9.

The founding team of EFT Bronx has demonstrated that they will maintain close ties with the community by eliciting feedback on their application from various individuals and organizations in this area, and they have already enlisted CSD 9 parents/community members as board members. These parents are sure to hold the school accountable to the goals that it sets for raising student achievement, and their inclusion on the board shows that EFT Bronx prioritizes both accountability and continued, meaningful community input.

The establishment of EFT Bronx has the potential to fill a real need in this area, and to increase graduation rates and academic outcomes, particularly for our highest need students. As a product of NYC public schools, I am committed to ensuring that innovative, high-quality school options are available to all children. I, therefore, unequivocally support this school coming to CSD 9.

Sincerely,

A handwritten signature in cursive script that reads 'Ritchie Torres'.

Council Member Ritchie Torres



LATOYA JOYNER
Assemblywoman 77th District
Bronx County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Housing
Social Services
Aging
Consumer Affairs
Insurance
Judiciary

March 16, 2015

Chancellor Meryll H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch:

I am writing to express my support for the Learning Cultures model, an effort that has been proven to effectively impact English Language Learners (ELLs) and other special need student populations in District 9 schools. The model seeks to integrate social-emotional learning, athletics, Career and Technical Education (CTE) and field learning opportunities.

Cynthia McCallister, Ed. D., the creator of Learning Cultures model, has extensive experience in helping students and families in District 9 schools, including students at The Family School (P.S. 443) and many other New York City Public Schools.

As a product of New York City public schools, I know how important it is that every student has access to a rewarding and valuable education. In District 9, this includes all ELLs and other high-need students who require additional instruction. Families in the 77th Assembly District, including those within Claremont, Concourse, Highbridge, Mount Eden and Morris Heights sections of the Bronx, can benefit from this instructional approach.

Sincerely,

Hon. Latoya Joyner
Member of Assembly
77th Assembly District, Bronx County

FERNANDO CABRERA

COUNCIL MEMBER, 14TH DISTRICT, BRONX

DISTRICT OFFICE

107 E. BURNSIDE AVE

BRONX, NEW YORK 10453

TEL: (347) 590-2874

FAX: (347) 590-2878

CITY HALL OFFICE

250 BROADWAY,

17TH FLOOR

NEW YORK, NY 10007

TEL: (212) 788-7074

FAX: (212) 788-8849



THE COUNCIL
O F
THE CITY OF NEW YORK

CHAIR

JUVENILE JUSTICE

COMMITTEES

FIRE & CRIMINAL JUSTICE

GENERAL WELFARE

HIGHER EDUCATION

VETERANS

PARKS & RECREATION

CO – CHAIR

GUN VIOLENCE TASK FORCE

March 18, 2015

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch,

I write today in support of Education for Tomorrow Bronx Charter High School (EFT Bronx). I believe that this school will provide a much-needed high school option for students in CSD 9, and would like to see this new school in the borough in 2016.

Dr. Cynthia McCallister’s success in implementing the Learning Cultures model is a convincing component of this application. Her record of leading schools to increased academic achievement throughout New York City, but particularly her work in the Bronx (The Family School, High School of Language and Innovation) shows that she has the skills to lead teachers to raising achievement outcomes for all students. This school will need to serve a high proportion of Students with Disabilities and English Language Learners in order to truly serve this community, and the EFT Bronx plan to do just that, along with the results that the Learning Cultures model has had educating these populations, make me confident that this school will be well-received by parents and families in CSD 9.

As a NYC Councilman representing the 14th district in the Bronx, I am keenly aware of the need for additional high-quality schooling options for families, particularly at the high school level. I have met with the founding team of EFT Bronx, and after learning about the Learning Cultures educational model and its success in other New York City schools, I would like to express my

endorsement of EFT Bronx's application. Given the success of this educational model with English Language Learners in the past, this school could have a particularly positive effect on academic achievement and graduation rates in this area.

The founding team of EFT Bronx has been working diligently with parents and community members in order to elicit feedback on their application and create a school that reflects the existing needs and challenges present in the Bronx. This community outreach, as well as the strong demand in the borough for excellent schools, is sure to result in the school exceeding its enrollment targets. Students and families in the Bronx deserve and will seek out innovative schools.

In my work as a Councilman, I have always been a staunch advocate for the youth in my district, and I believe that supporting a high-quality high school option such as EFT Bronx is an important component of that advocacy. The school would be a welcome addition to our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'F. Cabrera', with a stylized flourish at the end.

Councilman Fernando Cabrera
District 14, Bronx



The City of New York
COMMUNITY BOARD 4
1650 Selwyn Avenue, Suites 11A
The Bronx, New York 10457
TEL: 718-299-0800 FAX: 718-294-7870
Email: bx04@cb.nyc.gov

Honorable Ruben Diaz, Jr.
Bronx Borough President

Ms. KATHLEEN SAUNDERS
Board Chair

MR. JOSÉ RODRIGUEZ
District Manager

YOUTH SERVICES & EDUCATION COMMITTEE AGENDA

THE YOUTH SERVICES & EDUCATION COMMITTEE WILL MEET ON JANUARY 13, 2015; 6:30 PM AT THE MURRAY COHEN AUDITORIUM, BRONX LEBANON HOSPITAL CENTER 1650 GRAND CONCOURSE. THE MEETING WILL BEGIN PROMPTLY AT 6:30 PM WITH YOUR COOPERATION.

IF YOU HAVE ANY QUESTIONS, PLEASE FEEL FREE TO CONTACT THE COMMUNITY BOARD FOUR OFFICE AT (718) 299-0800.

THANK YOU FOR YOUR SERVICE,
JOSE RODRIGUEZ, DISTRICT MANAGER

1. Opening and Welcoming Remarks: **Mr. Gregory Delts, Committee Chair.**
2. Review/Correction/Adoption of meeting minutes.
3. Presentation: Re: Proposal to open a charter high school in Community School District Nine
-Cynthia McCallister, Founder
Education for Tomorrow
4. Old/New Business
5. Announcement/Adjourned



The City of New York
COMMUNITY BOARD 4
1650 Selwyn Avenue, Suites 11A
The Bronx, New York 10457
TEL: 718-299-0800 FAX: 718-294-7870
Email: bx04@cb.nyc.gov

Honorable Ruben Diaz, Jr.
Bronx Borough President

Ms. KATHLEEN SAUNDERS
Board Chair

MR. JOSÉ RODRIGUEZ
District Manager

February 20, 2015

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

I am writing on behalf of Bronx Community Board 4, to express our unequivocal support for the Education for Tomorrow Bronx Charter High School (EFT Bronx). Both the Youth and Education Subcommittee and the general board of Bronx Community Board 4 received a presentation from representatives of Education for Tomorrow Bronx Charter High School. After EFT Bronx was endorsed by the chair and members of the Youth and Education Subcommittee on January 13th 2015, they presented and engaged in a Q & A at the general board meeting on January 15th 2015. The community board voted unanimously to support the EFT Bronx application.

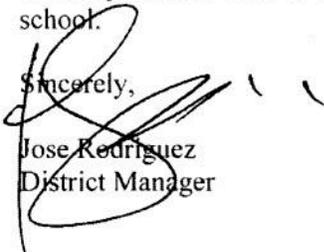
We are confident in ability of Dr. Cynthia McCallister, an Associate Professor in New York University's Department of Teaching and Learning, and founding director of its Literacy MA Program, to successfully launch an innovative education initiative in our community. Dr. McCallister, has worked extensively with existing Bronx district school teachers and principals at the K-12 level. In particular, her record of success at High School for Language and Innovation, CSD 11, and The Family School, CSD 9, demonstrates her ability to lead teachers in raising achievement outcomes for our all students. The education model, which she developed and implemented in eight NYC public district schools—Learning Cultures—has been associated with dramatic impact in improving achievement levels in linguistically-diverse students from low socio-economic circumstances.

High school students in our district currently lack alternative high school options, and are often bussed to schools in other borough. EFT Bronx will offer additional options to the adolescent youth of our community.

We also welcome promising opportunities EFT Bronx will bring to engage our community in the educational process of our children through partnerships with community organizations and through the school's staff recruitment efforts, which will include support to assist community residents in obtaining appropriate credentials to enable them to work in the school.

We fully endorse Dr. McCallister's proposal and look forward to the opening of our new community high school.

Sincerely,


Jose Rodriguez
District Manager

MARCH/MARZO

9



WHAT/QUÉ?: PUBLIC MEETING/REUNIÓN PÚBLICA

WHY/POR QUÉ?: HEAR ABOUT/OÍR HABLAR *EDUCATION FOR TOMORROW BRONX CHARTER HIGH SCHOOL*

WHEN/CUÁNDO: March 9, 6:30-8:00

**WHERE/DÓNDE: 1512 Townsend Avenue, Bronx, NY
Community Room**

Come to learn how you can get involved to help open a new charter high school for Community School District 9 in 2016! Ven para aprender cómo puede ayudar abrir una nueva escuela secundaria para Distrito Escolar 9!

MARCH/MARZO

19



WHAT/QUÉ?: PUBLIC MEETING/REUNIÓN PÚBLICA

WHY/POR QUÉ?: HEAR ABOUT/OÍR HABLAR ***EDUCATION FOR TOMORROW
BRONX CHARTER HIGH SCHOOL***

WHEN/CUÁNDO: March 19, 6:30-8:00

WHERE/DÓNDE: 1514 Townsend Avenue,
Bronx, NY
Community Room

Come to learn how you can get involved to help open a new charter high school for Community School District 9 in 2016! Ven para aprender cómo puede ayudar abrir una nueva escuela secundaria para Distrito Escolar 9!

MARCH/MARZO

30



WHAT/QUÉ?: PUBLIC MEETING/REUNIÓN PÚBLICA

WHY/POR QUÉ?: HEAR ABOUT/OÍR HABLAR **EDUCATION FOR TOMORROW
BRONX CHARTER HIGH SCHOOL**

WHEN/CUÁNDO: March 30, 6:30-8:00

WHERE/DÓNDE: 1514 Townsend Avenue,
Bronx, NY
Community Room

Come to learn how you can get involved to help open a new charter high school for Community School District 9 in 2016! Ven para aprender cómo puede ayudar abrir una nueva escuela secundaria para Distrito Escolar 9!

Notice for EFT Bronx Public Meetings: Daily News

✓ D & V Legal Advertising, LLC
718-875-9677

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! Two Public Meetings will be held to discuss the proposed Education for Tomorrow Bronx Charter High School, opening Fall 2016, offering a rigorous curriculum and strong preparation for college and career. Meeting I: Thursday, March 19 at 6:30 and Meeting II: Monday, March 30 at 6:30. Both meetings will be held at New Settlement Houses, CR1, 1514 Townsend Avenue in the Bronx.



Education for Tomorrow Bronx Charter High School
C/O Cynthia McCallister, Ed.D.
Associate Professor
239 Greene Street
New York, NY 10012

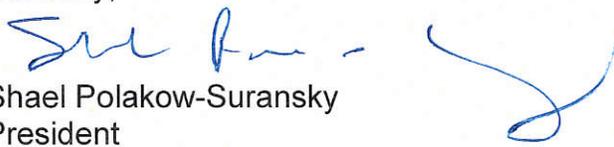
Dear Dr. McCallister

I am writing to confirm that Bank Street College is pleased to be included as a Partner Organization in the application of the Education for Tomorrow Bronx Charter High School (the "School"). Bank Street endorses your application to receive authority to open a charter school.

This letter outlines the nature of our proposed partnership. Bank Street may volunteer to develop field placements and internships at the School, and use the school as an opportunity for Bank Street students to observe innovative educational practices. Bank Street may also utilize the School and the relationships between Bank Street faculty and School faculty as a context for interns in the Bank Street leadership program. The School's robust field learning program and CTE program could be a potentially rich context for interns in our Museum Studies program. The School will provide a powerful context for our students to observe high-quality teaching in a linguistically diverse urban public school setting.

We look forward to a partnership, and wish the School every future success.

Cordially,


Shael Polakow-Suransky
President
Bank Street College of Education

Senior Advisory Board:
Mathew Levine, Co-Founder
Williams College

Gavril Pasternak, Co-Founder
Johns Hopkins Univ.

