<table>
<tr><th colspan="2">Full Application Summary</th></tr>
<tr><td>Proposed Charter School Name</td><td>Emblaze Academy Charter School</td></tr>
<tr><td>Application History</td><td>Margaret Marrer is member of the leadership team at Democracy Prep Public Schools. Democracy Prep has previously applied to this charter entity.</td></tr>
<tr><td>Proposed Board Chair Name</td><td>Geraldo Vasquez</td></tr>
<tr><td>Proposed Board Chair Email Address</td><td rowspan="2">[redacted]</td></tr>
<tr><td>Proposed Board Chair Telephone Number</td></tr>
<tr><td>Public Contact Name</td><td>Kristen Shroff</td></tr>
<tr><td>Public Contact Email Address</td><td rowspan="2">[redacted]</td></tr>
<tr><td>Public Contact Telephone Number</td></tr>
<tr><td>District of Location</td><td>NYC CSD 9 or NYC CSD 7</td></tr>
<tr><td>Opening Date</td><td>8/27/18</td></tr>
<tr><td>Proposed Charter Term</td><td>5-year term; August 2018 through June 2023</td></tr>
<tr><td>Proposed Management Company, Entity that Provides Comprehensive Management Services, or Partner Organizations</td><td>While not an institutional partner for the purposes of this application, we are working with the comprehensive training and full support of Building Excellent Schools, a national organization that provides training in all aspects of charter school design, management, governance, and leadership. If granted a charter, we will continue to receive support on school leadership, management, and governance from Building Excellent Schools through the planning year and year two of operation.</td></tr>
<tr><td>Replication School(s)</td><td>N/A</td></tr>
<tr><td>Projected Grade Span and Enrollment and for Each Year of the Proposed Charter Term</td><td>
<table>
<tr><th>Year</th><th>Grades</th><th>Enrollment</th></tr>
<tr><td>1</td><td>5</td><td>90</td></tr>
<tr><td>2</td><td>5,6</td><td>180</td></tr>
<tr><td>3</td><td>5,6,7</td><td>270</td></tr>
<tr><td>4</td><td>5,6,7,8</td><td>360</td></tr>
<tr><td>5</td><td>5,6,7,8</td><td>360</td></tr>
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</td></tr>
<tr><td>Mission Statement</td><td>Through rigorous curriculum and high-quality instruction, provided within an invested and ambitious school community, Emblaze Academy Charter School prepares all students in grades five through eight to thrive in high school and graduate from the college of their choice.</td></tr>
</table>

APPLICATION SUMMARY. Through rigorous curriculum and high-quality instruction, provided within an invested and ambitious school community, Emblaze Academy Charter School prepares all students in grades five through eight to thrive in high school and graduate from the college of their choice. Emblaze Academy Charter School ("Emblaze Academy") is a proposed tuition-free, college preparatory charter school for students in the South Bronx, residing within the Highbridge/Concourse, Mott Haven, and Melrose communities, and specifically in zip codes 10451, 10452, 10454, and 10455 and Community School Districts (CSDs) 7 and 9.

Emblaze Academy is rooted in the ideas, feedback, lessons learned, and input of local students, families, community-based organizations, community boards, schools, and afterschool programs. Through comprehensive community outreach, we have implemented feedback from multiple stakeholders that has enriched and strengthened our school model. Grounded in and responsive to community feedback, we have developed a weekly small-group advisory program for all students, a supportive special education program with multiple interventions in both Literacy and Math built into our daily schedule, and a daily electives block in which students engage in an extracurricular activity of their choice.

Our educational model is built upon and continuously informed by our core beliefs. We believe that all students, regardless of race, socioeconomic status, home language, or zip code, can and will achieve at high levels when provided with a high-quality, college preparatory education. We believe in (a) the power of high academic expectations, (b) high-quality instruction as the primary driver of student achievement, and (c) the power of a supportive, ambitious culture to unleash the unbridled potential of all students. We execute on our beliefs through nine key design elements, all aligned to our mission.

Rigorous Curriculum

We respect the intelligence, innate desire to learn, and academic capability of our students.

1. Rigor Equals Equity. We hold our students to high academic expectations because we know they are capable of reaching the bar we set. Our curriculum, vetted by experts, is used by high-perfoming schools across the country to get results and prepare students for college.

2. Challenge and support are at the core of who we are instructionally. All students receive daily interventions and are challenged with complex tasks in their core classes. We have two special educators in each grade, a roubst RTI program, and small group instruction four times daily.

3. We start with the end. All of our students are going to college, so we carefully backwards map all assessments, units, and daily lessons using the New York State Common Core Standards and AP Literature, Mathematics, and History courses. We know the college-ready bar in each subject.

High Quality Instruction

We believe in the power of high quality teachers to transform our students' academic trajectory.

4. High-impact professional development. Every teacher is equipped with the skills they need to effectively lead a classroom and deliver results. We have a culture of growth and feedback, weekly practice-based professional development, and every teacher has an instructional coach.

5. We measure results, not intentions. We are unapologetically data-driven because every student deserves targeted instruction that pushes him or her to meet ambitious academic goals. We analyze exit tickets daily in all subjects, and give weekly quizzes, and Interims every six weeks.

6. Our systems allow us to thrive. We have consistent systems throughout individual classrooms and across the school that create a predictable space in which students can excel academically and behaviorally. Teachers are normed and consistent, and classes are structured and joyful.

Invested, Ambitious School Community

Our school community is relentlessly ambitious, energetic, and focused, and deeply respectful of our students and families.

7. RISE. Our core values of Respect, Initiative, Scholarship, and Effort come alive in our school through our words, actions, and physical space. Students learn about our core values at Student Orientation and get daily individual and group feedback through scholar dollars and RISE points.

8. We celebrate academics. Students become fully invested in their personal academic growth and achievement. Students earn awards and recognition at weekly awards ceremonies and reflect on progresss in weekly small group Family Meetings with their advisors.

9. Families are partners. Families become invested in our mission. We hold Home Visits with every new family and three Family Academy sessions each year. We host monthly school-based family events and engage in daily and weekly communication with our families.

Emblaze Academy anticipates educating a student population that mirrors that of our host district; we intend to serve a student population that is approximately 20% English Language Learners, 20% students with disabilities, and 80% below standards in ELA and mathematics. According to the NYC Charter Center, the South Bronx has the most applicants for seats in charter schools in NYC, with an estimated 12,400 applicants for 3,400 seats in the 2016-2017 school year. Within the South Bronx, CSDs 7 and 9 have the highest number of applicants for seats in charter schools, with 4,550 and 4,700 estimated applicants, respectively. CSD 9 has the highest ratio of applicants to seats in NYC, with 4,700 applicants for 700 seats, a 6.7 applicant to seat ratio.

The traditional district schools in CSDs 7 and 9 are consistently among the lowest performing in NYC. In 2016, CSD 7 was ranked 30 out of 32 in student performance on the New York State Exam among all NYC CSDs in ELA and Mathematics. CSD 9 was ranked 29 out of 32 in ELA and 27 out of 32 in Mathematics. In both districts, more than 50% of students are performing well below proficient on mathematics standards; more than 40% of students are performing well below proficient on English Language Arts standards. In the 2015-16 school year, 12,176 middle school students attended one of 33 traditional district schools in CSDs 7 and 9 in which fewer than 20% of students demonstrated proficiency in ELA and Math.

Emblaze Academy is proposed in response to this need, and is supported through our relationship with Building Excellent Schools, a well-respected, national organization that provides training in all aspects of charter school design, management, governance, and leadership. If granted a charter, we will continue to receive support on school leadership, management, and governance from Building Excellent Schools through the planning year and first two years of operation.

CERTIFICATION AND ASSURANCES/INTENT STATEMENT

Proposed Charter School Name Emblaze Academy Charter School
Proposed School Location (District) NYC CSD 9 or NYC CSD 7
Name of Existing Education Corporation (if applicable) N/A

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."[1]

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), 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 required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;[2]

[1] N.Y. Education Law § 2854(2)(a).
[2] 20 USC § 7221b(b)(3)(J).

- 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;[3]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.[4]

I, Geraldo Vasquez, hereby certify that the information submitted in this Full Application to establish Emblaze Academy Charter School 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:

Geraldo Vasquez

Printed Name Signature

Date: 3.14.2017

[3] 20 USC § 7221b (b)(3)(K).

[4] 20 USC § 7221b (b)(3)(N).

EMBLAZE ACADEMY

A Proposed 5-8 Tuition-Free Public Charter School

TABLE OF CONTENTS

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY 1

A. Mission Statement and Objectives 1

B. Key Design Elements 1

C. Enrollment, Recruitment, and Retention 7

D. Community to be Served 8

E. Public Outreach 11

F. Programmatic and Fiscal Impact 12

II. EDUCATIONAL PLAN 13

A. Curriculum and Instruction 13

B. Special Student Populations and Related Services 23

C. Achievement Goals 30

D. Assessment System 33

E. Performance, Promotion, and Graduation Standards 35

F. School Schedule and Calendar 36

G. School Culture and Climate 39

III. ORGANIZATIONAL AND FISCAL PLAN 43

A. Applicant Group Capacity 43

B. Board of Trustees and Governance 46

C. Management and Staffing 49

C1. Charter Management Organization 54

C2. Partner Organization 54

C3. Strategic Business/Growth Plan 54

D. Evaluation 54

E. Professional Development 57

F. Facilities 61

G. Insurance 62

H. Food, Health, and Transportation Services 63
I. Family and Community Involvement..... 65
J. Financial Management 66
K. Budget and Cash Flow 68
L. Pre-Opening Plan 70
M. Dissolution Plan..... 74

ATTACHMENTS

Attachment 1: Admissions Policies and Procedures

Attachment 2: Table 2a Public Outreach Information

Attachment 2b: Evidence of Public Review Process

Attachment 2c: Evidence of District Support for Restart/Turnaround (not applicable)

Attachment 3: Sample Exit Standards

Attachment 4a: Sample Weekly Student Schedule

Attachment 4b: Sample Weekly Teacher Schedule

Attachment 4c: Proposed First Year Calendar

Attachment 4d: Student Discipline Policy

Attachment 5a: Table 1a and New Proposed Trustee Background Information

Attachment 5b: By-Laws

Attachment 5c: Code of Ethics

Attachment 6a: CMO Information (not applicable)

Attachment 6b: Proposed Management Contract with CMO (not applicable)

Attachment 6c: Mandatory Strategic Business/Growth Plan (not applicable)

Attachment 7: Partnership Information (not applicable)

Attachment 8a: Hiring and Personnel Policies and Procedures

Attachment 8b: Resume for Proposed School Leader

Attachment 9: Budget and Cash Flow Template

Attachment 10: Evidence of Financial Support

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

A. Mission Statement and Objectives

Mission. Through rigorous curriculum and high-quality instruction, provided within an invested and ambitious school community, Emblaze Academy Charter School prepares all students in grades five through eight to thrive in high school and graduate from the college of their choice.