Ben Kaminow
Syracuse University

Robert Coughlin
Princeton University

David Pearce, MD
Union College

Alex Levi, Ph.D.
Trinity College

Stephan Russo
E. Dir. Goddard-Riverside CC
Brown University

Richie Moran
Hd Coach, Cornell Univ., '68-97

Charles Ruebling,
Asst Headmaster/Hd Coach,
Delbarton School

Michael Martell,
Morrison Cohen, LLP
Union College

Renzie Lamb,
Head Coach,
Williams Col, '68-03

Howard Borkan, Esq.
Cornell University

Robert Coughlin
Princeton University

Efaim Grinberg
Movado Group
Brown University

Tom Marino
Barclays Capital
Cornell University

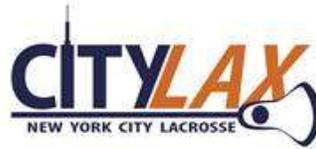
Patti Lieberman

Jarett Wait
JF Wait Advisors, LLC
Cornell University

Robert Andrews
Univ. of Pennsylvania

Christopher Koegel
Bain Consulting
Williams College

John Moser
Lafayette College



March 17, 2015

Chancellor Meryll H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch:

CityLax is pleased to support the efforts of Education for Tomorrow Bronx Charter High School (EFT Bronx) in developing extra-curricular sports programming for its students.

When the EFT Bronx applicant group informed our organization about the interest from the community for extra-curricular sports options based on their public outreach, we told them about our interest in helping this effort. We have been working for 8 years to expand the sport of lacrosse in the Bronx, and would welcome the opportunity to support another school in bringing the sport and its educational opportunities to its student-athletes.

CityLax is a not-for-profit character-based youth development organization dedicated to growing the game of lacrosse in New York City, working in a public-private partnership with the Public School System and in partnerships/alliances with community-based organizations. Since 2005-6, our programs annually reach 1800 boys and girls throughout the 5 boroughs, mainly from New York City public schools. We provide free clinics, a coaches' education program, and funding (introductory and sustaining) to help introduce the sport to student-athletes at each institution.

If you have any questions about CityLax, Inc. and we might be of help to Education for Tomorrow Bronx Charter High School, please call me at your convenience, at (917) 957-4409.

Very truly yours,

Mathew Levine

Founder

For more information about CityLax and its programs, contact:

mat.levine@citylax.org; 917-957.4409

www.citylax.org

CityLax, Inc. is a 501c3 Non-profit Organization; Fed Tax ID# 20-4531166



March 19, 2015

Lauren Wrenn
After-school Program Director
321 Beekman Avenue, #1
Bronx NY 10454
lauren@ahouseonbeekman.org
www.ahouseonbeekman.org

Chancellor Merryl H. Tisch
New York State Board of Regents
Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch,

I direct the House on Beekman after-school program and am writing to express my support and enthusiasm for EFT Bronx Charter High School's application. A House on Beekman is a community-based nonprofit in the Mott Haven neighborhood of the South Bronx. We seek to support the children and families of the South Bronx by delivering holistic long-term care and services to break the cycles of poverty. We currently run a "Babies to Three" program which includes classes for expectant and new mothers, a preschool and an elementary after-school program and have plans to develop middle, high school and adult support programs in the coming years. The majority of our staff from our director down have either relocated to or are originally from this community and are seeking to be engaged with the neighborhood in as genuine and complete a way as possible.

We are very excited about and in support of the application for EFT Bronx Charter High School. We utilize many like-minded methods in our literacy work with our elementary after-school students and would love to collaborate and partner with EFT. We see a real need for different school options for the children and families we work with. We have seen deeply encouraging growth in the kids thanks to the Learning Cultures methods we have used at the after-school program--an increase in engagement, enthusiasm and ownership of their learning. We would love to see our students pursue learning this way in their school experiences as well and would be very excited for our students to have the opportunity to attend the school.

We would also be eager to explore ways our staff members and parents could have opportunities to further develop their methods and understanding of how children learn through collaboration with the school. We believe there is a real need for a school like this in the South Bronx and that the community would benefit greatly from it.

Please do not hesitate to reach out with any thoughts or questions or you may have for me.

Sincerely,

Lauren Wrenn

Attachment 3a: Sample Daily Schedules

EFT Bronx Sample Student Schedule-Grades 9/10:

PERIOD	MINS	TIME	MON	TUES	WED	THURS	FRI
1	48	10:00-10:48	CUR (ELA)	SOC STUD RTs	LAB	MATH RTs	CUR (ELA)
2	48	10:50-11:38	SOC STUD RTs	CUR (ELA)	SCIENCE RTs	WORK TIME	SOC STUD RTs
3	48	11:40-12:28	WORK TIME	WORK TIME	CUR (ELA)	WRITING SHARE (ELA)	MATH RTs
4	48	12:30-1:18	SCIENCE RTs	WRITING SHARE (ELA)	SOC STUD RTs	CUR (ELA)	WORK TIME
5	38	1:20-1:58	LUNCH & GAMES	LUNCH & GAMES	LUNCH & GAMES	LUNCH & GAMES	LUNCH & GAMES
6	48	2:00-2:48	WORK TIME	SCIENCE RTs	WRITING SHARE (ELA)	PE	FIELD
7	48	2:50-3:38	MATH RTs	WORK TIME	PE	ART/MUSIC	FIELD
8	48	3:40-4:08	ART/MUSIC	PE	MATH RTs	WORK TIME	FIELD
9	48	4:10-5:00	PE	ART/MUSIC	ART/MUSIC	WORK TIME	FIELD
		5:00-7:00	OPEN SCHOOL	OPEN SCHOOL	OPEN SCHOOL	OPEN SCHOOL	OPEN SCHOOL

A school calendar and schedule that provide at least as much core instructional time as a traditional public school:

INSTRUCTIONAL MINUTES		
Core Content Academic Time (in minutes)	Responsibility Teams Total: Math, Science, Social Studies	528
	Work Time	384
	ELA Formats <i>Cooperative Unison Reading (CUR)¹ and Writing Share</i>	384
	Lab	48
	Total Core Minutes:	1,344 minutes
Co-Curricular Time (in minutes)	PE	192
	Art/Music	192
	Field Learning	192
	Total Co-Curricular Minutes	576 minutes

Each core subject will meet in responsibility teams for 192 minutes per week (in science this includes one 48 minute lab), exceeding New York State requirements by 12 minutes each week. Knowing that literacy across subjects is likely to be a gap for many of our student and that is

¹ See *Curriculum and Instruction* for an explanation of the Cooperative Unison Reading ELA class.

Attachment 3a: Sample Daily Schedules

critical to their high school success, students will meet in their ELA courses (CUR and Writing Share) for 384 minutes each week. This exceeds the state mandate by 204 minutes. Using their ILPs and teacher guidance, students will also utilize their 384 minutes of Work Time in order to maximize their learning of core content areas. This means that if students divide their Work Time evenly between all core subjects (math, science, social studies and ELA), they would be adding an additional 96 minutes of study in each content area, far exceeding the New York State mandate.

How core, supplemental, intervention, and elective instruction are integrated into the student and teacher schedule:

Core courses: As described above, students will receive 192 minutes of core instruction in Math, Science and Social Studies respectively, and 384 minutes of ELA instruction.

Elective instruction: Students will receive elective credit for the field learning opportunities that they pursue each semester, allowing them to reach 7 elective credits required for graduation. Upper classmen can also pursue Independent Studies under the guidance of a teacher-advisor during Work Time for elective credit. As the school grows, courses such as Health and CTE will be offered in student schedules to replace the art/music block displayed in the schedule above.

Supplemental Instruction and Intervention: Data-driven targeted supplemental instruction and intervention will occur during Work Time via Check-Ups for all students and SETTS sessions, as mandated by students' IEPs. As content teachers are assigned to supervise Work Time, they will also engage in targeted, small-group instruction, as needed. During the Open School Hours from 5:00-7:00, we will provide additional opportunities for supplemental instruction.

How students and teachers will be grouped for instruction: Core subjects will be grouped heterogeneously, ensuring that all students have access to a rigorous, grade-level comprehensive curriculum. Within each class, flexible grouping will be largely based on student choices. As the school grows, we will organize teachers into grade level and department teams in order to foster the teacher collaboration that is necessary to support high levels of achievement for all students. Work Time will be facilitated by a minimum of two teachers so that students have the support of several adults while engaging in independent and small group work. Additionally, boxing coaches will be deployed in academic classes, particularly in Work Time and Cooperative Unison Reading, in order to support students in regulating to on-task behavior.

Supplemental instruction and how the calendar and schedule will support students with a wide range of needs: Work Time is designed for individualized learning. By having teachers assigned to conduct Check-Ups during Work Time, all students in the School will have an ILP that is tailored to their specific needs so that they are engaged with learning activities that match their current strengths and gaps. The flexibility of Work Time, and the availability of technology, ensure that students are able to pursue the interventions that they need. The School's two separate ELA courses are another form of supplemental instruction. Additionally, the School will adopt an integrated co-teaching model and offer SETSS to students whose IEPs require it.

Attachment 3a: Sample Daily Schedules

Special Education teachers will serve students in core classes according to the mandates on their IEPs, and ESL teachers will ensure that ESL mandates are met in the Cooperative Unison Reading course and the Writing Share course, in addition to facilitating “sheltered” Cooperative Unison Reading groups during Work Time. ESL and Special Education teachers will also work with students during Work Time to ensure that students are accessing appropriate supports, including native language resources. The school schedule offers additional supplemental instructional opportunities during Open School from 5:00-7:00, and the school calendar supports students with a wide range of needs via an extended school year which will prevent the “backslide” that is known to occur in reading levels and content mastery over the summer months.

EFT Bronx Sample Student Schedule-Grades 11/12

PERIOD	MINs	TIME	MON	TUES	WED	THURS	FRI
1	48	10:00-10:48	CUR (ELA)	SOC STUD RTs	LAB	MATH RTs	CUR (ELA)
2	48	10:50-11:38	SOC STUD RTs	CUR (ELA)	SCIENCE RTs	WORK TIME	SOC STUD RTs
3	48	11:40-12:28	WORK TIME	WORK TIME	CUR (ELA)	WRITING SHARE (ELA)	MATH RTs
4	48	12:30-1:18	SCIENCE RTs	WRITING SHARE (ELA)	SOC STUD RTs	CUR (ELA)	WORK TIME
5	38	1:20-1:58	LUNCH & GAMES	LUNCH & GAMES	LUNCH & GAMES	LUNCH & GAMES	LUNCH & GAMES
6	48	2:00-2:48	WORK TIME	SCIENCE RTs	WRITING SHARE (ELA)	PE	WORK PLACEMENT
7	48	2:50-3:38	MATH RTs	WORK TIME	PE	CTE	WORK PLACEMENT
8	48	3:40-4:08	CTE	PE	MATH RTs	WORK TIME	WORK PLACEMENT
9	48	4:10-5:00	PE	CTE	CTE	WORK TIME	WORK PLACEMENT
		5:00-7:00	OPEN SCHOOL	OPEN SCHOOL	OPEN SCHOOL	OPEN SCHOOL	OPEN SCHOOL

As students become upper classmen, the core schedule remains intact. There are, however, a few changes to their co-curricular program. Field Learning is replaced by a Work Placement which will give students internship experience in a local business or organization. Work Placement partnerships will be coordinated by a teacher serving as a part time Work Placement Coordinator, who will report to the Senior Director. Art and Music (or another course depending on student preferences and progress toward meeting core content credit and Regents requirements) is replaced by a CTE course. Also, since upper classmen will have spent 1-2 years in the school’s educational program with ILPs that have pushed them to make steady incremental progress, they are likely to have a decreasing need to use Work Time in order to build foundational literacy and math abilities or build background knowledge in science and social

Attachment 3a: Sample Daily Schedules

studies. Students can therefore, under the supervision of their teachers and using accountability measures written into the ILPs that result from their Check-Ups, begin to use Work Time to pursue content and practice related to their CTE endorsements. Between 11th and 12th grade, EFT Bronx students will be well-poised to achieve a CTE endorsement as an alternate pathway to graduation.

Clear information about how the teacher’s work day will be organized on a weekly and annual basis, including teacher planning time and professional development:

EFT Bronx Sample Teacher Schedule

PERIOD	MINUTES	TIME	MON	TUES	WED	THURS	FRI
0	58	9:00-9:58	PD	PD	PD	PD	PD
1	48	10:00-10:48	LAB	LAB	LAB	LAB	LAB
2	48	10:50-11:38	SCIENCE RTs				
3	48	11:40-12:28	PREP	CHECK UPS	PREP	SCIENCE RTs	PREP
4	48	12:30-1:18	SCIENCE RTs	SCIENCE RTs	WORK TIME	WORK TIME	SCIENCE RTs
5	38	1:20-1:58	LUNCH	LUNCH	LUNCH	LUNCH DUTY	LUNCH
6	48	2:00-2:48	SCIENCE RTs	SCIENCE RTs	SCIENCE RTs	LUNCH	FIELD
7	48	2:50-3:38	WORK TIME	PREP	WORK TIME	PREP	FIELD
8	48	3:40-4:08	SCIENCE RTs	CHECK UPS	SCIENCE RTs	CHECK UPS	FIELD
9	48	4:10-5:00	CHECK UPS	WORK TIME	CHECK UPS	WORK TIME	FIELD
		5:00-7:00	OPEN SCHOOL		OPEN SCHOOL		

This is a sample Living Environment (LE) teacher schedule. The teacher schedule shows that the LE teacher would meet with each of her five sections for 144 minutes of Responsibility Teams and 48 minutes of lab, totaling 192 minutes per section, per week. The schedule also includes six periods of Work Time where the teacher will supervise and support students in learning content and pursuing the growth goals on their ILPs. The teacher also has 5 periods of Check-Ups built into the schedule. This responsibility, spread across all teachers and administrators, will ensure that every EFT Bronx student is on a “caseload” that is met with regularly so that all ILPs and progress monitoring data are kept up to date. Each teacher will also be the supervisor for one section of students’ weekly field learning experience. The teacher has five prep periods each

Attachment 3a: Sample Daily Schedules

week, totaling 240 minutes, and 58 minutes of professional development time every morning, where the teacher will be supported in planning, data collection, data analysis, and pedagogical practices. As the school grows, every effort will be made to ensure that teachers have preps in common with grade-level and department teacher teams in order to ensure that teachers can reap the benefits of common planning time.

Innovative Staffing Approach

Whereas in conventional staffing patterns in which teachers specialize in content subjects and are only assigned to teach courses in their areas of expertise, EFT Bronx teachers will be trained to be generalists who are skilled in supporting global achievement for every student, in addition to being experts in their own content areas. While teachers certified in a given content specialty will be deployed to teach courses in their expertise via Responsibility Teams, a significant portion of each teacher's school day will be spent in courses that target academic literacy skills, learning habits, and dispositions. For example, as demonstrated above, a Science teacher who facilitates Science Responsibility Teams and Lab would teach Check-Ups and Work Time for the remainder of the school day.

Attachment 3b: Proposed First Year Calendar

July 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

KEY			
	In Session		Religious Observance
	Vacation		PD Day
			Federal Holiday
			In Session in Year 1. These days will turn into vacation days once school operates year-round, starting in Year 2.
			In Recess in Year 1. Starting in Year 2, school will be in session for these 5 weeks.

Attachment 3b: Proposed First Year Calendar

TENTATIVE CALENDAR

Monday, July 4th –Federal Holiday

Tuesday, July 5th - Eid al-Fitr

Monday, July 11th-Wednesday, July 15th Summer Professional Development Institute (PDI)

Monday-September 5th -Labor Day

Tuesday, September 13th - Eid al-Adha

Monday, October 3rd & Tuesday, October 4th -Rosh Hashannah

Monday, October 10th – Columbus Day

Wednesday, October 12th - Yom Kippur

Friday, November 4th-End of 1st Marking Period

Friday, November 11th -Veterans Day

Thursday, November 24th - Friday, November 25th -Thanksgiving Recess

Monday, December 26th-Tuesday, January 2nd -Winter Recess (inclusive of Christmas Eve and New Year’s Day)

Monday, January 16th -Martin Luther King Jr. Day

Friday, January 27th –End of 2nd Marking Period

Monday, February 20th -Presidents Day

Tuesday, February 21st-Friday February 24th -Mid-Winter Recess

Monday, April 10th-Tuesday April 18th Spring Recess (inclusive of Easter and Passover)

Monday, April 7th - End of 3rd Marking Period

Monday-May 29th -Memorial Day

Friday- June 16th –End of 4th Marking Period

Summer school and time allocated for teacher professional development:

In order to avoid the widely recognized “backslide” in content knowledge and literacy that occurs over summer vacation, EFT Bronx will operate on a year-round schedule. EFT Bronx will open in September of 2016, but every year thereafter, the school year will include summer months. There will be 182 school days in the proposed 2016-2017 EFT Bronx school year, meeting the mandated 180 day school year. Starting in Year 2, the school year will be approximately 195 days long. All annual breaks are listed above in the “Tentative Calendar,” with anticipated calendar changes for Year 2 (once the school operates year-round), included in the key and indicated on the calendar itself. In Year 1, the calendar is linked to the NYC DOE calendar. In future years, the calendar will operate mostly in alignment with the NYC DOE school year, but with five weeks of mandatory July and August instruction and an extended Thanksgiving Recess, an extended Winter Recess, and an October Recess that overlaps with Columbus Day and Jewish Holidays.

There are 58 minutes of PD incorporated into the regular school day, before the student start time. There is also a five-day long annual summer Professional Development Institute (PDI). PDI will be an important opportunity for new teacher orientation, to strengthen the work of teacher teams, and to strengthen and norm teacher pedagogy. Teachers will engage in a rigorous PD program planned by the Executive Director, the Senior Director and the Principal.

ATTACHMENT #4: STUDENT DISCIPLINE POLICY

EDUCATION FOR TOMORROW BRONX CHARTER HIGH SCHOOL

DISCIPLINE CODE

Education for Tomorrow Bronx Charter High School is committed to providing a safe and secure environment in which every student is able to learn. Expectations for behavior at our School are made visible and accessible for everyone—teachers, students, administrators, parents and other staff members. Expectations are used as a tool to help every member of our school community adjust their behavior to the needs of others so that we, together, maintain a civil and orderly environment where ideas can be freely exchanged.

Every classroom teacher implements procedures to establish a positive school-wide culture.

These procedures are summarized below:

1. At the beginning of the school year, a 'social contract talk' is presented to all students. The talk outlines each student's educational rights and responsibilities, which are contextualized in an historical narrative of human and civil rights and the achievement of education as a social accomplishment. The *talk* invites students to consider the kinds of behaviors that interfere with learning, and offer insights about the appropriate consequences for those whose behaviors interfere with others' right to learn.
2. Students' insights are collected by the administration, who use them to develop a Ladder of Consequences. The Ladder is posted in every classroom, and used by students and teachers as a tool to help students regulate behavior and as a reference to adjudicate behavior infractions (typical 'rungs' on the ladder: 1) Peer Reminder; 2) Teacher Reminder; 3) Move Seat; 4) Behavior Reflection; 5) 'On Call' (a system of back-up support explained below); 6) Principal Referral.
3. Implement instructional practices in accordance with the Format to Rubrics and the Social Norms Rubric (See sample Rubrics at <http://learningcultures.net/the-model/rubrics>).
4. The 'On Call' system provides a back-up staff member to provide support when disruptive behaviors require attention. When such behaviors occur, after having called for *back-up*, the teacher on record

can either address the behavior at hand, or continue instruction while *back-up* attends to the behavior.

5. Consequences for a Principal Referral are based on severity of the infraction. Typically after-school or before-school detention are appropriate responses. But in cases where behaviors were violent, egregious, or potentially harmful, an intervention meeting is scheduled (sometimes with parents). Students who habitually break rules, even if they do not reach a level of severity to warrant a Principal Referral, will receive intervention meetings in order to help the student develop greater awareness of the consequences of their behavior on their learning and the learning of others.
6. Intervention meetings involve the Principal and teachers in a discussion with the student, in which the student identifies the behaviors that interfere with their own or others' right to learn. Students then determine which responsibilities their behaviors prevent them from upholding. Students are asked if they want to change their behaviors (the founding team of the School have collectively conducted hundreds of Intervention meetings, and have never encountered a child who does not want to change personal behaviors that violate others' rights to learn). The Principal then helps the student make an action plan in the form of a Promise Card. The Card is posted in the Principal or Dean's office and a laminated copy is provided to the student. The staff is provided a list of all students who have promise cards, and students are asked to reference the card if and when they are next asked to take part in a Behavior Reflection.

Rights and Responsibilities

Behavior expectations for School community members are established by the Rights and Responsibilities outlined in the NYC DOE Citywide Standards of Intervention and Discipline Measures (2013) (at the time of this proposal, the Standards could be retrieved at: <http://on.nyc.gov/SfDp2l>). A modified list of Rights and Responsibilities appear below:

Every student has a **right** to the following:

1. A free public education;
2. An environment that is safe and supportive, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel they are subject to this behavior;

Source: *NYC DOE Citywide Standards of Intervention and Disciplinary Measures* (2013). p. 8.

3. Courtesy and respect from others;
4. Professional instruction;
5. Know grading requirements, school policies and procedures, diploma requirements, grading criteria;
6. Information about educational progress and, in a timely manner, the possibility of being held over or notification of failing a course;
7. Appeal a failed grade or hold over decision;
8. Receive guidance, counseling and advice for personal, social, educational, career and vocational development;
9. Parental guidance;
10. To know boundaries of appropriate behavior and to know outcomes of offenses;
11. Confidentiality in handling of student records;
12. Request by parents to have contact information withheld from institutions of higher learning and/or military recruiters.

Students rights are balanced by their **responsibilities**, as follow:

1. Attend school regularly and punctually, and make every effort to achieve in all areas of their education;
2. Be prepared for class with appropriate materials and properly maintain school materials and equipment;
3. Follow school regulations regarding entering and leaving the classroom and school building;
4. Maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
5. Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
6. Share information with school officials regarding matter which may endanger the health and welfare of members of the school community;
7. Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
8. Show respect for school property and respect the property of others, both private and public;
9. Be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;

10. Behave in a polite, truthful and cooperative manner toward students and school staff;
11. Promote good human relations and build bridges of understanding among the members of the school community;
12. Use non-confrontational methods to resolve conflicts;
13. Participate and vote in student government;
14. Provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
15. Observe ethical codes of responsible journalism and written expression;
16. Refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions within the school community;
17. Express themselves in speech, writing and other modes of expression, including electronic expression, in a manner, which promotes cooperation and does not interfere with the educational process;
18. Bring to school only those possessions which are safe and do not interfere with the learning environment;
19. Adhere to the guidelines established for dress and activities in the school gym, PE classes, labs, studios and shops;
20. Be familiar with the Discipline Code and abide by school rules and regulations;
21. Provide leadership to encourage fellow students to follow established school policies and practices;
22. Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

Infraction Levels

Most behavior infractions are handled at the classroom level through procedures that reference the Ladder of Self-Regulation. Level 4 and 5 behaviors are handled through a Principal Referral process.