Objectives. We will meet or exceed all performance benchmarks on the NYSED Charter School Performance Framework: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation; School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success; The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards for all students; Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement; The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment; Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well- being; Families and students are satisfied with the school's academics and the overall leadership and management of the school; The school is in sound and stable financial condition as evidenced by performance on key financial indicators; The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices; The Board of Trustees (BOT) provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to its charter terms; The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members; The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations; The school is faithful to its mission and has implemented the key design elements included in its charter; The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such student; The school complies with applicable laws, regulations, and the provisions of its charter.

B. Key Design Elements

Embalze Academy is a proposed tuition-free, college preparatory, public charter school dedicated to preparing all students in grades 5-8 to thrive in high school and graduate from the college of their choice. We believe that all students, regardless of race, socioeconomic status, home language, or zip code, can and will achieve at high levels when provided with a high-quality, college preparatory education. We believe in the power of high academic expectations, in high-

quality instruction as the primary driver of student achievement, and in the power of a supportive, ambitious culture to unleash the unbridled potential of all students. We execute on our beliefs through nine key design elements, aligned to our mission.

Rigorous Curriculum

We respect the intelligence, innate desire to learn, and academic capability of our students.

Rigor Equals Equity. We fundamentally respect the intelligence of our students and challenge them with rigorous lessons daily to ensure that the education they receive is on par with or exceeds that of the highest performing schools in the nation. Our students will compete academically with students across the city and country for seats in competitive high schools; we ensure that they are academically prepared to gain access to high-quality educational options.

We believe in inquiry-based instruction that pushes our students to constantly think, analyze, and discover in Literature, Writing, History, Science, and Math classes. Research shows that "middle school teachers who used an inquiry approach increased the achievement scores of African American students [and] narrowed the achievement gap between male and female students."[1] Inquiry-based instruction is linked to greater proficiency in science, English, reading and math among English Language Learners[2] and students with special needs.[3]

Teachers at Emblaze Academy frame each lesson with an interesting and complex question that students seek to answer through problem solving, experimentation, or textual analysis. Each 50-minute lesson has at least 25 minutes of independent, partner, or group work during which students research, discuss, or debate and engage in the cognitive work necessary to achieve at high levels. Teachers circulate actively and provide individual, group, and batch feedback to continuously push students' thinking and ensure top quality work.

We challenge our students with rigorous curriculum. Students read classic, seminal texts in Literature, write text-based academic essays in Writing, develop deep understanding of experimental design in Science, analyze and dissect primary sources and write Document Based Questions (DBQs) in History, and develop complex mathematical concepts and revise their mathematical thinking in Math. Students receive 200 minutes of literacy instruction daily and are expected to read at home for at least 30 minutes nightly. Research shows that students improve reading levels most dramatically when they consistently read texts above their current independent level,[4] so students only read independent reading books at or above their level. Students read and demonstrate understanding of at least 40 books or 1,000,000 words per year.

Challenge and support are at the core of who we are instructionally. We believe that to reverse the achievement gap by eighth grade, we must provide students with a combination of rigorous, above grade level work and targeted interventions and instructional supports. In addition to 50

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[1] Kahle, J. B., J. Meece, and K. Scantlebury. 2000. "Urban African-American middle school science students: Does standards-based teaching make a difference?" *Journal of Research in Science Teaching*. 37 (9):1019-1041.

[2] Amaral, Olga, Leslie Garrison, and Michael Klentschy. 2002. "Helping English learners increase achievement through inquiry-based science instruction." *Bilingual Research Journal.* 26 (2): 225-234.

[3] Scruggs, T. E., and M.A. Mastropieri. 1993. "Reading versus doing." *Journal of Special Education* 27 (1):1-15.

[4] "Effect of Difficulty Levels on Second-Grade Delayed Readers Using Dyad Reading." *The Journal of Educational Research Volume 94, Number 2, December 2000 Pp. 113-119.*

minutes of Literature, Writing, History, Math, Science, and Physical Education, students also have four 25-minute small group courses daily (Guided Reading, Close Reading Mastery, Problem Solving, and Cumulative Review) that are designed to both challenge and support all learners.

"The CCSS suggest a balance of high-volume independent reading with heavily-scaffolded instructional reading of more challenging text."[5] In Close Reading Mastery, students read an unfamiliar, above grade level text daily. Students are taught to use genre-based thinking jobs to aid in comprehension, self-monitor understanding, and re-read for best evidence. Teachers support students through questioning and discussion as they make meaning out of complex texts.

Guided Reading has been proven as an effective tool for increasing reading abilities in students and has been called the "heart of the literacy program."[6] Students receive explicit reading instruction on strategies to increase reading rate, accuracy, prosody, and comprehension in a small group of peers with similar independent levels. As reading abilities increase over time, our intensive interventions transition from a phonics-based approach to a focus on textual analysis.

The Common Core demands that students regularly engage with authentic, multi-step problems in math which require multiple skills and strategies. Research from Vanderbilt and the Harvard Graduate School of Education cites the importance of using a variety of problem-solving approaches to increase mathematical understanding.[7] During Problem Solving, students are presented with complex word problems and practice understanding, planning, solving, and checking their work, applying mathematical reasoning, and deepening their conceptual understanding of grade level standards.

Research also supports the importance of students developing automaticity with foundational math skills. One study states, "If this fluent retrieval does not develop then the development of higher-order mathematics skills . . . may be severely impaired."[8] In Cumulative Review, students practice and master the math foundations that set them up to be successful on higher level math and review previously mastered material so math concepts build seamlessly throughout the year.

As is reflected in our target community, we expect to serve a population of approximately 20% students with disabilities and 20% English Language Learners. To ensure all students have access to the accommodations and modifications needed to be successful, one section in each grade will be co-taught by two teachers, including at least one certified or highly qualified special educator, thus ensuring ICT services in all courses for all identified students. Two of the eight teachers on each grade team will be certified or highly qualified to teach special education; one will be a literacy specialist and the other a math specialist. We will leverage small group instruction periods and a robust special education team to respond flexibly to student needs and provide individualized, data-based, targeted instruction to all students.

We start with the end. All curriculum strategically drives towards firmly placing all students on the path to and through college. We analyze the New York State Common Core Standards and

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[5] "Research Supporting the Common Core ELA/Literacy Shifts and Standards." *Student Achievement Partners*.

[6] Antonacci, Patricia A. "Reading in the Zone of Proximal Development." Read*ing Horizons*. Sept/Oct 2000.

7 Tamer, Mary. "Multiple Methods." Multiple Methods WHEN IT COMES TO SOLVING MATH PROBLEMS, IT PAYS TO COMPARE. Harvard Graduate School of Education, 13 Apr. 2015.

8 http://www.pobschools.org/cms/lib/NY01001456/Centricity/Domain/200/Fluency_Rationale.pdf.

have a clear vision of the college-ready bar in each grade and subject area. We know which Lexile range students need to be reading within independently at each point in the year[9], which writing skills students need to develop by the end of each six-week cycle, which math standards must be mastered weekly, and which standards/skills/content will be reviewed and when.

Each course has a rigorous End-of-Course Assessment that is backwards mapped from the New York Common Core Standards and an Advanced Placement Exam if relevant for that specific course.[10] Throughout the year, students take five Interim Assessments (IAs) in each course that are backwards mapped from the End-of-Course Assessments. Before teaching each six-week instructional unit, teachers analyze the IA and plan their daily lessons to ensure that students master the skills, content, and standards addressed, along with question types. Teachers write exemplar responses for all IA questions and strategically scaffold daily lessons to ensure students get ample practice with all of the skills and content they are expected to master in each unit.

High Quality Instruction

We believe in the power of high quality teachers to transform our students' academic trajectory.

High-Impact Professional Development. We believe that high-quality instruction is the primary driver of achievement, and we invest heavily in developing and supporting our teachers. Research shows that consistent professional development (PD) has a positive impact on student achievement[11]; Emblaze Academy teachers have 25 full days and 36 half days of PD, and at least one hour of individualized one-on-one coaching each week, totaling 384 hours of PD each year. A positive staff culture around feedback and growth enables us to get better faster for students.

Professional development for teachers begins before the school year starts. Teachers engage in three full weeks of intensive training over the summer focused on year-long curriculum planning, systems-based norming, and lesson execution practice to ensure that 100% of our staff is prepared to teach highly effective lessons beginning on day one. During the school year, all teachers have an instructional coach and are observed and given feedback at least once weekly.[12] Instructional coaches often give live, in-the-moment feedback to teachers through jump-in modeling, whisper coaching, or verbal prompting. Teachers receive individualized feedback on each lesson plan, ensuring no instructional material is presented to students without having been reviewed at least once by a member of the instructional leadership team. Teachers submit lessons for the following week on Mondays and meet with their instructional coach weekly to review feedback and rehearse the next week's lessons. In addition to one hour weekly of individualized coaching, every Friday afternoon all teachers engage in three hours of whole-staff PD during which they participate in a Deliberate Practice Protocol, practice high-impact, proven teaching strategies in isolation, and get feedback from their peers and leaders. Weekly Deliberate Practice ensures all teachers encode success, hone their execution, and learn from each other. Teachers receive trainings on strategies to increase focus, rigor, thinking, feedback, and

9 "Grade Level & Common Core Standards | Total Reader." Grade Level & Common Core Standards | Total Reader. EdMin, n.d.

10 5th/6th Grade History will be backwards mapped from AP World History Exam; 7th/8th grade History will be mapped from AP US History Exam.

11 Yoon, Kwang Suk, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss, and Kathy L. Shapley. "Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement." Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. ERIC, 30 Sept. 2007.

12 McCarthy, John. "Timely Feedback: Now or Never." *Edutopia*, 27 Jan. 2016. Web. 07 Mar. 2017.

investment in their classrooms and there is a defined and prioritized progression of teacher skills and instructional moves for the school year.

We measure results, not intentions. We are unapologetically data driven to ensure students receive targeted instruction that pushes them to meet ambitious academic goals.[13] We analyze data at the yearly, unit, weekly, and daily levels and have clear systems for flexibly responding to data. Instruction is structured in six week cycles. Every six weeks, students take an Interim Assessment in each course. Students have their reading levels tested three times per year: at the year's beginning, during the third instructional cycle, and year's end. After each six-week instructional cycle, teachers meet for a Data Day[14], during which they analyze student work, discuss trends, set goals, and action plan to ensure all students are on track towards mastery.

Each Friday, a quiz is given in ELA and Math that simulates the rigor and pacing students will experience on NY State Exams. Teachers grade weekly quizzes on a 1-4 scale with 1 indicating well below proficient on standards assessed, 2 partially proficient, 3 proficient, and 4 is advanced. Data is tracked and monitored over time and teachers use quiz data to target individual students during class, create intervention groups and partner pairings, and support all students in mastering standards weekly. Teachers use data from quizzes as formative assessments between IA cycles, ensuring students are making progress towards goals set on Data Days and as summative assessments of weekly in-class review standards.

"Academic feedback is more strongly and consistently related to achievement than any other teaching behavior."[15] Emblaze Academy teachers analyze student work on a daily level. Every teacher has 50 minutes of SWA (Student Work Analysis) within his/her schedule daily. During that time, teachers grade daily assessments, or Exit Tickets, give every student individualized feedback, identify whole class trends, and make plans to intervene with any students who are off track. In addition to SWA, all teachers have two consecutive hours of planning time each day to write lesson plans, conduct co-observations, engage in department meetings, or meet with instructional coaches. Teachers leverage SWA, weekly quiz data, Data Days, and assessment data to create individualized action plans and tailor instruction to meet the needs of all learners.