Level 1: Uncooperative/Noncompliant Behavior

Level 2: Disorderly Behavior

Level 3: Disruptive Behavior

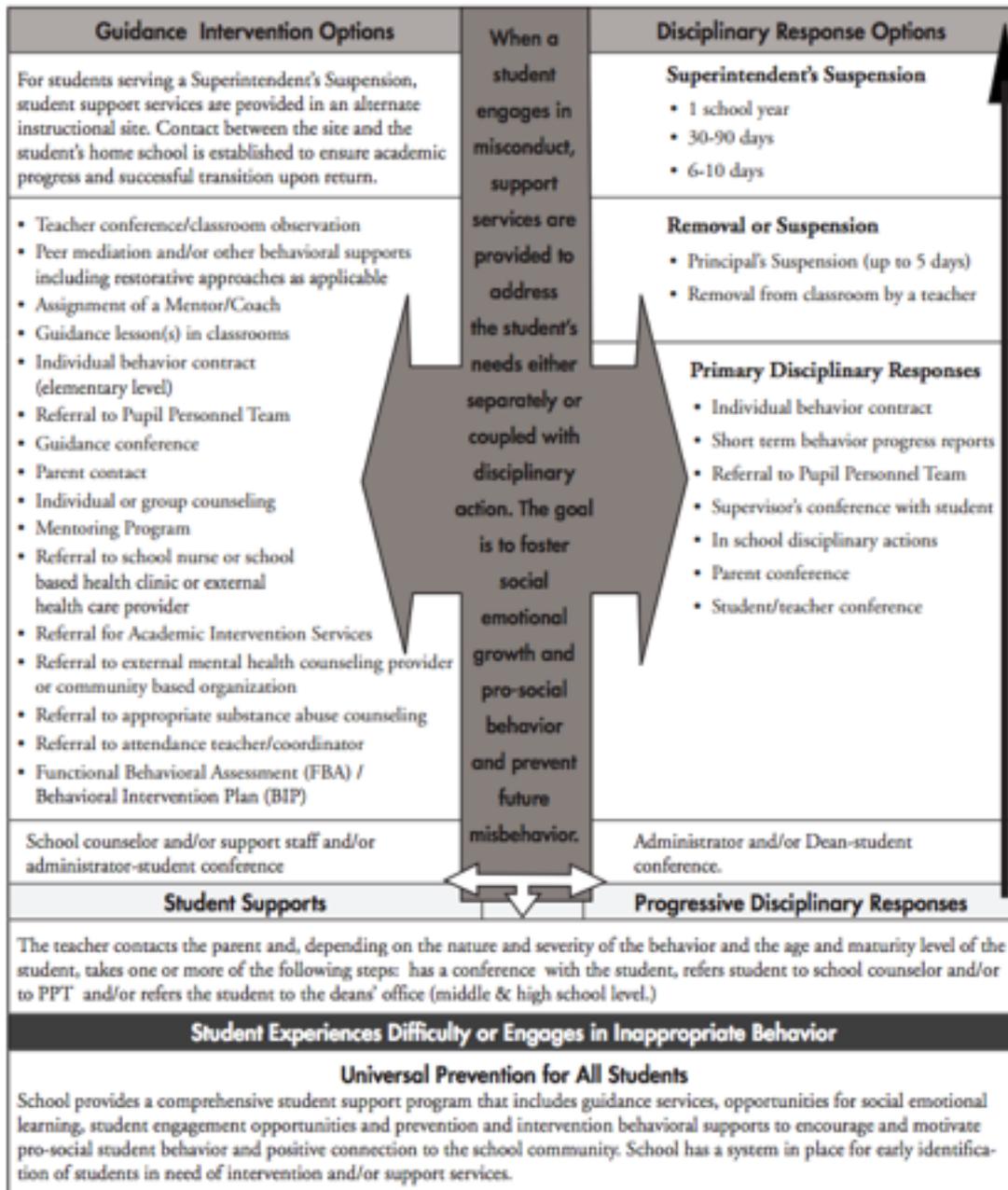
Level 4: Aggressive or Injurious/Harmful Behavior

Level 5: Seriously Dangerous or Violent Behavior

Source: *NYC DOE Citywide Standards of Intervention and Disciplinary Measures* (2013). p. 8.

PROGRESSIVE LADDER OF SUPPORT AND DISCIPLINARY RESPONSES

The ladder of supports and disciplinary consequences below illustrates a progressive response to inappropriate behavior. Student misbehavior must be handled on a case by case basis. In all cases, implementation of appropriate interventions and disciplinary responses must take into account a number of factors including the nature and severity of the misconduct. In many cases, the use of primary responses and/or the use of guidance interventions may be most suitable. In other cases, a student's misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with guidance interventions.



The Principal will use the Progressive Ladder of Support and Disciplinary Responses (below) to adjudicate behavior infractions.

Source: NYC DOE Citywide Standards of Intervention and Disciplinary Measures (2013). p. 8.

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT
Brown, Brian	[REDACTED]	Executive Officer, Brian G. Brown, CPA PC
Decker-Rutishauser, Kerry	[REDACTED]	Principal, The Urban Assembly School for Green Careers
Dellatorre, Michelle	[REDACTED]	Attorney, Law Offices of Harvey Sorid, Esq.
Donohoe, Christopher	[REDACTED]	Senior Consultant, Paragon Solutions
Gordon, Edmund	[REDACTED]	Professor Emeritus, Yale University
Green, Jonathan	[REDACTED]	Director of School Leadership, Charter Schools Division, New Visions for Public Schools
Jarrell, Emily	[REDACTED]	Principal, The Urban Assembly Unison School
Magid, Harold	[REDACTED]	Self-Employed
McCallister, Cynthia	[REDACTED]	Associate Professor, New York University
Olson, David	[REDACTED]	Professor Emeritus, University of Toronto/OISE

Piller, Amy	[REDACTED]	Assistant Principal, The Urban Assembly Unison School
Podair, Lee	[REDACTED]	Partner, Hahn & Hessen LLP
Sanchez, Lynn	[REDACTED]	Paralegal, Law Offices of Lisa Michael & Associates
Summers, Ronnette	[REDACTED]	Senior Associate, Guggenheim Securities
Wrightman, Shira	[REDACTED]	Lead Teacher, High School of Language and Innovation

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

RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)
Accounting, Budget and Cash Flow, Human Resources, Real Estate & School Facilities, Finance Committee	Trustee
School Operations; Budgeting; School Culture Systems; Teacher Evaluation; Education Plan Committee, Assistant Principal Supervision and Training, Behavior Interventions, School Leadership (principalship); School Restructuring/Reform	Senior Director
Legal (family law); Organizational and Fiscal Plan Committee; Human Rights Law; Political Activist (immigrant rights)	Trustee
Success Metrics and Performance Standards; Fundraising; Budgeting; Marketing; Branding; Organizational and Fiscal Plan Committee	Trustee
Renowned developmental psychologist, Founder and former Director, Institute for Urban and Minority Education. Research on human diversity and pedagogy, academic achievement and the 'achievement gap.' Evaluated original Head Start program. Founded and former Director, Institute for Research on African Diaspora in the Americas and Caribbean.	Advisor
Former Executive Director, The Urban Assembly; School Evaluation; School Improvement and Reform; Principal Leadership; Curriculum Development	Trustee
School Operations, Teacher Evaluation, Curriculum Development, Education Plan Committee, Teacher Professional Development; School Reform/Restructuring; Community Activism	Trustee
Finance, Banking, Board Experience, Finance Committee Experience	Trustee
Curriculum Development; Education Plan Committee; Public Outreach Committee; Fundraising; Teacher Evaluation; Leadership Development; Student Assessment; CTE Program Development; Creator of Learning Cultures education model; creator of Learning Cultures discipline program; creator of Genre Practice literacy model; school reform and restructuring.	Executive Director
Cultural Psychologist, world-renowned literacy theorist, developer of a theory of self-responsibility in learning, developer of a theory of institutional school reform.	Advisor

Assessment Systems, School-Founding Experience, Professional Development Systems, Technology/App Development, School Culture Systems, Education Plan Committee.	Trustee
Financial Transactions, Legal, Organizational and Fiscal Plan Committee	Trustee
Community Organizing, Public Outreach Committee, Community-based School Reform	Trustee
Community Organizing, Public Outreach Committee, Community-based School Reform	Trustee
Special Student Populations (ELLs) , School-Founding Experience, Professional Development Systems, New Teacher Mentoring, Education Plan Committee, Behavior Interventions, Public Outreach Committee, Recruitment	Principal

PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Trustee/Finance Committee	3 years	YES
n/a	n/a	n/a
Trustee	3 years	YES
Trustee	3 years	YES
n/a	n/a	n/a
Board Chair	n/a	n/a
Trustee	2 years	YES
Trustee/Finance Committee	1 year	YES
n/a	n/a	n/a
n/a	n/a	n/a

Trustee	1 year	YES
Trustee/Finance Committee	2 years	YES
Trustee/Constituent Representative	1 year	YES
Trustee/Constituent Representative	2 years	YES
n/a	n/a	n/a

Bylaws of the Education for Tomorrow Bronx Charter High School

ARTICLE I: NAME

The name of the Education Corporation is Education for Tomorrow Bronx Charter High School (hereinafter “the School”).

ARTICLE II: MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the Directors (hereinafter the “Trustees”) of the School. Actions that would otherwise require approval by a majority of all members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

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 and Not-for-Profit Corporation Law), as well as the requirements of the School’s Charter and these Bylaws. 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 Bylaws, 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 Bylaws;
9. To enter into agreement with one or more Education Partners by approval of a majority vote of the Board. The Board shall reserve one (1) seat on the Board to be designated by each Education Partner at the annual meeting of the Board. The terms of office shall be the same as those elected to the Board so long as the partnership agreement exists. If the partnership ends prior to the end of the appointee’s term, the position shall be eliminated.

B. Number of Trustees. The number of Trustees of the School shall be no fewer than five (5) and shall not exceed fifteen (15). The initial number of Trustees shall be seven (7). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

- 1. Initial Trustees.** The ten (10) members of the initial Board of Trustees ("Initial Trustees"), and their respective Board positions, shall be set forth in the School's provisional Charter (certificate of incorporation).
- 2. Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.
- 3. Eligibility.** The Board may elect any person 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. One Trustee position is designated to be filled by a Parent or Legal Guardian of a student or students enrolled in the school unless otherwise agreed by a majority of the Board.
- 4. Term of Office.**
 - a. The initial Trustees shall be divided into three (3) classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The designated Parent Trustee shall be assigned to the first class. 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 shall expire at the second succeeding annual meeting and the third class shall expire at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except that the term of the designated Parent Trustee/s shall be one (1) year. The Parent Trustee/s may be re-elected for additional one-year terms provided that they continue to have children enrolled in the school.
 - c. The term of office of a Trustee elected to fill a vacancy in these Bylaws 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 Bylaws, 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 Bylaws or other Board action.
 - f. There shall be no limit to the number of terms that a Trustee may be elected or appointed to serve.
- 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 a Trustee in accordance with the applicable provisions and requirements of the Education Law, including Sub-division 226(8), and the Not-for-Profit Corporation Law by vote of a majority of the entire Board.

- 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.
- 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 Bylaws, 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.

ARTICLE IV: OFFICES

The office of the School 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 Bylaws 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 principle 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.** A minimum of seven (7) Meetings inclusive of the June Annual Meeting shall be held each year on dates determined by the Board.
- D. Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.
- 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. Open Meetings.** Notwithstanding any other provisions of these Bylaws, the School shall comply with the New York Open Meetings Law.
- G. Executive Session.** To the extent permitted by the New York Open Meetings Law, after opening a regular or special meeting of the Board of Trustees in open session, the Board may by resolution go into Executive Session. Topics for an Executive Session will be limited to those few confidential matters identified in the New York Open Meetings Law.
- H. Failure to attend meetings.** Pursuant to the Education Law, if any Trustee shall fail to attend three consecutive meetings without excuse accepted by the Board of Trustees, the Trustee shall be deemed to have resigned, and the vacancy shall be filled.
- I. 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 Bylaws 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.

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. If a purpose of a meeting of the Board of Trustees is the removal of any director, the notice or waiver of notice of such meeting shall so state. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Public Notice. Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board of Trustees shall be given to each Trustee not later than noon, New York time, on the seventh day prior to the meeting. Notices are deemed to have been given: by mail, when deposited with the first class postage thereon prepaid, at a post office or official depository under the exclusive care and custody of the United States Postal Service; by telegram at the time of filing; by messenger at the time of delivery; by electronic mail at the time of transmission; and by facsimile at the time of confirmation of transmission, mechanical or otherwise. Notices by mail, telegram, messenger, electronic mail or facsimile shall be sent to each Trustee at the address, electronic mail address, or facsimile number designated by him/her for that purpose or, if none has been so designated, at his/her last known address.

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 purpose of conducting a meeting of the Board.

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 bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the entire Board shall be

the act of the Board, provided that a quorum is present at such time. 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 Charter 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 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.