Systems allow us to thrive. Students thrive in structured, predictable learning environments in which they are challenged, supported, and invested. Dr. Lorraine Monroe writes in *Nothing's Impossible* that "[s]o many children today—and not just poor children—come from chaotic and unpredictable homes. Order in school gives them the stability and structure they need."[16] Teachers are trained to lead structured and joyful classrooms. Teachers implement a consistent, school-wide behavior system in which students earn merits for showing our core values of Respect, Initiative, Scholarship, or Effort and demerits for behaviors that distract from learning or demonstrate disengagement. Consistency from classroom to classroom sets students up for success and helps them to develop and internalize the character and leadership skills that will

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13 Using Student Achievement Data to Support Instructional Decision Making. National Association of Elementary School Principals, 2011.

14 Data Days are based on the work of Paul Bambrick-Santoyo and are used by high performing schools and networks across the country including North Star Academy, Achievement First, UnCommon Schools, and multiple BES schools.

15 "Effective Feedback: Providing Students, Teachers and Leaders with Powerful Instructional Benefits." *The Body of Research on Effective Feedback*. February 2016.

16 "A is for Audacity: Lessons in Leadership from Lorraine Monroe." *Educational Leadership*. http://www.ascd.org/publications/educational-leadership/apr04/vol61/num07/A-Is-for-Audacity@-Lessons-in-Leadership-from-Lorraine-Monroe.aspx.

lead to success in high school and college. We hold students accountable for meeting our high bar for behavior and academics through our scholar dollar paycheck system. Students are rewarded for demonstrating strong character with scholar dollars that can be used to purchase items from the school store and invitations to special monthly after school events. Students who consistently struggle to meet behavioral expectations serve lunch detention or Friday Extension. Students who have missing or unprofessional homework, or who do not show full effort on classwork throughout the day attend Effort Academy at the end of the school day and are not permitted to attend electives. For the last forty-five minutes of the day, all Emblaze Academy teachers either teach an elective club or help run Effort Academy. Students who do not have Effort Academy attend their electives. We clearly communicate our high expectations for student behavior and hold learning time sacred. Before the school year begins, the Head of School meets individually with all new students and families to build a relationship and review school expectations. At the beginning of the year, all new students attend three half-days of Student Orientation during which they learn the expectations for students at Emblaze Academy. Students learn how the merit/demerit behavior system operates, practice procedures so valuable instructional time is never wasted, begin to build community with their classmates and teachers, and internalize expectations about the uniform, professionalism at school, top quality work expectations, and school-wide systems.

Invested, Ambitious School Community

Our school community is relentlessly ambitious, energetic and focused, and deeply respectful of our students and families.

RISE. Explicit character education has a positive impact on academics.[17] At Emblaze Academy, we teach our **RISE** values (Respect, Initiative, Scholarship, and Effort) which come alive throughout the school. Students are held accountable for upholding these values as individuals and in group settings. Students earn merits in class for showing respect to classmates and teachers, doing the right thing, and demonstrating intellectual curiosity, zest, and exceptional effort. Students are rewarded through merits for showing core values as an individual, and as a team through **RISE** points. At the end of each class period, the class can earn points for Respect, Initiative, Scholarship, and Effort- up to four points per class period per day. **RISE** points create a system of team accountability and positive peer pressure, supporting our positive school culture.

Through an online behavior system, parents can see a comprehensive list of all merits and demerits their child has earned throughout the week, and reports that show information such as which behaviors occur the most and least. Students receive a printed version of their behavior report each Friday which requires a parent signature and student reflection. As merits and demerits use the same language as our core values, families can work with their children to set goals that are transferrable between school and home. At weekly Community Circles, we celebrate students who consistently demonstrate core values and who have grown over time.

We celebrate academics. We believe that students are intrinsically motivated by challenging schoolwork and they desire to succeed academically. Students are taught how to log in to our online gradebook system where they can see their course grades, grades for individual

17 Benninga, J. S., et al. "The relation of character education and academic achievement." *Journal of Research in Character Education. 2003.*

assignments, GPA, and grade percentages broken down by category (i.e. homework, classwork, assessment, and participation percentages). Students receive a print out of their grades and GPA every Friday, which is required to be signed by a parent and must be submitted each Monday with a written reflection and goal for the week. Our students work hard and their effort is recognized. Every Friday, at weekly, full-grade Community Circles, students are recognized for 100% HW completion, exceptional effort, GPAs 3.8 and higher, and GPA growth. At our Academic Awards at the end of each trimester, students earn badges that they proudly display on their school uniforms for top scores and growth on Interim Assessments, for making the Honor Roll at the end of the trimester, for reading 1,000,000 words, or for having perfect homework.

Families are partners. Research from the Southwest Educational Development Laboratory shows that parent involvement results in multiple benefits for students, including better social skills, higher attendance, and increased education rates.[18] We deeply respect our students' families as partners and ensure strong communication and consistency in expectations between school and home. Before school begins, we meet with every family individually to explain expectations for students, families, and staff. All families attend Family Academy in which they learn about school policies such as uniform and detention policies, commit to supporting their child in meeting high academic expectations, and are invited to sign our school's family commitment contract. We are committed to regular communication about student academic and behavior progress and school events with parents and families. Each Friday, students bring home a behavior and academic report that must be signed and returned by Monday. A monthly newsletter containing information about upcoming events, scholar spotlights, and essential information for families is emailed out each month and all teachers call at least three families per week to communicate about academics and behavior. We hold monthly parent events including Back to School Night, Curriculum Nights, Science Fairs, Book Fairs, Report Card Conferences, and Project Presentations to ensure families feel welcome at school and can connect with teachers on their child's progress.

C. Enrollment, Recruitment, and Retention

Emblaze Academy Charter School is a public school open to all grade-eligible students; we will open in the 2018-2019 school year with 90 fifth graders. We will operate with a slow growth model, adding one grade per year until the 2021-2022 school year, in which we will serve students in grades 5 through 8. We will fill any empty seats as available with new students from the public, open lottery and we will backfill any open seats at all points in the school year.

Figure 1.1: Projected Enrollment Over the Charter Term

Projected Enrollment Table Over the Charter Term						
Grades	**Ages**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
5	**10-11**	**90**	**90**	**90**	**90**	**90**
6	**11-12**		**90**	**90**	**90**	**90**
7	**12-13**			**90**	**90**	**90**
8	**13-14**				**90**	**90**
Totals		**90**	**180**	**270**	**360**	**360**

We anticipate educating a population of students that mirrors that of the district and are prepared to serve a student population that is 20% English Language Learners, 20% students with

[18] http://www.edutopia.org/pdfs/edutopia-home-to-school-guide.pdf.

disabilities, 80% below standards in ELA and math, and 50% significantly below standards in ELA and math. We have several flexible structures in place to ensure that we can meet the needs of all eligible students, including daily interventions, student-dependent ESL staffing and support, and robust special education and at risk student support. To ensure we can fulfill our mission for all students, we begin with middle school in 5th grade. A four-year middle school enables us to create strong, differentiated student cultures in lower school (5-6) and upper school (7-8), and ensure all students are prepared to compete academically with their peers across NYC and the country. If the average student comes in at a 2nd grade level in reading and math, and grows 1.5 years in each subject yearly, he/she will be on grade level when he/she exits 8th grade.

We will execute on a comprehensive student recruitment and enrollment plan during the 2017-2018 school year and each year thereafter. We will: leverage relationships with the many nonprofits and CBOs that work with students and families in the South Bronx; attend community events; hold monthly information and enrollment sessions; target families with children who live in the target zip codes through a social media campaign; and distribute flyers at housing complexes, churches, and afterschool programs. We will work with organizations that serve "at risk" students and families, including those with IEPs, ELLs, and students currently experiencing homelessness or living with foster parents. As detailed in our LOI and in **E. Public Outreach**, we have laid the groundwork for strong enrollment through extensive community outreach.

In accordance with § 119.5, if more applicants apply than seats are available, we will conduct a randomized, open, public lottery which will take place within 10 days of April 1st, 2018. Consistent with Public Officers Law § 104, the date, time, and location of the public lottery will be publicly noted. The same media outlet that we use to publicize board meetings and our school website will be updated at least two weeks prior to the lottery, and we will post conspicuous notice of the lottery in more than one public location prior to the event. All families of students who have applied will be notified about the public lottery, but will not be required to attend or be penalized for non-attendance. We will use technology-based software to conduct the randomized lottery. All families of students accepted will receive a phone call and formal notification by mail of their acceptance. Families have two weeks to confirm their intent to enroll by signing and retuning a letter of acceptance. If families fail to respond or formally accept their seat within two weeks, students will be accepted from the waitlist in the order they are listed. Whenever a vacancy occurs, either at the beginning of or during the school year, we will contact the parent/guardian of the next student on the waitlist until all 90 seats in each grade are filled.

D. Community to be Served

In the communities in which Emblaze Academy is proposing to locate, currently one of every five students is reading and doing math on grade level and 2,600 families are on charter school waitlists. All students, regardless of race, ethnicity, socioeconomic status, home language, or zip code have the right to an excellent education that will allow them to thrive in high school and graduate from the college of their choice. This is our promise to the families of the South Bronx.

Proposed Location Selection. The proposed locations were selected because families in the Concourse/Highbridge, Melrose, and Mott Haven neighborhoods of the South Bronx have ambitious educational goals for their children and are in desperate need of more high-quality,

college preparatory school options. Families in CSDs 7 and 9 are actively pursuing charter schools, but not enough charter schools are operating in the community to meet the demand. In 2016, the NYC Charter Center estimated 4,700 applicants for 700 seats in charter schools in CSD 9, the equivalent of 6.7 applicants for every seat.[19] Of 100 families living in CSD 9 who want increased educational options for their children, 15 can access that opportunity. In 2016, in CSD 7, the NYC Charter Center estimated 4,550 applicants for 1,900 seats in charter schools, the equivalent of 2.4 applicants per seat.[20] According to the Center, the South Bronx has the highest number of applicants for seats in charter schools in NYC. Among all Community School Districts in the Bronx, CSDs 7 and 9 have the highest number of applicants for seats in charter schools. With 4,700 applicants for 700 seats, CSD 9 has the highest ratio of applicants to seats in charter schools in NYC. We seek to provide a college preparatory education for students in grades 5-8 residing within CSDs 7 and 9 who do not yet have access to a high-performing school in their community. The traditional district schools in CSDs 7 and 9 are consistently among the lowest performing in NYC. In 2016, CSD 7 was ranked 30 of 32 in student performance on the New York State Exam in ELA and Math among all New York City CSDs. CSD 9 was ranked 29 in ELA and 27 in Math. In both districts, more than 50% of students are performing well below proficient on math standards and more than 40% are performing well below proficient on English Language Arts standards. In 2015-2016, 12,176 middle school students attended one of 33 traditional district schools in CSD 7; nine of the 33 had fewer than 20% of students are proficient in ELA and Math. As evidenced by the high ratio of applicants to available seats, the high number of applicants to charter schools, and the comparatively low performance on NY State Exams, there is a clear need for more high-performing charter schools in CSDs 7 and 9. We will provide an additional school choice option to the students and families who need it the most. Students residing in Melrose, Mott Haven, and Concourse/Highbridge are capable of learning and achieving at high levels; they deserve more schools that will challenge and support them to reach ambitious academic goals.

Our Founding Team consists of six members who were raised, live, or work in the Bronx and our full team has actively participated in the design, community engagement, and feedback collection process. We have solicited extensive input and have implemented feedback in our model to build a school created specifically for the students of the South Bronx. We have been meeting regularly since fall 2016 and received support and training on governance from BES.

Community Demographics. Our target community is the southwest Bronx in CSDs 7 and 9, primarily within the zip codes 10451, 10452, 10454, or 10455 and the 16th Congressional District. These zip codes are home to some of the most impoverished and under-served communities in NYC in which a lack of educational opportunity and poverty have persisted for generations. According to the U.S. Census Bureau, the 16th Congressional District is the poorest in the nation.[21] With a persistent lack of educational attainment in these neighborhoods, there is a demonstrated need for high quality middle schools to increase the percentage of students who are successful in high school and prepared to complete a four-year degree, and thus eventually earn higher

[19] "New York City Charter Schools: 2016-17 Enrollment Lottery Estimates." http://www.nyccharterschools.org/sites/default/files/resources/Lottery2016-17Report.pdf.
[20] "New York City Charter Schools: 2016-17 Enrollment Lottery Estimates." http://www.nyccharterschools.org/sites/default/files/resources/Lottery2016-17Report.pdf.
[21] Sisk, Richard. "South Bronx is poorest district in nation, U.S. Census Bureau finds: 38% live below poverty line." *New York Daily News.* http://www.nydailynews.com/new-york/south-bronx-poorest-district-nation-u-s-census-bureau-finds-38-live-poverty-line-article-1.438344.

incomes and attain personal and familial economic stability. In these communities, the current high school graduation rate is 61%, approximately 10% of the population over age 25 holds a bachelor's degree, and the average income is approximately $25,000 per year.

Student Demographics.[22] The New York City Department of Education educates 1,133,963 students in grades preK-12 across the Bronx, Manhattan, Brooklyn, Queens, and Staten Island; 15.5% of NYC public school students are Asian, 27.1% are black, 40.5% are Hispanic, 14.8% are white, and 2.1% identify as other. Students with disabilities comprise 18.7% of students educated by the NYC DOE, 12.5% of students are ELLs, and 75.6% live in poverty.

During 2015-2016, 20,596 students attended traditional district schools in CSD 7[23]; 5,094 were enrolled in grades 5-8. In CSD 7, 70% of students are Hispanic and 27% are Black; 22% have disabilities; 16% are English Language Learners (ELLs); 92% live in poverty. During the 2015-2016 school year, 37,439 students attended schools in CSD 9[24]; 11,078 of those students were enrolled in grades 5-8. In CSD 9, 67% of students are Hispanic and 29% are Black. Students with disabilities make up 20% of the student population, 22% are ELLs, and 92% of students live in poverty. We expect to serve a population similar to that of CSDs 7 and 9: approximately 70% Hispanic and 30% Black, 20% of students will have disabilities, 20% ELLs, and 92% living in poverty. To best serve students with disabilities and ELLs, students will receive small group instruction daily in literacy and math, and all students will have 200 minutes of literacy and 100 minutes of math instruction daily. Two of the eight teachers at each grade will be certified or highly qualified to teach special education; students with disabilities will have two certified teachers in all core classes. All teachers will be trained in supporting ELLs in language development; we will have two certified ESL teachers. In addition, we plan to actively collaborate with other public and private middle schools in the community. Our curriculum and instructional materials will be fully open-source and freely available, and we will actively seek out and build positive relationships with schools located close by on community engagement and family relationships efforts.

Currently, there are four charter schools in CSDs 7 and 9 that are not K-8 or K-12; of those four, none are performing above city averages in ELA or Math and two are outperforming the district. There are few available seats in high-performing charter middle schools for families who did not enroll their child in a charter school in Kindergarten or who have been placed on a waitlist. Through extensive community engagement efforts, there is a clear and high demand for new charter middle schools in CSDs 7 and 9. Community Boards 1 and 4 have expressed concern about middle school achievement and are in support of a new charter middle school. Of our survey participants, 100% of families living in 10451, 10452, 10544, and 10455 with middle school-aged children were in support of a new charter middle school. We plan to leverage our strong community partnerships and community support to meet and exceed all enrollment targets.

[22] "Demographic Snapshots." *New York City Department of Education.* http://schools.nyc.gov/Accountability/data/default.htm.
[23] Ibid.
[24] Ibid.

E. Public Outreach

In accordance with Education Law 2852(9-a)(b)(b)(ii), throughout the planning and design process Emblaze Academy has solicited input from a wide network of community stakeholders, including community-based organizations and local families.

Community-Based Organizations. As detailed in **Table 2**, we have met with 70+ community-based organizations that serve the students and families of the South Bronx, including Bronx Community College, BronxWorks, South Bronx United, South Bronx Churches, the Door, BronxConnect, Catholic Charities, the NYPD Community Affairs Bureau, Abraham House, South Bronx Rising Together, Children's Aid Society, Phipps Neighborhoods, JCCA, the Mercy Center, the Bowery Mission, St. Margaret Mary's, and the Catholic Charities Alianza Division. We have formed multiple community partnerships, built relationships, and have the support of many of the most impactful, powerful organizations in Bronx Community Districts 1 and 4.

Parents and Families. As evidenced in **Attachments 2a** and **2b**, we have solicited input and feedback from parents and families who send their children to traditional district or public charter schools in CSDs 7 and 9 and to afterschool programs in the community, set up tables to solicit input at the Mott Haven, Melrose, and Highbridge Public Libraries, held multiple public meetings, and met with parents at neighborhood events in Bronx Community Districts 1 and 4. To date, we have met one-on-one with over 175 individual families with school-aged children in Mott Haven, Melrose, Highbridge, and Concourse to learn more about their experiences with schools in the community and elements that they would most like to see in a new school. We also have the support of more than 170 families of students who are currently in grades 3-4. **Attachment 2b** includes representative sample of the feedback received thus far and the ways in which we will implement parent feedback to ensure a stronger school for local students.

Community Member Input. We are committed to providing as many opportunities as possible for community input before we open. The families in our community are knowledgeable, passionate about education, and have high ambitions for their children; we intend to leverage the collective strength of South Bronx families as much as possible during our design and planning phases. Thus far, we have engaged with Community Boards 1 and 4, partnered with afterschool programs, set up tables with information and opportunities for input at local libraries, presented at several community events, distributed 400+ flyers, and held 5 information sessions and 10 tabling events. In addition, we have distributed informational letters to elected officials and community stakeholders in zip codes 10451, 10452, 10454, and 10455. We look forward to hearing back from many of the individuals to whom we have reached out and will follow up as necessary in order to receive their feedback and learn about their educational priorities for the South Bronx. A list of all community members contacted is available in **Attachment 2b.**

Petitions. We have created an online petition to garner community support. We currently have 363 signatures and are looking forward to continuing engagement with our supporters. We have engaged extensively with parents and families of students who attend traditional district and public charter schools in Community School Districts 7 and 9. We have been collecting signatures on our community petition at community events, information sessions, and through partnerships with community based organizations. To date, we have collected 273 in-person signatures.

F. Programmatic and Fiscal Impact

We propose to open a middle school for students in grades 5-8 in CSD 7 or CSD 9 with 90 5th grade students in 2018-2019 and 360 5th-8th grade students in 2021-2022 and beyond. We hope to be located in a facility situated close to both community school districts and plan to recruit students from Mott Haven, Melrose, and Highbridge/Concourse, lessening fiscal and programmatic impact on either district. We hope to collaborate with co-located school(s) and with our host district to share resources, best practices, and educational programming and have reached out to DOE Superintendents and Community Boards in each district.

Schools in CSD 7 and CSD 9. In 2015-2016, 20 elementary, 13 middle, eight K-8, and one K-12 school operated in CSD 7. Of these 42 schools, 28 were district schools and 14 were charters. In 2015-2016, 27 elementary, 27 middle, eight K-8, two K-12, and one 6-12 school operated in CSD 9. Of these 65 schools, 55 were district schools and 10 were charter schools. Of the 18 charter middle schools in CSDs 7 and 9, 14 are K-8 or K-12, meaning that, assuming normal enrollment and attrition, there are few available seats for students in grades 5-8. Of the four charter middle schools without a feeder elementary, none performed above the NYC average in ELA or Math and two of the four exceeded the district average in ELA and Math. CSDs 7 and 9 are in desperate need of more high-performing middle schools.

Current Student Achievement Results. On the 2016 New York State Exam, 19.1% of students attending district schools in CSD 7 scored proficient or advanced on the ELA and 42.4% scored a Level 1, or well below proficient in ELA standards for their grade. In Math, 15.6% scored proficient or advanced and 53.1% scored a Level 1. Overall, ≈ 50% of students attending district schools in CSD 7 are performing significantly below grade level in reading and math; more than 80% are performing below grade level in reading and math. Of students attending charter schools in CSD7 in 2016, 46.3% scored proficient or advanced on the ELA State Test and 49.4% scored proficient or advanced on the Math State Test. In 2015-2016, 5,677 middle school students attended a school in CSD 7 in which fewer than 20% of students are proficient in ELA and Math. On the 2016 New York State Exam, 20.4% of students attending district schools in CSD 9 scored proficient or advanced in English Language Arts and 42.7% scored a Level 1. In Math, 18% of students attending traditional district schools in CSD 9 scored proficient or advanced and 50.2% scored a Level 1. Overall, ≈ 80% of students attending traditional district schools in CSD 9 are performing below grade level standards in reading and math. Of those attending public charter schools in CSD 9 in 2016, 43.1% scored proficient or advanced in ELA and 48.2% scored proficient or advanced in Math. In 2015-2016, 6,499 middle school students attended a district school in CSD 9 in which fewer than 20% of students are proficient in ELA and Math.

Enrollment Impact. The current population of students attending traditional district schools in grades 5-8 in CSDs 7 and 9 is 16,172. According to the 2015-2024 New York City Public Schools Enrollment Projections released by the NYC School Construction Authority, in 2021-2022, 5,062 5th-8th grade students will attend public schools in CSD 7 and 11,586 will do so in CSD 9.[25] In 2018-2019, the School Construction Authority estimates that 3,906 5th graders will attend schools in CSDs 7 and 9. In that year, Emblaze Academy will educate 90 5th grade students, comprising ≈ 2.3% of local 5th grade students. In 2021-2022, the School Construction Authority estimates that

[25] "Enrollment Projections for the New York City Public Schools." 2015-2024 Statistical Forecasting Report. Statistical Forecasting LLC.

16,648 students will attend 5th-8th grade in CSDs 7 and 9. Emblaze Academy plans to educate 360 students at full scale, or ≈ 2.2% of the 5th-8th grade students in the community. Emblaze Academy will have a minimal impact on the enrollment and viability of neighborhood schools, while still filling a need for the many parents who are seeking more school choice in their community.