C. Committees.

1. **Appointment of Committees.** The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. 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 three standing committees: an Executive Committee (chaired by the Board Chair), a Finance Committee (chaired by the Treasurer) and an Education and Accountability Committee. Additional committee members will be appointed by the Chair of the Board.

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 Bylaws or the adoption of new Bylaws; 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 Bylaws and the Open Meetings Law with respect to the calling 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 Bylaws, 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.** At each annual meeting, the Board of Trustees shall elect, by a plurality of the votes cast for each office, a Chairperson, one or more Vice Chairpersons, a Secretary, a Treasurer, and such other officers or assistant officers as it may determine.
 - 1. Chairperson.** The Chairperson shall be elected from among the members of the Board of Trustees. S/he shall, if present, preside at all meetings of the Board of Trustees and the Executive Committee. Unless otherwise provided by these bylaws or in a resolution of the Board of Trustees by creating or modifying a special committee, s/he shall appoint the members and chairpersons of all special committees.

 - 2. Vice Chairpersons.** If the Chairperson is absent or if there is a vacancy in the office of the Chairperson, then the Vice Chairpersons in the order designated by the Board of Trustees, or in the absence of such designation by the Board of Trustees in order of seniority, shall perform all the duties of the Chairperson and in so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson. Any Vice Chairperson shall perform such duties as may from time to time be assigned to such Vice Chairperson by the Board of Trustees or the Chairperson.

 - 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 Executive Director 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) chair the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

4. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's principle 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 Bylaws, 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 Bylaws; and (e) 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 of the Board, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: INDEMNIFICATION OF CORPORATE AGENTS

A. Indemnification. The School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

B. Insurance. The School shall have the power to purchase and maintain insurance on behalf of any person who is or was a Trustee, Officer, employee, or agent of the School, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such.

ARTICLE IX: SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board. “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, i.e. a transaction which is part of a public or charitable program of the School, if the transaction is approved or authorized by the Board in good faith and without unjustified favoritism and results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE X: 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 Bylaws, 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 Executive Director, or the Treasurer. In the instance that 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 Bylaws. Without limiting the generality of the foregoing, words in these Bylaws 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 Bylaws 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.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. 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. It is understood that a financial interest is not necessarily a conflict of interest. A Trustee, Officer or Committee member who has a financial interest may have a conflict of interest only if the appropriate Board or committee with Board delegated powers decides that a conflict of interest exists. Following the interested person’s disclosure, the body to which such disclosure has been made shall determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to such contract or transaction (other than to present factual information or to respond to questions prior to

the discussion). In instances where Trustees are excused, action may be taken on the matter by majority vote of the disinterested Trustees, even though the disinterested Trustees may be less than a quorum. The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the Entity contracting or dealing with the School.

F. Interpretation of Charter. To the extent of any conflict between any provision of these Bylaws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI: CONTRACTS, LOANS AND GRANTS

A. Contracts. Except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.

B. Loans. The Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the School to effect loans and advances at any time for the School from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds or other certificates or evidences of indebtedness of the School, and when authorized to do so to pledge and hypothecate or transfer, to the extent permitted by-law, any securities or other property of the School as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

C. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of the School, may, prospectively or retroactively, authorize the Chairperson, on behalf of the School, to make grants and other contributions.

ARTICLE XII: COMPENSATION OF TRUSTEES

Compensation of Trustees: No compensation shall be paid by the School to any Trustee for services as such. Trustees and officers may be reimbursed or advanced reasonable expenses relating to the execution of their duties as Trustees or officers in any manner prescribed by the Board of Trustees. Such a Trustee or officer shall not, for purposes of Section 720-a of the New York Not-for-Profit Corporation Law, be considered compensated solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office.

ARTICLE XIII: INDEMNIFICATION; INSURANCE

A. Indemnification of Trustees and Officers. In accordance with Section 721 of the New York Not-For-Profit Corporation Law, the School shall, to the fullest extent permitted, and in the manner prescribed, by Sections 721, 722, 723 and 725 of the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of *duty*, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency, including an action by or in the right of the School to procure a judgment in its favor and an action by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise, which any Trustee or officer of the School is serving or served in any capacity at the request of the School, by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the School, or is serving or served such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, against judgments, fines, amounts paid in settlement, and expenses (including, without limitation, attorneys' fees, costs and charges) incurred as a result of such action or proceeding, or appeal therein. The School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law Sections 721, 722, 723 and 725.

B. Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, the School shall prescribe and maintain insurance to indemnify Trustees and officers of the School, on any tenets and conditions set forth in a resolution of the Board of Trustees.

ARTICLE XIV BOOKS AND RECORDS

Where Books Are to Be Kept. Correct and complete books and records of account and minutes of the proceedings of the Board of Trustees and the Executive Committee shall be kept at the School.

ARTICLE XV: CORPORATE SEAL

Corporate Seal. The Board of Trustees may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XVI: OFFICE

Office. The office of the School shall be located in New York City at such address as may from time to time be fixed by the Board of Trustees.

ARTICLE XVII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

ARTICLE XVIII: AMENDMENTS

Amendments. These Bylaws or any one or more of the provisions thereof may, at any annual, regular or special meeting of the Board of Trustees, be amended by changing, altering, suspending, supplementing or repealing the same; provided, however, that no Bylaw by which any specified action by the Board of Trustees shall be amended, changed, altered, suspended, supplemented or repealed by a smaller vote than that required for action there under. Material changes to these Bylaws must be approved by the Charter before they become effective.

ARTICLE XIX: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws 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 School duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing Bylaws are now in full force and effect.

Secretary of the School

Attachment 5c-Education for Tomorrow Bronx Charter High School

EDUCATION FOR TOMORROW BRONX CHARTER HIGH SCHOOL PROPOSED CODE OF ETHICS

The Board of Trustees (“the Board”) of the *Education for Tomorrow Bronx Charter High School* (“the School”) recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligations under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required for all school trustees, officers and employees.

Therefore, every trustee, officer, and employee of the school, whether paid or unpaid, including members of the Board, shall adhere to the following code of conduct:

1. **Gifts:** Trustees, officers and employees shall not directly or indirectly solicit any gifts, and shall not accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a 12-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence the trustee, officer, or employee in the performance of his or her official duties or was intended as a reward for any official action on his or her part.
2. **Confidential information:** Trustees, officers and employees shall not disclose confidential information acquired by them in the course of their official duties or use such information to further their own personal interest. In addition, trustees, officers, and employees shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. **Agreements with the Board:** Unless otherwise permitted by law, trustees, officers, and employees shall not enter any agreement expressed or implied, with the Board or school from which they may benefit financially and over which they have authority as a result of their position. Trustees, officers, and employees have “authority” if either they or someone they appoint can negotiate, authorize, approve, prepare, make payment, or audit bills and/or claims under the contract. Any contract entered into and causing a conflict of interest prohibited by this code of ethics shall be null, void, and wholly unenforceable.
4. **Representation before the Board for a contingent fee:** Trustees, officers, and school employees shall not 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 school with respect to such matter.
5. **Disclosure of interest:** Trustees, officers and employees, whether paid or unpaid, shall publically disclose on the official record the nature and extent of any direct or indirect financial or other private interest they have, or expect to have,

or later acquire with the school. The term “interest” means a pecuniary or material benefit accruing to a trustee, officer, or employee.

6. **Investments in conflict with official duties:** Trustees, officers and employees shall not invest or hold any investment directly in any financial, business, commercial, or other private transaction that creates a conflict with his or her official duties.
7. **Private employment:** Trustees, officers, and employees shall not engage in solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. **Future employment:** Trustees, officers, and employees shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand, or suit against the school on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Ethics: The Chair of the Board shall arrange to copy and distribute this Code of Ethics annually to every trustee, officer, and employee of the school. Each trustee, officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties: In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s Code of Ethics may be fined, suspended, or removed from office or employment as the case may be, in the manner provided by law.

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EDUCATION FOR TOMORROW BRONX CHARTER HIGH SCHOOL HIRING AND PERSONNEL POLICIES AND PROCEDURES

EQUAL OPPORTUNITY EMPLOYMENT

The Education for Tomorrow Bronx Charter High School is committed to providing equal employment to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status predisposing genetic characteristic, or any other protected classification. This policy will apply to all aspects of employment at the School including recruitment, hiring, compensation, assignments, training, promotion, demotion, transfer, disciplinary action, layoff and termination, employee benefits, and other terms and conditions of employment. Any and all such employment decisions at the School will be made in a non-discriminatory manner and will be based on qualifications, abilities, and merit. The School will completely comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. If employees have any concerns or questions about any type of discrimination, they should bring these matters to the attention of their supervisor or the School principal. Anyone found to be engaging in any type of discrimination is subject to appropriate disciplinary action.

HIRING STANDARDS AND CRITERIA

The School believes that the quality of its professional and support staff will determine the quality of the education that is provided by the School. Thus, it is the Board's responsibility to identify, hire, support, and retain the best-qualified candidate for the School principal position. The School principal reports directly to the Board of Trustees. The Board has the sole authority to set conditions of employment, supervise, evaluate, discipline and terminate the School's Executive Management Team: Executive Director, Senior Director, and Principal. Key qualifications for the School principal include: previous experience in a leadership position in a high performing public high school; a track record that demonstrates the ability to lead and inspire teaching staff; instructional leadership qualities; and familiarity with school finances and business operations.

In turn, it is the School principal's responsibility, working with his/her leadership team; to recruit and retain the best qualified candidates to meet the School's educational and operational needs. The School Principal has the requisite authority to hire, supervise, evaluate, discipline and terminate (within the confines of any potential contract) all other employees of the School, consistent with the law and policies adopted by the Board.

Staff selection will be based on strong academic preparation, relevant experience, proven professional competence in the individual's area of expertise, intellect, emotional maturity, leadership qualities, professional attitude, enthusiasm, strong work ethic and the desire to work in a collaborative environment. Teaching candidates must be familiar with a wide range of instructional practices and should have experience and interest in working with a diverse student population with wide-ranging needs. The School principal will establish specific criteria.

HIRING PROCESS

The School Principal, with the Director of Operations (whose responsibilities include personnel matters) will be responsible for developing a set of detailed, written hiring procedures. These procedures will include: specific qualifications and selection criteria for each position; specific steps in the hiring process, accompanied by a timetable for each step; and a description of the evaluation methodology.

It is the responsibility of the Director of Operations to advertise available jobs and solicit application from qualified candidates through the use of print media, online resources, networking, and direct recruiting initiatives. It is anticipated that qualified candidates for all positions will undergo extensive reference checks and interviews. A combination of one-on-one screening and small committee interviews will likely follow a

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successful telephone screening interview. In addition teaching candidates will likely be required to give one or more demonstration lessons and provide writing samples.

The Board will have the opportunity to interview candidates being considered for administrative positions, including the director of operations and the assistant principals. All candidates will be subject to fingerprinting and background checks prior to beginning employment with the School.

RESPONSIBILITIES AND QUALIFICATIONS OF KEY POSITIONS

Executive Director: Responsibilities and Qualifications

The Executive Director is the School's chief executive officer, responsible for overall success of success of the School. The Executive Director reports to the Board of Trustees.

Responsibilities

- Articulate the evolving mission of the School
- Provide leadership guidance and oversight to implement School mission
- Provide creative direction in response to school and curriculum reform challenges
- Represent the School in public
- Raise public awareness of the School
- Establish a vision and direction for the development of the educational program
- Establish and maintain relationships with partner organizations
- Generate support for the School
- Advise and supervise Senior Director and Principal
- Work with Board of Trustees to implement the School's mission
- Provide expertise and guidance to executive management in the domains of curriculum, instruction, assessment, school culture and operations

Qualifications

- Strong record of leadership experience in implementing school change
- Strong record of success in supporting leadership to dramatically raise student achievement and positively impact school culture
- Record of achievement as a school/education innovator
- Record of successful publication in education and/or school reform
- Record of successful teaching and leadership experience

Senior Director: Responsibilities and Qualifications

The Senior Director is responsible for ensuring that the mission of the School is successfully implemented. S/he provides training, mentoring, and evaluative feedback to the Principal and Director of Operations. The Senior Director reports to the Executive Director.