Fiscal Impact. In accordance with Education Law §28(2)(a) we provide an assessment of the overall impact Emblaze Academy will have on public and nonpublic schools in CSD 7 and CSD 9. In the fall of 2018, we expect to enroll 90 students, receiving a total of $2,236,691 from the state in per pupil funding. This represents 0.0076% of the district's budget. In the 5th year of the charter, in 2022-2023, the school will enroll 360 students, receiving $7,167,057 in per pupil funding, or 0.0242% of the New York City School District's budget. **Figure 1.2** shows the fiscal impact that Emblaze Academy will have on the district schools.

Figure 1.2: Fiscal Impact of Enrollment

Operational Year	Enrollment (Number of Students)	Estimated Budget	Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Y1 (2018-19)	90	$2,236,691	$29,600,000,000	0.0076%
Y2 (2019-20)	180	$3,782,904	$29,600,000,000	0.0128%
Y3 (2020-21)	270	$5,373,317	$29,600,000,000	0.0182%
Y4 (2021-22)	360	$7,163,732	$29,600,000,000	0.0242%
Y5 (2022-23)	360	$7,167,057	$29,600,000,000	0.0242%

Calculations assume that basic per pupil tuition will not increase during the charter term. While it is likely that the district's budget will grow over time, we are conservative by leaving revenue assumptions constant throughout the five years. Assuming that we will maintain full enrollment for all years, the fiscal impact on the district will be minimal throughout the charter term.

II. EDUCATIONAL PLAN

A. Curriculum and Instruction

Our academic program is based on our fundamental beliefs about instruction: **(1) Rigor equals equity; (2) Challenge and support are at the core of who we are instructionally; (3) We start with the end;** and **(4) High-quality instruction is a primary driver of student achievement.** We believe that all students can and will achieve at high levels. We anticipate that our student population will mirror our host district; ≈ 20% will be students with disabilities and 20% will be ELLs. We welcome students with diverse learning needs and have academic systems, structures, and resources in place throughout the school and in individual classrooms to ensure all students have the instructional supports and accommodations they need to attain academic achievement. All assessments, courses, units, and daily lessons are strategically backwards mapped from AP courses or the New York State Exam and are aligned to the New York State Common Core Standards. We use the standards as the primary driver of instructional materials and as a road map to ensure curricular vertical and horizontal alignment.

Curriculum Selection. At the beginning of each school year, teachers are provided with the End-of-Course Exam and five Interim Assessments, or unit exams, for their course, and are provided

with a scope and sequence, instructional calendar, unit plans, and resource bundles from which they can pull instructional materials. Through the Building Excellent Schools (BES) Fellowship, Lead Founder Kristen Shroff has visited over 40 high-performing schools across the country that educate a similar population. She has completed Leadership Residence at Democracy Prep Charter Middle School and worked closely with the leaders and teachers there. Though the support of BES, school leaders from across the country, and her previous experience as Academic Dean at Achievement First, Ms. Shroff has access to high-quality curricular materials for all content areas which she will use to build the foundation of a strong academic program. Curricular materials will be evaluated at the daily, weekly, unit, and yearly levels. Daily, during Student Work Analysis, teachers reflect on the day's lesson, make adjustments for the next day, and write notes to improve the lesson for the next year. On Fridays, during Quiz Analysis, Literature and Math teachers reflect on the effectiveness of that week's curricular materials and revise materials for the next week as they write data-driven plans to address misconceptions, push student thinking, and improve outcomes for the following week. After each instructional unit, teachers meet for a full PD day (Data Day), reflecting and revising curricular materials for the next unit. At the end of each school year, the school-wide focus shifts to readiness for the upcoming school year. Teachers work collaboratively during PD to revise, refine, and modify curriculum and assessments to increase rigor and improve student outcomes for the next year. We work hard to get better fast, constantly seeking to grow and improve curriculum for students.

Lesson Planning Responsibilities. Teachers' intellectual preparation is a key driver of student success.[26] Responsible for daily lesson plans, teachers use approved, grade-level instructional materials, follow the provided unit plan and scope and sequence, and use the provided End-of-Course Exams and Interim Assessments as drivers of instruction. This structure ensures that the college-ready bar remains intact in each course and grade level and teachers are intellectually prepared to teach each lesson. As part of PD and coaching before the school year begins and throughout the year, teachers are provided with exemplar plans and feedback on each lesson plan they submit. Teachers receive extensive coaching on unit unpacking and lesson planning during summer PD, and ongoing support throughout the year through weekly coaching. Teachers submit lesson plans and student classwork fully annotated with exemplar responses for the following week to their instructional coach each Monday by 8:00pm. Coaches send feedback on each lesson plan by Wednesday at 8:00pm. Teachers meet with their instructional coach on Thursdays in a one-on-one meeting to review lesson plan feedback and practice lesson execution. Finalized lessons for the next week are due before 1:00pm each Friday. The responsibility for planning and executing lessons is split among teachers at each grade to ensure even distribution of work, and strong lesson plans and instructional materials across each grade and across the school. Each grade team has eight teachers: six content, one literacy specialist, and one math specialist. To ensure all students have access to instructional materials, literacy and math specialists differentiate the general education curriculum to meet individual needs as necessary and differentiate for Close Reading Mastery and Problem Solving courses. On each grade team, the Literature Teacher teaches three Literature and two Close Reading Mastery sections and plans Literature and Close Reading Mastery. The Writing Teacher teaches three Writing sections and two Guided Reading groups and plans all Writing lessons and daily lessons for two Guided

[26] http://www.educ.msu.edu/NCRTL/PDFs/NCRTL/IssuePapers/ip894.pdf.

Reading groups. The History Teacher teaches three History sections and one Guided Reading group, and co-teaches one Close Reading Mastery section; s/he plans all History lessons and daily lessons for the Guided Reading group and does intellectual preparation for the co-taught Close Reading Mastery section. The Literacy Specialist co-teaches Literature, Writing, and Close Reading Mastery for the ICT class in his/her grade level, as well as teaches three Guided Reading groups daily; s/he differentiates the Close Reading Mastery course and lessons for each of his/her three Guided Reading Groups and demonstrates intellectual preparation or differentiates materials to co-taught Literature and Writing courses. The Math Teacher teaches three Math and two Problem Solving sections daily and plans daily lessons for both. The Science Teacher teaches three Science sections and co-teaches two Cumulative Review sections daily, plans all Science lessons, and demonstrates intellectual preparation for the co-taught Cumulative Review sections. The STEM Specialist co-teaches Math, Science, and Cumulative Review for the ICT class in his/her grade level and co-teaches all three grade-level Problem Solving sections; s/he differentiates the Problem Solving Course and Cumulative Review and demonstrates intellectual preparation or creates differentiated materials for co-taught Math and Science courses. The Physical Education Teacher teaches three Physical Education, and co-teaches one Problem Solving and one Cumulative Review; s/he plans all Physical Education lessons and demonstrates intellectual preparation for co-taught Problem Solving and Cumulative Review courses.

Instructional Vision. Classes focus primarily on student cognitive-heavy lifting and are inquiry-based. Teachers begin each lesson with a short Do Now (<5 minutes) in which students implement feedback from the previous day's lesson, a common misconception is addressed, or the teacher builds background knowledge essential for accessing the lesson skills or content. After the do now, the teacher presents a quick (1-2 minute) lesson frame in which s/he poses an interesting question or challenges the class. Students spend most time (minimum of 25 minutes) engaged in independent, partner, or group work during which they are writing about or analyzing texts, solving problems, debating issues, or engaging in rigorous experimentation. During this part of the lesson, the teacher is circulating the class actively giving feedback to students and providing batch feedback to the class, or pulling a student group to provide more individualized or guided instruction. Each class ends with an assessment/exit ticket, graded that day. Teachers regularly engage in instructional best practices such as strategic grouping, hunt don't fish, turn and talks, small group instruction, targeted questioning sequences, cold call, class discussions, and everyone writes to ensure that academically advanced students are challenged, struggling learners are supported, and all students are growing academically. Students with disabilities and ELLs benefit from the frequent teacher feedback, habits of discussion, and student engagement techniques that are used regularly by Emblaze Academy teachers.

Instructional Strategies. We believe that high-quality instruction is a primary driver of student achievement. To create school-wide cohesion and consistency, instructional strategies are taught to staff and prioritized school-wide in six cycles, corresponding with instructional cycles and units. Each of the first five instructional cycle focuses on one of the five core elements of our Instructional Rubric and within each cycle are 2 to 5 instructional strategies used by teachers to improve student focus, thinking, investment, instructional rigor, or teacher feedback. The school-wide priority for Instructional Cycle 1 (late Aug-early Oct) is **Focus**. During this cycle, we ask: Are students focused on the work of the lesson from start to finish? Teachers practice strong voice,

precise directions, narration, and building a strong classroom climate. The priority for Instructional Cycle 2 (early Oct-mid-Nov) is **Rigor**; we ask ourselves: Are students grappling with content aligned to the College Ready bar? Professional development focuses on lesson rigor, pacing, and student work to teacher talk ratio. The school-wide priority during Instructional Cycle 3 (late Nov-mid Jan) is **Thinking**: Are students doing the heavy lifting? Does instruction unleash the intellect of scholars? PD focuses on whole class CFUs, cold call, and habits of discussion. Instructional Cycle 4 (mid-Jan-early Mar) focuses on **Feedback**: Are students rapidly improving the quality of their work based on clear, actionable feedback? PD focuses on urgency of feedback, hunt don't fish, body position, show call, and effectiveness of feedback. Instructional Cycle 5 (early Mar- early May) focuses on **Investment**: Would students stay if they had the choice to leave? Teachers prioritize building a positive classroom climate and 100% effort. The final Instructional Cycle (early May-mid-Jun) focuses on readiness for the next school year. Teachers reflect on curriculum, instruction, classroom culture, and adult culture and use their mid-year and end-of-year evaluations to pick an individualized focus area with their coach. Staff are trained on instructional techniques during Deliberate Practice PD that occurs during Friday PD. Sessions are primarily practice-based, and are grounded in clear criteria for success and an exemplar model or video. Sessions are planned, led, and executed by the Head of School (HOS), Dean of Students (DOS), or Dean of Curriculum and Instruction (DCI). Each week, the HOS, DOS, DCI, and Grade Level Chair conduct a walk-through of classrooms to determine how well the instructional strategy of the week is being executed and the extent to which student outcomes are positively impacted. Shout-outs from the walk-throughs and grade-wide next steps are included in weekly Grade Level Blasts, or group emails sent from the grade team leader to the grade level teachers each week, and are reviewed at weekly Deliberate Practice PD.

Overview of Courses. All students take Literature, Mathematics, Writing, History, Science, and Physical Education for 50 minutes each on all days Monday through Thursday, and have an Elective for 45 minutes daily. On Fridays, students take Literature, Mathematics, Writing, Science, and History, and engage in Community Circle and Family Meeting. Our year-long academic program is divided into six instructional cycles, each ≈ six-weeks each in length. One unit is taught during each instructional cycle and after each cycle, students are assessed and teachers meet on Data Day to analyze results and trends and make action plans to ensure all students master the skills and content they need to be prepared for the end-of-course exam and the next grade.

Rigor and support are at the core of who we are instructionally. In addition to core courses, all students take Guided Reading, Close Reading Mastery, Problem Solving, and Cumulative Review for 25 minutes each Monday through Thursday. Studies have shown that targeted, small-group instruction leads to increased academic outcomes in reading and math[27]; during Guided Reading students work in small groups with one of three teachers in the classroom; Close Reading Mastery, Problem Solving, and Cumulative Review each have at least two teachers per classroom. Students receive explicit, small-group instruction in their zone of proximal development to push them to the next instructional level. Research shows that when students are regularly presented with challenging intellectual material, they achieve greater academic gains in reading,

[27] http://isc.sagepub.com/content/36/3/131.abstract.

mathematics, and writing.[28] Close Reading Mastery and Problem Solving push students to grapple with challenging, above grade level work to ensure all students receive the rigorous and equitable educational experience they need to compete with their peers across NYC and the country. We also are committed to meeting the academic needs of all learners, and structure our academic program to allow for systematic differentiation and targeted supports for students with disabilities and ELLs. All students receive daily small group support in Guided Reading and Cumulative Review; any students more than three grade levels behind in reading or math receive differentiated Close Reading Mastery and Problem Solving in a pull-out room with a special educator. Each grade team has two special educators; one section in each grade operates with an Integrated Co-Teaching (ICT) model in which there are two certified teachers (one general and one special education) in each class. Co-teachers in the ICT section use team and parallel teaching, and alternative teaching to ensure that all students' needs are met and they receive all necessary supports and accommodations in every instructional block throughout the school day.

Course Overviews

Literature. The purpose is to teach students to read, write, think and discuss worthy, complex texts. Students engage daily with classic, grade level literature and all aims and class activities drive at the attainment of grade level benchmarks.

Figure 2.1: Literature End of Year Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
-Reading at F&P Level T, or 900 Lexile -Mastery of 5th Grade CCLS	-Reading at F&P Level W, or 1000 Lexile -Mastery of 6th Grade CCLS	-Reading at F&P Level Z, or 1050 Lexile -Mastery of 7th Grade CCLS	-Reading at F&P Level Z+, or 1100 Lexile -Mastery of 8th Grade CCLS

Figure 2.2: Literature Daily Agenda

Lesson Element	Time (min)	Description
Do Now	7	Option 1: Based on trends from prior day's Student Work Analysis, teacher highlights common misconception, addresses errors, or provides additional practice with specific standards-based question type. Option 2: Students read grade-level appropriate non-fiction text to gain background knowledge to supplement understanding of class novel.
Frame	3	Teacher briefly introduces text or excerpt for day, breaks down prompt with students, and highlights transferrable reading or annotation strategy.
Time in Text	25	Students spend bulk of time in accountable independent reading, individually, with partners, or in small group. Teacher circulates room to give feedback on annotations, question responses, oral fluency (if applicable), pacing, and stamina. Teacher pauses class 1-3 times to provide batch feedback or address common misconception.
Discussion	5	Students use accountable talk to discuss standards-based focus question of day.
Exit Ticket	10	Students write academic paragraph in response to focus question of the day.

Standards Focus. All Literature units are standards-based and students get targeted practice and spiraled review of prioritized standards in each. Each unit has a core text or anthology and an aligned text bundle provided to teachers. Daily, students answer short response and multiple choice questions aligned to the unit-based standards focus, ensuring all students get ample practice and frequent feedback with a variety of question types within each genre and teachers

[28] http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-Research-Base.pdf.

use data precisely to make instructional decisions for the class and at the individual student level. Interim Assessments test the focus standards and review standards from each unit and data from IAs and weekly quizzes is used to determine review standards for upcoming units.

Mathematics. The purpose is to prepare all students for mastery of grade level standards. Each year-long mathematics course is standards-driven, data-based, and uses a combination of well-vetted materials from organizations with proven results in addition to the engageNY curriculum.

Figure 2.3: Mathematics Daily Agenda

Lesson Element	Time (min)	Description
Do Now	7	Based on trends from prior day's Student Work Analysis, teacher highlights common misconception, addresses errors, or provides additional practice with specific standards-based question type.
Frame	3	Teacher briefly introduces topic for the day, explains how it relates to previous topics, or makes connection to the real world.
Model	5	Teacher explains and models skill for the day, highlights common misconceptions, provides criterion for success, and models top-quality work.
Practice	25	Students spend most time completing practice problems individually, with partners, or in small group. Teacher circulates room to give feedback on annotations, work organization, question responses, pacing, and stamina. Teacher pauses class 1-3 times to provide batch feedback or address common misconception.
Exit Ticket	10	Students independently complete an exit ticket that assesses skills learned that day.

Writing. The purpose is for students to develop strong academic writing skills in academic paragraphs and formal essays. Students write at least one process-based essay per unit and complete at least two on-demand writing assessments. Students type process-based essays on the computer using Google Docs and develop the digital literacy skills needed for success in competitive high schools and colleges. Each year, students gain exposure to a variety of genres, question types, standards, and writing styles. All formal essays are graded on a rubric that prioritizes argument, evidence, and language, and breaks each category into strands and each strand into criteria so teachers can track and use data efficiently in writing class, and students have a clear sense of in which bite-sized writing skills they are excelling and on which they need to focus. Within the argument element, there are three strands: organization, ideas, and position. Within organization, students are graded on essay structure; within ideas, students are graded on idea quality; within position, students are graded on thesis and assertions. Within the evidence element, students are graded on evidence selection and analysis. Within the language element, students are graded on correctness (word choice and sentence fluency) and clarity (conventions and register). In each of the 10 criteria, students can score up to an 8 on the rubric.

Figure 2.4: Writing End of Year Thresholds by Grade Level

5th Grade	6th Grade	7th Grade	8th Grade
Writing Rubric Scores of 4 on argument, 4 on evidence, 2 on language	Writing Rubric Scores of 5 on argument, 5 on evidence, 3 on language	Writing Rubric Scores of 6 on argument, 6 on evidence, 3 on language	Writing Rubric Scores of 7 on argument, 7 on evidence, 4 on language

Each day, students follow a similar agenda, with the majority of time spent writing, editing, or revising process-based essays. Students receive ample feedback on their work in and after class.

Figure 2.5 Writing Daily Agenda

Lesson Element	Time (min)	Description
Do Now	7	Based on trends from the prior day's Student Work Analysis, teacher highlights common misconception, addresses error in student work, or engages students in inquiry-based discovery of day's aim through mentor text analysis.
Frame	3	Teacher briefly introduces aim for the day, provides clear criteria for success, and model.
Time in Ink	35	Students spend most time in accountable independent writing, either individually, with partners, or in small group. Teacher circulates to give feedback on adherence to criteria for success, rubric-aligned individual goals, pacing, and stamina. Teacher pauses class 1-3 times to provide batch feedback or address a common misconception.
Exit Ticket	5	Students highlight work that they did for the day in their Google doc so the teacher can easily provide feedback.

History. Designed as a literacy course, 5th and 6th grade History are backwards mapped from the AP World History Exam and 7th and 8th grade History are backwards mapped from the AP US History Exam. Courses have three primary foci: (1) Analysis of complex primary and secondary documents, (2) Document Based Question (DBQ) writing, and (3) Oral language development. Students study content in 10-12 day cycles including 5-6 days of text-based analysis and context building, one day of formal oral discussion, and 4-5 days of Document Based Question writing.

Figure 2.6: History Daily Lesson Agendas

Daily Lesson Agenda for Text Based Lesson		
Lesson Element	**Time (min)**	**Description**
Do Now	5	Secondary source, textbook, chart, video, image or article reading that provides background information about day's lesson topic.
Frame	5	Teacher briefly introduces focus question and sources for day. Teacher leads class in source line analysis for each document.
Time in Text	25	Students most time during class in accountable independent reading of primary source documents, either individually, with partners, or in small group. Teacher actively circulates room to give feedback on annotations, or notes on point of view, audience, purpose, or historical context. Teacher pauses class 1-3 times to provide batch feedback or address common misconception.
Discussion	5	Students use accountable talk to discuss focus question of the day.
Exit Ticket	10	Students write historical paragraph in response to focus question of day.
Daily Lesson Agenda for Oral Discussion Lesson		
Lesson Element	**Time (min)**	**Description**
Do Now	5	Students set individual goals based on Oral Discussion Rubric.
Frame	5	Teacher briefly introduces focus question of discussion. Students transition to Socratic Circle seats.
Discussion	25	Students spend bulk of time during class in Socratic Circle discussions. Inner circle speaks first and outer circle evaluates their performance. Students switch positions; new inner circle engages in discussion on different question. Teacher scores all students individually on performance on Oral Discussion Rubric and interjects when appropriate to re-direct conversation to better drive at key points.
Reflection	5	Students transition back to seats and complete reflection on their individual performance based on Oral Discussion Rubric.
Exit Ticket	10	Students write historical paragraph in response to focus question of day.

Daily Lesson Agenda for Writing Based Lessons		
Lesson Element	**Time (min)**	**Description**
Do Now	7	Based on trends from prior day's Student Work Analysis, teacher highlights common misconception, addresses error in student work, or provides additional model.
Frame	3	Teacher briefly introduces aim for day, provides clear criteria for success, and model.
Time in Ink	35	Students spend most time in accountable independent writing, individually, with partners, or in small group. Teacher actively circulates room to give feedback on adherence to criteria for success, rubric-aligned individual goals, pacing, and stamina. Teacher pauses class 1-3 times to provide batch feedback or address misconception.
Exit Ticket	5	Students highlight work they did for day so teacher can easily provide feedback.

All History lesson types (text-based, oral discussion, and writing) have corresponding rubrics or criteria for success to ensure the expectations for the lesson are clear for students and teachers.

Science. Aligned to NGSS Standards, we use the 5E model: engage, explore, explain, elaborate, evaluate. Students study models of matter, measuring/graphing, properties of materials, and substances in 5th grade; phase change, chemical properties, organisms, interdependent relationships in 6th; chemical processes, conservation of energy, cells, inheritance/variation of traits in 7th; and types of interactions, energy/forces, forces/motion, and wave properties in 8th.