Responsibilities

- Train and mentor School Principal in implementing the School's educational mission and overseeing school operations
- Liaise with Board of Trustees as needed and in coordination with School Principal
- Oversee external school partnerships including, but not limited to, partner schools and teacher education institutions
- Oversee school public relations initiatives in coordination with School Principal
- Represent the School in public

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- Raise public awareness of the school
- Generate support for the School in coordination with School Director
- Oversee School development initiatives
- Oversee and actively participate in public and community outreach on behalf of the School
- Manage School public relations and marketing initiatives, including social media presence, in coordination with Principal

Qualifications

- Demonstrated commitment to the mission and educational program of the School
- Record of achievement in school turnaround and school change
- Demonstrated record of leadership in raising school quality, especially in relation to learning opportunities for disadvantaged student populations
- Experience in staff evaluation, supervision and professional development
- Experience in working with school constituencies, including parent groups, teacher unions and/or school boards
- Evidence of the ability to collaborate, cooperate, and work creatively with others to solve challenging educational problems
- Record of successful participation and engagement in professional networks

School Principal: Responsibilities and Qualifications

The Principal directly supervises all teaching and administrative staff and oversees the day-to-day management of the school including, but not limited to, instruction, finances, operations, human resource management, community and family engagement, school safety and compliance. The Principal reports to the Senior Director.

Responsibilities

- Implement the School mission
- Oversee staff recruitment and hiring
- Interview, select and oversee orientation for new teaching staff
- Oversee special education and ESL programs, including compliance
- Manage school budget in coordination with Senior Director and Director of Operations
- Establish and maintain communication with parents and facilitate parent involvement
- Oversee student recruitment and admissions
- Oversee programming and scheduling
- Implement curriculum
- Maintain secure and confidential student record systems in compliance with relevant laws
- Oversee school-wide assessment programs in compliance with reporting requirements
- Supervise and evaluate administrative staff
- Liaise with Board of Trustees, and attend all Board meetings
- Oversee public relations in coordination with Senior Director
- Implement Student Discipline Policy, evaluate administrative discipline referrals and conduct Behavior Interventions.
- Provide instructional leadership
 - Formal observation of all pedagogical staff
 - Plan and implement school-wide professional development
 - Goal setting and end of year check-ins with designated staff
 - Plan whole-school professional development days
 - Supervise Professional Learning Communities

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- Develop and support the implementation of teacher improvement plans

Qualifications

- An understanding of and commitment to the School's mission, vision, goals, educational model, student discipline policy and programs, as described in the school's charter
- Master's degree is required
- Prior relevant teaching experience and prior relevant leadership experience
- Demonstrated success in improving student outcomes
- Demonstrated success in coaching and mentoring teachers
- Knowledge and expertise in managing and analyzing data to inform instruction
- Experience working with high-need populations of students
- Evidence of the ability to collaborate, cooperate, and work creatively with others to solve challenging educational problems

Director of Operations (DOO)

The DOO is responsible for the successful and efficient operation of the School, including fiscal management and legal compliance. In addition to daily financial management responsibilities, s/he will serve as chief financial advisor to the Principal and Board of Trustees and take chief responsibility to prepare the annual budget and audits in consultation with the Principal and Senior Director. The DOO will oversee daily financial operations, including accounting, payroll and purchasing. The DOO will oversee and manage the School facilities, transportation, technology, and food service. The DOO will report to the Principal.

Responsibilities

- Oversee all day-to-day financial operations (accounting, payroll and purchasing)
- Assume leadership in the start-up phase to work closely with contracted service providers for financial, accounting and human resources services
- Assume responsibility for annual audit and coordinate with external auditors
- Develop annual budget and forecasts
- Prepare monthly financial statements and budget reports (including trends and potential issues of concern)
- Maintain accounting systems in compliance with laws and regulations
- Submit periodic financial reports to relevant Board committees
- Prepare monthly bank reconciliations
- Manage business staff
- Oversee human resources and benefits programs, including health and retirement plans, and make recommendations to employees
- Manage and maintain facilities and ensure compliance with safety regulations and Department of Health standards
- Arrange bids and manage relationships with vendors and brokers of all contracted services
- Manage compliance responsibilities (student attendance, attendance eligibility, eligibility for free and reduced-price lunch and for Titles I-V, and other data and reporting procedures to state and federal entitlements)
- Attend Board meetings and work with Board members and committees, as needed, to implement School mission and policies
- Other duties as assigned by Principal and/or Senior Director

Qualifications

- A commitment to the School's mission

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- Minimum bachelor's degree in finance, accounting, business management or experience in a related field
- Knowledge of NY State education laws and regulations, particularly charter school law
- Knowledge of computer technology hardware and software applications
- Evidence of collaborative, cooperative and creative teamwork.

Teacher: Responsibilities and Qualifications

Responsibilities

- Implement the mission and educational program of the School
- Implement the School's educational program
- Administer assessments in accordance with school policy
- Provide specific and constructive feedback on student work in a prompt and orderly manner
- Participate in organizational meetings and professional development opportunities
- Maintain positive and open channels of communication with parents
- Manage classroom cultures in accordance with School policies and procedures
- Respond to student behaviors in accordance with School education and discipline policies
- Provide leadership to help colleagues develop professionally
- Respond positively and proactively to constructive/corrective feedback
- Demonstrate personal responsibility to develop professionally
- Represent the School in public
- Maintain an up-to-date knowledge of instructional technology and resources relevant to areas of instructional expertise
- Maintain professional and collaborative relationships with colleagues

Qualifications

- An appreciation and commitment to the School's mission and goals
- Minimum bachelor's degree
- Proof of knowledge of the subject to be taught by one of the following means: 1) have majored in the subject taught; 2) have accumulated college credits equivalent to a major in the subject taught; 3) passed NY state-developed/adopted test or NY State advanced certificate in the subject; 4) hold a graduate degree.
- Evidence of a notable achievement in any capacity that would potentially benefit the School's community of adolescents
- Evidence of the ability to work collaboratively, creatively and cooperatively with colleagues

Teacher Lead; Responsibilities and Qualifications

Responsibilities

- Ability and willingness to assume leadership to implement the School's educational mission and/or operations
- Demonstrated success in supporting social, emotional and academic development of students

Qualifications

- Record extraordinary teaching/professional performance and leading to student achievement gains

Assistant Teacher: Responsibilities and Qualifications

- Assist teachers in maintaining positive classroom social norms
- Attend to students' educational needs in coordination with the teacher

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- Represent the School in public

Qualifications

- Evidence of a notable achievement in any capacity that would potentially benefit the School's community of adolescents

Cynthia McCallister, Ed.D.

Associate Professor, Programs in Literacy Studies

[Redacted contact information]

EDUCATION

- May 1995 Doctor of Education
University of Maine, College of Education, Orono, ME
Area of specialization: Literacy Education
- August 1990 Master of Education, Literacy Specialist
University of Maine, Orono, ME
- May 1986 Teaching Certification
Coursework completed at University of Maine, Orono, ME
- August 1984 Bachelor of Science
Ball State University, Muncie, IN
Concentration: History/Political Science

TECHING CREDENTIALS

- New York State Public School Teacher Certificate, Permanent, Pre Kindergarten, Kindergarten and Grades 1-6;
- New York State Public School Teacher Certificate, Permanent, Reading Teacher

TEACHING & ADMINISTRATIVE EXPERIENCE

College Level

- Associate Professor, Fall 2004-present, Department of Teaching and Learning, School of Education, New York University, NY, NY
Founding Director, NYU Literacy Education MA program (2002-2012)
- Assistant Professor, Fall 1998-Fall 2004, Department of Teaching and Learning, School of Education, New York University, NY, NY
- Assistant Professor, Fall 1996-Summer 1998, Department of Literacy Studies, School of Education, Hofstra University, Hempstead, NY
- Assistant Professor, Fall 1995-1996, Department of Education, Muhlenberg College, Allentown, PA

Selected Courses Taught: Literacy Assessment; Teacher Research; Integrated Reading and Language Arts Methods; Reading and Writing Methods; Reading Teacher in the School and Clinic Setting; Case Studies in Reading; Teaching Reading to the Learning Disabled and the Indifferent Learner; Reading, Writing and Cognition; Reading in the Content Areas/Literacy Across the Curriculum; Language/Literacy Development; Group Counseling; Foundations of Teaching and Learning; Student Teaching Supervision; Child Development.

Elementary Teaching Experience

- The Lewis Libby School, Union 90, Milford, ME (Fall 1988-June 1992)
Position: Classroom Teacher, K, 1, 2, and 5.
- The Buckley School, New York, NY (Fall 1987-Spring 1988)
Position: Assistant Teacher, Class III

CONSULTATIONS, STAFF DEVELOPMENT AND FIELD SUPERVISION

- Advisor, Urban Assembly High School for Green Career—Advised comprehensive school restructuring (Fall 2013-present).
- Advisor, Urban Assembly Unison School— Advised comprehensive school restructuring (Fall 2013-present).
- Advisor, Office of Middle School Quality, New York City Department of Education. (Spring 2012)
- Member, Literacy Committee, New York Department of Education—Develop guidelines and expectations for city-wide implementation of Common Core State Standards and Danielson Framework.
- Literacy Staff Developer/Consultant—High School for Language and Innovation, Bronx, NY. Learning Cultures implementation in \ all content classrooms in a school of 80% beginner English language learners (September, 2011-present).
- Literacy Staff Developer/Consultant—The Family School, Bronx, N.Y. Learning Cultures curriculum implementation (2011-2013)
- Curriculum Reform /Consultant—Urban Assembly, NY, NY. Supported implementation of Learning Cultures into schools, (2011-present)
- Literacy Staff Developer— P.S./I.S. 126, NY, NY: School-wide implementation of writing and reading instruction, K-8, (Fall 2007-2011)
- Literacy Staff Developer—Lower Lab, NY, NY: PD on writing process instruction with \ emphasis on writing enrichment, K-2, (Fall 2007)
- Literacy Staff Developer, New York, NY—Long-term project school-wide implementation of writing, K-2, P.S. 235, Brooklyn (2007-2008)

Attachment 8B: RESUME FOR PROPOSED LEADERS (McCallister; Decker; Wrightman)

Staff Developer— P.S. 35, Staten Island, NY: Long-term project focused on school-wide writing process instruction, K-5, (2007- 2008)
Staff Developer, Professional Development Laboratory (New York University). Conducted 4 \ staff development sessions on writing
Staff Developer, P.S. 19 (1st Avenue/11th Street). Four staff development sessions on instruction for students with reading difficulties.
Student Teaching Supervisor, Public School 89, Battery Park City, New York, NY (Fall 2000 through Spring 2001)
Staff Developer, The W. Haywood Burns Literacy Program, The W. Haywood Burns School--P.S./I.S. 176, New York, NY. Position funded by New Visions for Public Schools, New York, NY, (Fall, 1997 to Spring 1999)
Faculty Member, New Visions for Public Schools (September 1997 to June 1999), New York, NY
Facilitator, *The W. Haywood Burns Teacher Inquiry Group* (1996 to 1997) The Haywood Burns School P.S./I.S. 176, New York, NY
Research/Administrative Assistant, University of Maine Literacy Clinic, (1995), Orono, ME.

SELETED PUBLICATIONS

Video Courses and Resources

Learning Cultures: A Video Course: <http://bit.ly/1DJ0gYi>
Learning Cultures YouTube Channel, 227 videos related to Learning Cultures (See <http://bit.ly/1xsMNjN>)

Web Sites

www.LearningCultures.net
www.EducationForTomorrow.org

Books

McCallister, C. (2014). *Cooperative Unison Reading: A Socio-Cultural Instructional Model, K-16*. Inking.
McCallister, C. (2011). *Unison reading: Socially inclusive group instruction for equity and achievement*. Thousand Oaks, CA: Corwin.
McCallister, C. (1998). *Reconceptualizing literacy methods instruction*. New York: Peter Lang Publishing, Inc.

Selected Peer-Reviewed Articles

McCallister, C. (Winter, 2004). "Schooling the possible self." *Curriculum Inquiry* 34 (4): 425-461.
McCallister, C. (September, 2002). The power of place and time in teaching." *Journal of Adolescent & Adult Literacy*. A journal of the International Reading Association 4 (1): 2-9.
McCallister, C. (September, 2002). "Letting them learn: Yielding power to students in a literacy methods course." *English Education*. A journal of the National Council of Teachers of English 34 (4): 281-301.
McCallister, C. (November, 2000). "Making history with a reader." *Language Arts*. A journal of the National Council of Teachers of English 78 (2): 138-147.
McCallister, C. (Spring, 1998). "Classroom inquiry: Transforming perplexity into pedagogy." *Teaching and Learning: The Journal of Natural Inquiry* 12 (2): 28-35.
McCallister, C. (1996). "Learning within social worlds: The role of play in literacy learning." *New England Reading Association Journal* 32 (1): 13-18.

Book Chapters and Essays

McCallister, C. (2003). "Reviving innocence: Writing education practices in the era of the new literacy." In J. Kincheloe & D. Weil (Eds.). *The encyclopedia of critical thinking and learning*. Oryx Press under Greenwood Press. pp. 144-148.
McCallister, C. (2001). "From ideal to real: Unlocking the doors of school reform." In, F. Rust & H. Freidus (Eds.). *Guiding change: New conceptions of the roles and work of change agents*. New York: Teachers College Press. pp. 37-56.
McCallister, C. (2000). "The new essence of 'teacher stuff': An orientation to language arts instruction." In J. Webb & B. Miller (Eds.). *ACTFL Series 2000, Teaching heritage language learners: Voices from the classroom*. The American Council on the Teaching of Foreign Languages in conjunction with the Fund for the Improvement of Postsecondary Education. Yonkers, NY: The American Council on the Teaching of Foreign Languages. pp. 111-125.
McCallister, C. (1998). "A New vision in public, progressive education: The story of the W. Haywood Burns School." In S. Semel and Sadovnik (Eds.). *Schools of tomorrow, schools of today: What happened to progressive education?* New York: Peter Lang Publishing, Inc. pp. 313-351. (Winner of the 2000 American Educational Studies Association Critics Choice Award)

Miscellaneous Publications

McCallister, C. (November, 21, 2001). "A tribute to our teachers." *New York Teacher*, XLIII (6), p. 13. United Federation of Teachers.

Research Reports

An Analysis of Connecticut, Massachusetts and Mississippi State Reading-Literacy Achievement Tests in Relation to State Learning Standards (March, 2006). Report Submitted to NYU Institute for Education and Social Policy
New Visions for Public Schools. Author: Cynthia McCallister (August, 1998). *Summative Evaluative Review of the W. Haywood Burns Literacy Program Implementation*, New York, NY.

GRANTS and FUNDED RESEARCH

Attachment 8B: RESUME FOR PROPOSED LEADERS (McCallister; Decker; Wrightman)

Start-up funding to support the appointment of a Learning Cultures Project Manager, Mario Batali Foundation (Spring, 2012). \$25,000 .
Primary Investigator. Training Grant. New York Community Trust (Fall 2010). "Developing an Infrastructure for Teacher Training in Unison Reading Methodology." New York Community Trust, \$50,000.
Primary Investigator. NYU Research Challenge Fund (Spring, 2009). "Will or Won't: Intention and Responsibility in Learning." \$14,700.
Primary Investigator: A Relational Rendering of Pedagogy for Struggling Readers. Research funded in part by the Steinhardt School of Education Research Challenge Fund (Spring, 2003). \$4,000.
Associate Investigator: *School Reform in New York City: A Planning Proposal*. January 1, 2000 to
Primary Investigator: *The Intentionality of Pedagogy and the Interpretation of Difference*. Research proposal funded by the New York University Research Challenge Fund (Spring, 2000). \$9,000.
Primary Investigator: *Implementing A Dual-Language Program in Urban, Multi-Cultural Classrooms: A Case Study of Teaching and Learning the W. Haywood Burns School*. Spring 1997 to present. \$6,300. Grant-in-aid, NCTE.

PAPERS AND PRESENTATIONS

Leaning Cultures: A Transformative School Reform Model from NYC for K-12 (April 30, 2015), with Kerry Decker and Whitney Fink, Innovative Schools Network, Annual Conference, Wisconsin Dells, WI
Keynote Address, The Urban Assembly Learning Cultures Training Institute, August 2014
Keynote Address, The Learning Cultures Symposium (June 18, 2014), Sponsored by The Urban Assembly, The New York Public Library
Keynote Address, The Learning Cultures Symposium (May 11, 2012). The Urban Assembly, NYC Department of Education, United Federation of Teachers, UFT Headquarters, NY, NY
"Learning Cultures." (May 10, 2011). Presentation to 23 new principal applicants slated to open NYC public schools in Fall 2011. New York City Department of Education, Office of New Schools.
"Unison Reading: Democratic Instruction Provides Effective RTI for Diverse Learners." (April 3, 2011). Presentation. Co-presenter with Amy Piller. New York State Reading Association Conference. Saratoga Springs, NY
"Unison Reading: An Innovative Instruction Format that Supports English Language Learners." (November, 2010). Presentation. Co-presenter with Jaela Kim, Amy Piller. National Council of Teachers of English. Orlando, FL.
"Separate is Unequal: Harnessing the Social and Academic Power of True Integration." (November, 2010). NCTE. Orlando, FL.
"The Writing Share: An Innovative Method to Support Creativity, Flexibility, and Self Competence." (November, 2010). Presentation Chair. National Council of Teachers of English. Orlando, FL.
"Unison Reading: Engaging, Effective, Heterogeneous Small-Group Reading Instruction, K-8." (May, 2010). Co-presenter with Kerry Decker. American Educational Research Association. Denver, CO.
"Genre Practice: A 'Principled' Pedagogy for Adolescent Literacy." (April, 2010). Symposium Presentation. International Reading Association, Chicago, IL. (McCallister, Author and non-featured presenter with Kerry Decker & Carolyn Strom)
"Genre Practice: A Pedagogy of Student Responsibility for Literacy Learning." (April, 2010). Symposium Presentation. International Reading Association, Chicago, IL. (McCallister, Author and non-featured presenter with Tara Clark and Carolyn Strom)
"Unison Reading: Engaging, Effective Small-group Reading Instruction, K-8." (April, 2010). Symposium Presentation. International Reading Association, Chicago, IL. (with Jacqueline Aiello)
"Genre Practice: A Pedagogy for Literacy that Supports Avoidant and Low Achieving Students." (April, 2010). Poster Session. International Reading Association, Chicago, IL. (McCallister, Author; Kim Greene, Presenter)
"Acquiring English through 'Genre Practice': Classroom Strategies that Support English Language Learners." (December, 2009). Paper presentation (in absentia) by Cynthia McCallister, with Kerry Decker, Jacquie Aiello, Jaela Kim & Ariel Ricciardi. National Reading Conference Annual Meeting. Albuquerque, NM.
"*Genre Practice: A Pedagogy of Responsibility and Agency*." (November, 2009). Research panel presentation. National Council of Teachers of English Annual Convention. Philadelphia, PA
Submitted proposals, organized, co-authored and chaired the following presentations at the November, 2008 NCTE Annual Convention (November, 2009): "*Supporting English Language Learners with Genre Practice*," "*Engaging Reluctant Learners through Genre Practice: 'Literacy Instruction that Supports Engagement and Achievement*," "*Radical Freedom and Genre Practice: How Children Still Learn What's Expected When They're In Control of Reading and Writing Workshops*," "*Feelings, Emotions, and Genre Practice: Restoring Joyfulness into Standards-Based Literacy Education*."
September 29, 2009: "Unison Reading and Classroom Desegregation." Keynote speaker and panel organizer. "*Genre Practice: Writing Workshop for New Literacies*." (May, 2009). Presentation. Conference on English Education. Chicago, IL.
"*Genre Practice: A Cultural Reconceptualization of Writing Workshop Pedagogy*." (April, 2009). AERA. San Diego, CA.

Kerry Decker Rutishauser

Education

MEd. in Educational Administration May 2002
Teachers College, Columbia University, New York, NY

MA in Teaching December 1996 National Louis
University, Evanston, IL

BA in Spanish and English December 1994 University of
Wisconsin at Madison, Madison, WI
Eleven months international study in Ecuador, South America

Certification

New York State District Administrator Certification, June 2007
New York State School Administrator Certification, May 2002

Leadership and Teaching Experience

New York City Department of Education 8/2013-Present
Manhattan

Principal The Urban Assembly High School for Green Careers

- Reforming a failing school with a report card grade of an F. In one year, we raised the graduation rate from 39% to 50% and 100% of staff indicated they feel safe at school

The Urban Assembly 7/2012-8/2013
Achievement Coach New York, NY

- Leadership coach charged with implementing the Learning Cultures® school reform model in seven unscreened 6-12 schools across the Bronx, Manhattan, and Brooklyn

Menasha Joint School District 7/2011-7/2012
Principal Gegan Elementary (Bilingual) School Menasha, WI

- K-5 Title I school that included 430 students and an EBD and LD inclusion program

Neenah Joint School District 11/2010-7/2011
Principal Wilson Elementary School Neenah, WI

- Principal of a K-5 Title I school that included 380 students and an EBD and LD inclusion program

New York City Department of Education 1/2002-11/2010
Principal 6/2004-11/2010
P.S./I.S. 126 Jacob A. Riis School, District 2 Manhattan

- Successful leader of a PK-8 school that included 780 students with 20% of the students labeled as special needs and 20% English Language Learners
- Received an A for academic progress and performance on the 2007-2008, 08-09, 09-10, & 10-11 School Progress Reports

Assistant Principal 8/2002-6/2004
M.S. 51 William Alexander Middle School, District 15 Park Slope, Brooklyn

- AP in charge of literacy, science and special education

Languages: Fluent in Spanish

Shira Wrightman

8 W 75th St Apt B • (914) 261-5973 • shira.wrightman@gmail.com • 11X509 CFN 551

CERTIFICATION

New York State Teaching Certification: English to Speakers of Other Languages K-12
In Progress: New York State School Building Leader Certification, Expected August 2015

EXPERIENCE

High School of Language and Innovation, Bronx, NY Fall 2011-Present

Founding Teacher/Professional Development Lead/Instructional Coach/Dean

- Plan and deliver lessons for 12th Grade ESL/Global History/US History courses
- Mentor three first-year teachers and have supported all mentees in moving at least two criteria on Danielson rubric from Developing to Effective as evaluated by principal (have mentored a total of 9 first-year teachers)
- Provide instructional coaching to 28 colleagues by observing, providing feedback, opening my classroom as a lab site, planning whole school weekly PD sessions and supervising Professional Learning Communities
- Lead hiring committee, create teacher and support staff/security schedule, assist principal with budget and grant writing
- Create master program, supervise guidance department in all programming for 375 students
- Implement Responsibility Based Cognitive Discipline support and liaise with School Safety Agents as a dean
- Coordinate ELL compliance and programs: NYSITELL, BESIS, Title III, NYSESLAT
- Designed student-friendly curriculum documents that are now used in 100% of social studies, science, and math classrooms

Columbus Educational Campus, Bronx, NY Spring 2012-Present

Lacrosse Coach

- Founded girls' lacrosse program and led transition from club to successful PSAL team
- Ran successful equipment donation campaign in order to provide free equipment to 29 athletes
- Collaborate with Citylax (non-profit) to facilitate winter lacrosse clinics for 4 Bronx schools

P.S. 230, Bronx, NY Fall 2009-Spring 2011

ESL Teacher/ELL Coordinator

- Planned differentiated lessons for 88 English Language Learners in grades K-5
- Created and taught bi-weekly Adult ESL Program for parents and guardians
- Oversaw school-wide ELL compliance and data analysis for 112 ELLs
- Led school-wide professional development sessions for teachers to provide ESL strategies
- Redesigned ESL program to create more consistent scheduling and collaboration among 13 teachers of ELLs