Figure 2.7: 5E Daily Lesson Agendas for Science

Daily Lesson Agenda for Engage Lesson		
Lesson Element	**Time (min)**	**Description**
Framing	10	Students activate prior knowledge and teachers promote genuine student curiosity within new science topic to allow for meaningful formative assessment.
Building a Body of Evidence	20	Students participate in experience that allows them to consider/generate questions aligned w/major unit concepts. Activity is strategically designed to provide appropriate support for use of science and engineering practices.
Explanation	10	Students share current thinking on major unit concepts, given activity. Ideas may not be fully formed or accurate and may be influenced by preconceptions. Teacher refrains from confirming or refuting accuracy of ideas presented.
Closing	10	Students reflect meta-cognitively on engagement with concepts, as well as science and engineering practices.
Daily Lesson Agenda for Explore Lesson		
Lesson Element	**Time (min)**	**Description**
Framing	10	Students make predictions/pose questions about phenomenon or consider problem related to main unit concepts.
Building a Body of Evidence	20	Students engage in hands-on common experience that "levels playing field" for students with different background knowledge. Students generally use focus practice of performance expectation aligned to 5 E sequence.
Explanation	10	Students think critically about data collected by themselves and peers & make meaning of data. Teacher refrains from confirming/refuting accuracy of ideas.
Closing	10	Students reflect meta-cognitively on engagement with concepts and science / engineering practices. They develop ideas and skills from previous 5 E phase.
Daily Lesson Agenda for Explain Lesson		
Lesson Element	**Time (min)**	**Description**

Framing	10	Students reflect on emerging ideas from previous investigations and make connections to learning for day.
Building Body of Evidence	20	Students examine currently accepted science ideas in light of evidence gathered from investigations. Formal definitions and terminology are introduced.
Explanation	10	Students construct scientific explanations/propose solutions. Science concepts are expressed in students' own words with viable justifications for thinking. Students attempt to use formal terminology.
Closing	10	Students reflect on engagement with concepts and science/engineering practices and challenge/confirm preliminary thinking from previous 5 E phases.
Daily Lesson Agenda for Elaborate Lesson		
Lesson Element	**Time (min)**	**Description**
Framing	10	Students reflect on currently accepted science ideas related to major unit concepts. They use these ideas to focus the investigation of these concepts in a new context.
Building Body of Evidence	20	Students engage in investigation to consider major unit concepts in deeper or broader context. They transfer understanding and skills from previous phases in the 5 E cycle.
Explanation	10	Students use, think critically about and make sense of data in light of currently accepted science ideas. They consider alternative explanations or solutions.
Closing	10	Students reflect meta-cognitively on engagement w/concepts and science/engineering practices. They demonstrate development of ideas/skills from previous 5 E phases.
Daily Lesson Agenda for Evaluate Lesson		
Lesson Element	**Time (min)**	**Description**
Framing	5	Students briefly review key information associated with the 5 E sequence. They can articulate the goals and rationale for the core activity of the day.
Building Body of Evidence	10	Students engage in investigation as authentic context for assessing proficiency w/science/engineering practices, disciplinary core ideas, and crosscutting concepts central to the associated 5 E sequence.
Explanation	25	Students respond to open-ended questions using observations, data, evidence, and previously accepted explanations/solution to illuminate major unit concepts.
Closing	10	Students reflect meta-cognitively on their engagement with concepts as well as science and engineering practices. They have explicit opportunities for self-assessment, peer-assessment, and formal teacher assessment.

Guided Reading. All students take Guided Reading for 25 minutes four times per week. Students receive explicit reading instruction in a small group of no more than 10 students. Through small group reading interventions, all students grow at least 1.5 years in reading each year.

Figure 2.8 Daily Lesson Agenda for Guided Reading

Guided Reading Daily Lesson Agenda		
Lesson Element	**Time (min)**	**Description**
Framing the Text	3	Teacher frames text or pages that students read and gives brief intro. Teacher models a skill for all students to focus on as they are reading (ex. reading the endings of words).
Guided Reading	20	Students whisper read or read assigned pages or text independently. As students read, teacher circulates and conferences with each student individually weekly goal. If students meet their goal for the day, they receive a sticker or a smiley face on their tracker.
Closing	2	The group reflects on the text and packs up materials.

Students have their reading levels tested using the F&P A-Z system three times per year: once at the beginning of the year, once in the middle, and once at the end of the school year. Students are tested until their independent and instructional reading levels are determined. Once the level has been determined, the key lever that would move the student to the next level is recorded in a Google spreadsheet. Guided Reading teachers have access to all students in the spreadsheet and set individualized goals based on the key lever that will move them to the next level. After each cycle of reading level testing, Guided Reading groups are re-formed based on the most current reading level data to ensure that all students remain in the appropriate group.

Close Reading Mastery. Challenge and support are at the core of who we are instructionally. One of the ways we ensure we are challenging all students with above grade-level content to prepare them to compete for seats in competitive high schools and colleges is through Close Reading Mastery. Students have Close Reading Mastery four times per week for 25 minutes. Students analyze an unfamiliar text by determining the genre, annotating for the "thinking job" based on the genre, and engaging in written or oral text analysis. Students get feedback on annotations, central ideas, and written and oral responses. A differentiated version of Close Reading Mastery exists for students 3+ years below grade level in reading, planned and taught by the Literacy Learning Specialist. The expectation is that by each grade's end, students have mastered analysis of all genres at their grade level. Each genre has its own "thinking job," or questions that students should be asking themselves and annotating for as they read an unfamiliar text to help them determine the theme or central idea. Students first identify the genre, then write an annotation code at the top of the text. Then, as they are reading, they annotate to answer the genre based thinking questions. Finally, students write a strong central idea that incorporates all elements of the genre-based thinking job. Close Reading Mastery texts are aligned to the genres and standards that students are focusing on in Literature and serves as a structure that can be used by Literature teachers to spiral in cumulative review of standards-based question types.

Figure 2.9 Close Reading Mastery Daily Lesson Agenda

Close Reading Mastery Daily Lesson Agenda		
Lesson Element	**Time (min)**	**Description**
Framing the Text	3	Teacher previews the text and guides the class in discovering the genre and thinking job.
Close Reading	15	Students read text independently, annotating for genre-based thinking job. Teacher circulates and gives feedback on annotations. Teacher may pause class for whole group feedback. After reading, students write a first draft of their central idea statement.
Central Idea	5	Teacher "showcalls" central idea statement that is almost right or that reflects a common misconception. The class corrects the central idea together and students take 1 minute to revise their central idea.
Deeper Analysis	5	Students answer 2-3 multiple choice questions or 1 open response question about the text.
Closing	2	Teacher reviews deeper analysis questions.

Cumulative Review. As a public school, we will serve all students regardless of academic level. We anticipate that ≈ 80% of entering students will be performing below grade level in Math. Cumulative Review is a course in which all students get extra practice with math fluency skills and review of previously learned math concepts aligned to previously taught concepts in math.

As there are two teachers in every Cumulative Review block, teachers differentiate for students who are below grade level and students who are excelling in math.

Figure 2.10: Cumulative Review Daily Lesson Agenda

Cumulative Review Daily Lesson Agenda		
Lesson Element	**Time (min)**	**Description**
Sprint	5	Students have 2 minutes to complete a "sprint" or a fast-facts worksheet aligned to previously taught mathematics concepts.
Independent Work Time	15	Students work independently or in partners to complete math problems aligned to previously taught concepts or individual standards-based focus areas. One teacher circulates, giving feedback on problem solving techniques and accuracy. The other teacher pulls small group of students to re-teach a concept not yet mastered.
Shout Outs & Closing	5	Teachers and students give shout outs to students who showed respect, initiative, scholarship, and effort. Students who passed new fluency levels receive stickers on the public fact fluency tracking chart in the classroom.

Problem Solving. The Common Core requires students to think flexibly, critically, and conceptually about mathematics. In Problem Solving, students practice solving complex, multi-step math problems that require them to read carefully, understand what the problem is asking them to do, plan their work, solve multiple steps, and check their work.

Figure 2.11: Problem Solving Daily Lesson Agenda

Problem Solving Daily Lesson Agenda		
Lesson Element	**Time (min)**	**Description**
Question Breakdown	5	Teacher leads students in breaking down question to understand what it is asking.
Independent Work Time	10	Students work independently to plan, solve and check responses to question of day. One teacher circulates actively to give students feedback, identify common mistakes and misconceptions, and plan "showcall" or error analysis. Other teacher pulls small group of students to provide differentiated lesson or additional support.
Showcall or Error Analysis	5	One teacher leads class in "showcall" or error analysis in which, through series of guided questions, teacher corrects a common misconception or mistake that he or she noticed in the student work.
Revision	5	Based on "showcall," students have 5 minutes to revise work or response.

B. Special Student Populations and Related Services

Emblaze Academy will prepare all students to thrive in high school and graduate from the college of their choice. We have scheduled interventions, a robust staffing plan, systems and owners in place for Response to Intervention (RTI), and procedures for collaborating with the CSE to ensure that every student can excel academically and behaviorally at school.

We believe in collecting robust academic and behavioral data, intervening early, and frequently monitoring data to determine the effectiveness of interventions. Students who are "struggling" will be defined as students performing in the bottom 10% of their cohort academically or behaviorally. Six times per year, at the mid-point and end-point of each trimester, grade teams will meet with the Special Education Coordinator and/or Dean of Student Services during Data Days to formally evaluate the effectiveness of academic and behavioral interventions. Students

performing in the bottom 10% of their cohort will receive RTI Tier 2 services. After half of a trimester of intervention (approximately 6-7 weeks), teachers will use academic and behavioral data to evaluate growth and improvement. If the student continues to struggle, s/he will begin to receive RTI Tier 3 interventions. If the student has demonstrated improvement and is no longer in the bottom 10% of the cohort, he or she will no longer receive interventions. Each week, the Director of Operations in Y1 and the Operations Coordinator after Y1 creates Academic and Culture Dashboards and distributes them to the Leadership Team and Grade Team Leaders. Data in each Academic Dashboard includes GPAs, grade averages by course, number of words read, Interim Assessment scores, and state test scores. Data in the Culture Dashboard includes average weekly detentions and scholar dollar paychecks, suspensions, RISE points, and student award recipients. Dashboards allow us to determine which students receive Academic and Behavior RTI, and to monitor data at the weekly level. Dashboard data can be pulled at any time and will be available to all stakeholders, including our CSE and any related service providers.

Academic RTI. Academic RTI is owned by the Head of School in Y1 and 2 and the Dean of Student Services in Y3 and beyond. Students qualify for Academic RTI if they fall into the bottom 10% of the cohort based on grades and interim assessment scores at the end of each instructional cycle. Students in Academic RTI Tier 2 receive weekly group counseling during which students work with the Counselor to reflect on weekly grades, practice strategies for studying, homework completion, asking for help, or focusing in class and creating a community dedicated to academic improvement. All students in Academic RTI Tier 2 have a parent meeting with the Dean of Curriculum and Instruction, and might attend Saturday Academy for the next instructional cycle or receive differentiated Close Reading Mastery and Problem Solving. Students in Academic RTI Tier 3 receive weekly individual academic counseling during which they examine the root cause of low grades and test scores, set weekly goals with the counselor, and practice strategies to improve academic performance. RTI Tier 3 students have a teacher mentor who meets with them weekly to reflect on grades and academic progress; homework support during Elective Clubs; differentiated Close Reading Mastery, Problem Solving, and classwork as needed; and access to Saturday Academy interventions. Parents of students in Academic RTI Tier 3 meet with the Head of School to discuss academic progress and supports.

Behavior RTI. Behavior RTI is owned by the Head of School in Y1, the Dean of School Culture in Y2, with support from the Dean of Student Services in Y3 and beyond. Students who qualify for Behavior RTI fall into the bottom 10% of their grade cohort based on weekly scholar dollar averages and number of detentions earned. Students in Behavior RTI Tier 2 have a parent meeting with the Dean of School Culture, receive weekly group counseling during which they set goals around core values and practice skills for staying focused on instruction in class with the counselor. Grade teams create plans for increased parent communication, relationship building, and investment for all Behavior RTI Tier 2 students. Students in Behavior RTI Tier 3 are students whose behavior has not improved significantly after 6-7 weeks of Tier 2 interventions and need more targeted supports. Grade teams engage in a root-cause analysis and create an individualized action plan. If, after 6-7 weeks of a Behavior RTI Tier 3 intervention, a student's behavior does not demonstrate improvement, grade teams in consultation with the Special Education Coordinator or Dean of Student Services might conduct a formal Functional Behavior Assessment (FBA) which provides a comprehensive analysis of behavior at home and at school

and includes parent, teacher, and student surveys and data on behavior frequency, helping the team to determine setting events, root causes, or triggers that might be contributing to behaviors that distract from learning and support them as they create a more robust intervention plan.