EDUCATION

Teachers College, Columbia University, New York, NY June 2015-July 2015

M.Ed in Education Leadership, Summer Principals Academy

Cumulative GPA: 4.0

- Member of highly selective, competency-based "pilot" program

Fordham University, New York, NY Sept 2009-August 2011

Master of Science in Teaching English to Speakers of Other Languages

Cumulative GPA: 4.0

The George Washington University, Washington, DC Sept 2006-May 2009

Bachelor of Arts in International Affairs

Cumulative GPA: 3.96

- Graduated Summa Cum Laude and inducted into Phi Beta Kappa
- University Honors Program Scholar
- Presidential Scholarship recipient

LANGUAGES: Fluent in Hebrew, advanced knowledge of Spanish, basic knowledge of Portuguese

**Education for Tomorrow Bronx Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue	3,009,414	3,775,599	5,502,285	5,867,826	5,868,779
Total Expenses	2,778,296	3,745,877	5,145,193	5,685,614	5,757,645
Net Income (Before Cash Flow Adjustments)	231,118	29,722	357,092	182,212	111,134
Actual Student Enrollment	166	233	356	380	380
Total Paid Student Enrollment	-	-	-	-	-

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Budget at 95% of targeted enrollment

	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue					
District of Location	2,327,500	3,258,527	4,987,500	5,320,000	5,320,000
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
Special Education Revenue	2,327,500	3,258,527	4,987,500	5,320,000	5,320,000
Grants	103,900	217,800	328,059	349,263	349,263
Grants - Stimulus	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	2,431,400	3,476,327	5,315,559	5,669,263	5,669,263
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	-	-	-	-	-
Title I	51,000	71,401	109,286	116,571	116,571
Title Funding - Other	5,445	7,623	11,668	12,446	12,446
School Food Service (Free Lunch)	-	-	-	-	-
Grants	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	350,000	170,000	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	406,445	249,024	120,954	129,017	129,017
LOCAL and OTHER REVENUE					
Contributions and Donations, Fundraising	-	-	-	-	-
Estate Reimbursement	21,600	22,248	22,915	23,832	24,785
Interest Income, Earnings on Investments	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	129,969	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	20,000	28,000	42,857	45,714	45,714
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	171,569	50,248	65,772	69,546	70,499
TOTAL REVENUE	3,009,414	3,775,599	5,502,285	5,867,826	5,868,779

Estimate revenue based upon 95% of enrollment target

10/20/30/30/30 students classified in the 20-60% category, \$10,390 per student

Estimate based upon 80% eligible

Title IIA

\$750K total: \$230K in Pre-opening, \$350K in Year 1 and \$170K in Year 2

90% of Internet expense

\$51,000 + \$475 per student, calculated based upon 95% of enrollment

Based upon current NYSTL funding and 95% of enrollment target

	No. of Positions	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1.00	120,000	123,600	160,000	164,800	169,744
Instructional Management	1.00	130,000	133,900	237,917	245,055	252,406
Deans, Directors & Coordinators	1.00	160,000	164,800	169,744	174,836	180,081
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	90,000	92,700	95,481	98,345	101,296
Administrative Staff	1.00	50,000	51,500	53,045	54,636	56,275
TOTAL ADMINISTRATIVE STAFF	5.00	550,000	566,500	716,187	737,672	759,802
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	7.00	455,000	923,650	1,536,360	1,907,451	1,964,675
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	4.00	140,000	144,200	148,526	152,982	157,571
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	65,000	66,950	142,959	147,247	151,665
Other	-	103,000	182,640	239,854	234,999	214,492
TOTAL INSTRUCTIONAL	1.00	763,000	1,317,440	2,067,699	2,442,679	2,488,410
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	1.00	50,000	51,500	53,045	54,636	56,275
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	50,000	51,500	53,045	54,636	56,275
SUBTOTAL PERSONNEL SERVICE COSTS	7.00	1,363,000	1,935,440	2,836,931	3,234,987	3,304,487
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	136,300	193,544	283,693	323,499	330,449
Fringe / Employee Benefits	-	143,000	199,140	266,384	348,348	328,215
Retirement / Pension	-	54,520	77,418	113,477	129,400	132,179
TOTAL PAYROLL TAXES AND BENEFITS	-	333,820	470,102	663,554	801,247	790,843
TOTAL PERSONNEL SERVICE COSTS	7.00	1,696,820	2,405,542	3,500,485	4,036,234	4,095,330
CONTRACTED SERVICES						
Accounting / Audit	-	90,000	92,700	95,481	98,346	101,296
Legal	1.00	1,000	1,030	1,061	1,093	1,126
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	6,000	6,240	6,490	6,749	7,019
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e., Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	81,000	83,530	86,152	88,870	91,685
TOTAL CONTRACTED SERVICES	-	178,000	183,500	189,184	195,058	201,126
SCHOOL OPERATIONS						
Board Expenses	-	5,000	5,150	5,305	5,464	5,628
Classroom / Teaching Supplies & Materials	-	23,000	29,000	41,000	41,000	41,000
Special Ed Supplies & Material	-	-	-	-	-	-
Textbooks / Workbooks	-	50,000	58,000	72,857	75,714	75,714
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	14,000	14,560	30,142	31,348	32,602
Telephone	-	12,000	12,360	12,731	13,240	13,770
Technology	-	25,000	25,760	26,544	27,605	28,709
Student Testing & Assessment	-	30,000	30,000	30,000	30,000	30,000
Field Trips	-	30,000	40,000	50,000	50,000	50,000
Transportation (student)	-	5,000	5,000	5,000	5,000	5,000
Student Services - other	-	18,000	36,000	54,000	54,000	54,000
Office Expense	-	23,000	23,920	24,876	25,871	26,906
Staff Development	-	2,000	2,000	20,000	20,000	20,000
Staff Recruitment	-	5,000	5,000	5,000	5,000	5,000
Student Recruitment / Marketing	-	5,000	5,200	5,408	5,624	5,849
School Meals / Lunch	-	5,000	6,000	7,000	8,000	9,000
Travel (Staff)	-	5,000	5,000	5,000	5,000	5,000
Fundraising	-	-	-	-	-	-

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

State number of positions for years 2 thru 5 in assumptions if differ from year 1

Executive Director: starting salary at 60% - \$120K

Principal: starting salary at \$130K. Asst Principal added in Year 3 for \$100K

Site Director: starting salary of \$160K

Director of Operations: starting salary of \$90K

Administrative Assistant: starting salary of \$50K

7 in Year 1, 14 in Year 2, 23 in Year 3, 28 in Years 4 and 5, starting salary of \$65K

4 throughout

1 Guidance Counselor in Years 1 and 2. 2 in years 3-5, starting salary of \$65K

Summer School and performance bonuses

1 on site Custodian

10% payroll tax rate

Defined Contribution Plan with \$7K blended employer contribution rate

403b plan with a 4% match

Audit and back office accounting services

General legal services

ADP fees

Human Resource/IT related services

Board training/minutes

General classroom supplies

\$300 per student

Copier costs and non-capitalized equipment

\$1K per month

Non capitalized Technology equipment

\$180 per student

\$180 per student

Field trips

Student activities

Supplies

Administrators to provide in-house PD

General amount for recruiting

General amount for recruiting

PD meetings, etc.

Other	33,000	36,190	36,387	36,589	36,798	General budget amounts in the various operating areas:
TOTAL SCHOOL OPERATIONS	290,000	339,140	431,250	439,455	444,976	
FACILITY OPERATION & MAINTENANCE						
Insurance	36,000	39,600	43,560	44,867	46,213	Based on other charter schools in private space
Janitorial	40,000	50,000	70,000	70,000	70,000	Outside janitorial services to supplement in-house Custodian
Building and Land Rent / Lease	360,000	480,000	600,000	600,000	600,000	\$2,640,000 of total rent expense budgeted for 5 year period, based upon other charter schools in private space
Repairs & Maintenance	10,000	10,000	10,000	10,000	10,000	Based on other charter schools in private space
Equipment / Furniture	45,476	68,095	90,714	80,000	80,000	Non capitalized furniture and equipment
Security	50,000	80,000	100,000	100,000	100,000	Outside security service at \$5K per month during regular school year
Utilities	72,000	90,000	110,000	110,000	110,000	\$6K per month in Year 1
TOTAL FACILITY OPERATION & MAINTENANCE	613,476	817,695	1,024,274	1,014,867	1,016,213	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	
TOTAL EXPENSES	2,778,296	3,745,877	5,145,193	5,685,614	5,757,645	
NET INCOME	231,118	29,722	357,092	182,212	111,134	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
District of Location	166	233	356	380	380	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
TOTAL ENROLLMENT	166	233	356	380	380	
REVENUE PER PUPIL	18,102	16,204	15,445	15,442	15,444	
EXPENSES PER PUPIL	16,112	16,077	14,443	14,962	15,152	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Depreciation	40,476	63,095	85,714	75,000	75,000	Accrued Summer Payroll and other Accrued Expenses
Other	120,000	20,000	20,000	-	-	
Total Operating Activities	160,476	83,095	105,714	75,000	75,000	
INVESTMENT ACTIVITIES						
Property and Equipment Expenditures	(150,000)	(85,000)	(85,000)	(85,000)	(55,000)	Computers/Furniture/Equipment - part of capital expenditure plan
Other	-	-	-	-	-	
Total Investment Activities	(150,000)	(85,000)	(85,000)	(85,000)	(55,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	10,476	(1,905)	20,714	(10,000)	20,000	
NET INCOME	241,594	27,817	377,806	172,212	131,134	
Beginning Cash Balance	-	241,594	269,411	647,217	819,429	
ENDING CASH BALANCE	241,594	269,411	647,217	819,429	950,563	

TABLE 1: APPLICANT GROUP INFORMATION							
*Minimum of 5 members must be designated as Trustees							
NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Cynthia McCallister	[REDACTED]	Associate Professor, New York University	Curriculum Development, Education Plan Committee, Public Outreach Committee, Fundraising	Employee	n/a	n/a	NO
Shira Wrightman	[REDACTED]	Lead Teacher, High School of Language and Innovation	Special Student Populations (ELLs) , School-Founding Experience, Professional Development Systems, New Teacher Mentoring, Education Plan Committee, Public Outreach Committee, Recruitment	Employee	n/a	n/a	NO
Kerry Decker Rutishauser	[REDACTED]	Principal, The Urban Assembly School for Green Careers	School Operations, Budgeting, School Culture Systems, Teacher Evaluation, Education Plan Committee	Trustee	Chair	3 years	YES
Amy Piller	[REDACTED]	Assistant Principal, The Urban Assembly Unison School	Assessment Systems, School-Founding Experience, Professional Development Systems, Technology/App Development, School Culture Systems, Education Plan Committee	Trustee	Trustee	3 years	YES
Brian Brown	[REDACTED]	Executive Officer, Brian G. Brown, CPA PC	Accounting, Budget and Cash Flow, Human Resources, Real Estate & School Facilities, Finance Committee	Trustee	Trustee/Finance Committee	3 years	YES
Christopher Donohoe	[REDACTED]	Senior Consultant, Paragon Solutions	Success Metrics & Performance Standards, Fundraising, Budgeting, Marketing, Branding, Organizational and Fiscal Plan Committee	Trustee	Trustee	3 years	YES
Ronnette Summers	[REDACTED]	Senior Associate, Guggenheim Securities	Community Organizing, Public Outreach Committee	Trustee	Trustee/Constituent Representative	3 years	YES
Emily Jarrell	[REDACTED]	Principal, The Urban Assembly Unison School	School Operations, Teacher Evaluation, Curriculum Development, Education Plan Committee	Trustee	Trustee	3 years	YES
Lynn Sanchez	[REDACTED]	Paralegal, Law Offices of Lisa Michael & Associates	Community Organizing, Public Outreach Committee	Trustee	Trustee/Constituent Representative	3 years	YES
Michelle Dellatorre	[REDACTED]	Attorney, Law Offices of Harvey Sorid, Esq.	Legal, Organizational and Fiscal Plan Committee	Trustee	Trustee	3 years	YES
Lee Podair	[REDACTED]	Partner, Hahn & Hessen LLP	Financial Transactions, Legal, Organizational and Fiscal Plan Committee	Trustee	Trustee/Finance Committee	3 years	YES