Special Education. All students can and will learn. All students with disabilities are given access to the Free and Appropriate Public Education (FAPE) to which they are entitled and are educated in the Least Restrictive Environment (LRE). All students, including those with disabilities, are going to college; we put structures and supports in place starting on day one to ensure every student has access to the high-quality, college-preparatory education to which they are entitled.

Anticipated Special Education Population. In 2015-2016, 22.2% of students attending schools in CSD 7 and 19.8% of those attending schools in CSD 9 were students with disabilities. We will actively seek to create a school that mirrors our host district; we expect that at least 20% of our students will be students with disabilities. We are committed to educating all students.

Staffing Needs. To ensure all students with disabilities receive all required accommodations, modifications, and individualized instruction as stated on their IEPs, we invest in a robust team of highly qualified special educators. Our special education team ensures full legal compliance, ongoing staff development on how to best meet all learners' needs, development and implementation of high-quality IEPs, and frequent communication and partnership with families on student successes, growth areas, and needs. Starting in Y1, and continuing as the school grows to full scale, each grade team will be comprised of six general educators and two NY State certified or highly qualified special educators. One special educator will be a Literacy Specialist; the other will be a STEM Specialist. Staring in Y1, one special educator will function as a Special Education Coordinator and be responsible for managing the full caseload of students with IEPs, liaising between the CSE and the school, modeling high-quality instruction and best practices, and ensuring students with special needs receive all the accommodations and modifications they need to be successful. By full scale, we will have a Dean of Student Services, a Special Education Coordinator who also teaches full time, and seven special education teachers. This robust staffing model will ensure that all grade teams have at least two special educators, that every student with special needs at our school receives the appropriate supports, and every family of a student with special needs feels informed about the services their child receives.

CSE Collaboration. We will work closely with the CSE in our district and will collaborate with the social workers, psychologists, and special education staff regularly. At the beginning of the school year, we will send the CSE a list of all students on our caseload, and dates by which students need triennial or annual reviews for the year. We will note any students who receive special education services that cannot be provided at the school (i.e. 6:1:1) but whose parents would like to remain in the charter so those cases can be re-opened and revised as soon as possible. We will collaborate with the CSE as we secure speech, OT, PT, audiology, or other related services as required. We will provide the CSE with all necessary, relevant data including state test and interim assessment scores, teacher, behavioral, and related service provider reports in a timely manner. For each IEP meeting at the CSE, the Dean of Student Services or Special Education Coordinator will be available to attend in person, as well as a general educator who teaches the student. In the case of students with IEPs with extreme behavioral challenges, we will notify the CSE of any students at risk for MDRs and send notice immediately upon the 10th day of suspension. We will

work with the CSE to develop a comprehensive FBA and BIP. We will learn from the experience and expertise of our colleagues at the CSE and look forward to a productive relationship.

Special Education Program. To ensure all students with special needs have access to the level of support and individualized instruction they need to meet ambitious academic goals, one advisory section in each grade will be a fully integrated ICT class. Students in that homeroom receive 700 minutes of special education services per day because their Literature, Writing, Close Reading Mastery, Science, Math, Problem Solving, and Cumulative Review courses will be co-taught with one general educator and one special educator. Co-teaching is both targeted and responsive to student needs. Teachers are trained to use parallel, team, and alternative teaching models and both teachers are responsible for being intellectually prepared for each class and for using data to determine co-teaching models and groupings. All students in the ICT class receive daily Guided Reading instruction in small, homogeneous groups. The Literacy Specialist plans and teaches a differentiated course during Close Reading Mastery for any students more than three years below grade level and the Math Specialist plans and teaches a differentiated course during Problem Solving for any students more than three years below grade level in math. We anticipate that some students may benefit from these differentiated courses to catch up with their peers academically. As needed, students will receive work in other courses differentiated by process, product, or content depending on the assignment or individual need. The grade level Literacy Specialist will develop and deliver this differentiated work for Literature and Writing classes, and the grade level STEM Specialist for Science and Math classes. Co-teachers will meet weekly for at least 45 minutes and daily for at least 15 minutes to review lesson plans for the upcoming week, align on student goals and feedback, and norm on exemplar responses and potential student misconceptions. In addition to weekly co-teacher meetings and daily check-ins, co-teachers meet formally daily for 50 minutes during Student Work Analysis to grade student work, create instructional next steps, and action plan for individual students; 45 minutes of professional development time each week is also allotted to looking at data and practicing lessons for the week ahead in co-teacher pairs and content teams during our Intellectual Preparation session.

Record Keeping and IEP Distribution. Physical copies of all IEPs, teacher and related service progress reports, results of psychosocial evaluations conducted as part of triennial reviews, FBAs or BIPs developed as part of an IEP, and other related documentation will be kept in a locked filing cabinet in the Main Office, accessible only to the Head of School and Dean of Student Services. At the beginning of the school year, any time a new student with an IEP begins attending, and after each annual or triennial review, teachers will have access to physical copies of IEPs during Grade Team Meetings. Teachers will be trained in best practices for reviewing IEPs by the Special Education Coordinator or Dean of Student Services, grade level special educators will create "IEPs at a Glance," or brief overviews of the educational program, services received, and necessary accommodations for all students with IEPs in their grade. Grade level special educators, with oversight from the Dean of Student Services are responsible for the faithful implementation of all services and accommodations as noted on each student's IEP.

Child Find. We identify students who quality for special education services and ensure they receive those services starting on the first day of school. Our Student Enrollment Form has a clear location for parents to identify if their child has an IEP or has received special education services

in the past. Our Special Education Coordinator in Y1 and Y2, and Dean of Student Services after Y2, actively search for any students identified as having an IEP or previously having had an IEP in both SESIS (Special Education Student Information System) and ATS (Automate the Schools) to ensure all students new to our school who receive special education services have been identified. In addition, we identify any child who might be in need of special education services. Through our Academic Response to Intervention (RTI) program, we closely track and monitor all students' progress who receive academic interventions. Any students in the bottom 10% academically of the grade-level cohort after each instructional cycle are moved to Academic RTI Tier 2, where they receive additional academic supports such as differentiated work, Saturday Academy, HW support, or counseling. If, with additional supports, students are still in the bottom 10% academically after the next instructional cycle, they are moved to Academic RTI Tier 3, where they receive more intensive supports. If after another instructional cycle, students are still not growing at a rate comparable to their peers, and the family consents to testing, the Dean of Student Services or Special Education Coordinator might submit a referral for special education to the CSE. This process ensures all students who might need additional supports are identified and given appropriate services without unintentionally over-classifying students as students with disabilities if other factors are at play. Collecting, monitoring, and acting upon RTI data is the responsibility of the Dean of Student Services with oversight from the Head of School.

504 Plans. In accordance with the Individuals with Disabilities in Education Act (IDEA), we provide all accommodations and services to any students who require them under Section 504. There is a location on our Student Information Form for families to indicate if their child has or has had a 504 Plan in place at a previous school. We work closely with families of students struggling at school to determine if accommodations under Section 504 might be appropriate. The Special Education Coordinator meets with families, writes 504 plans, ensures consistent implementation of 504 Plans, and monitors student progress towards goals.

Related Services. We ensure all students who receive related services as part of an IEP or 504 plan have access to high-quality services throughout the school year. We provide counseling services at school, and plan to partner with the CSE to find high-quality speech, occupational therapy, physical therapy, audiology, paraprofessionals or other related services as required. The Special Education Coordinator in Y1 and Y2 and Dean of Student Services in Y3 and beyond secures service providers through the CSE, creates service schedules, trains service providers in school-wide systems, and serves as the primary contact for all related services providers.

Progress Monitoring and Communication with Families. We measure results, not intentions, and we pay close attention to the academic and behavioral results of our students with disabilities. Data for students with IEPs is analyzed at the daily, weekly, and unit levels. Daily, all students with IEPs and 504s receive feedback on their classwork, and instruction is adjusted and individualized the next day to ensure mastery or progress towards goals. Each week, students take a weekly quiz in ELA and Math, and data is parsed for sub-group analysis by the grade level ELA and Math teachers, and Literacy and Math Specialists. Teachers use weekly quiz data to intervene or re-teach. After each Interim Assessment, teachers analyze data by sub-group and create action plans to ensure all students with IEPs are growing as quickly or more quickly than their general education peers and are on track towards grade level indicators and mastery of IEP

goals by their next annual review. Each school year, the Special Education Coordinator and Dean of Student Services, in conjunction with special educators and general education teachers, set up in-person meetings with all families of students with special needs before the end of October, during which staff members ask families what instructional and behavior management techniques have been effective or ineffective for their child in the past, what makes their child the most successful, and what supports need to be in place at the beginning of the school year in order to ensure success. Beginning of the year meetings with families set a strong tone for family communication and engagement that continues throughout the school year. Parents receive weekly Progress Reports with their child's current grade in all courses, daily HW texts or emails about HW completion, and IEP Progress Reports at each Report Card Afternoon.

English Language Learner Supports. We believe that all students can and will achieve at high-levels, regardless of socio-economic status, home language, zip code, or race. In 2015-2016, ≈ 70% of students attending schools in CSDs 7 and 9 were Hispanic and ≈ 20% were ELLs. We strive for our student community to mirror that of our host district as closely as possible and anticipate a population that is ≈ 20% ELLs. As such, we will structure our staffing model and instructional program to ensure that all students have the supports in place that they need to be successful.

Staffing. To best educate our ELLs, we will have a NY State certified, full-time ESL teacher starting in Y1. By Y4, we will have an ESL Coordinator who also teaches full time, and an additional full time ESL teacher. One ESL teacher will manage the caseload, create materials, and provide ESL instruction to students in grades 5 and 6; the other ESL teacher will manage the caseload, create materials, and provide ESL instruction to students in grades 7 and 8.The ESL Coordinator will plan and execute full staff PD on best practices for working with ELLs, meet with and ensure consistent communication with all families of students receiving ESL services, work with the Director of Operations to ensure all communication that goes home to families is in both Spanish and English, and execute all ESL-specific testing and progress monitoring.

Staff Development. Ensuring all staff are trained in best practices for educating ELLs is a priority at Emblaze Academy. At Beginning of Year PD, all staff receive annual training on strategies for working with ELLs including: increased opportunities for discourse and discussion, sentence starters, verbal prompting, visuals, increased wait time after asking questions, front-loading unfamiliar vocabulary, and strategic seating in partner pairs. Throughout the school year, the ESL Coordinator leads teacher trainings, observes and provides feedback on implementation of best instructional practices, and provides the team with data about the academic progress of ELLs.

Identification. Our team will know who our ELLs are as soon as possible at the beginning of the school year so we can begin to provide targeted academic supports as early as possible. Our ESL teacher in Y1-Y3 and ESL Coordinator in Y4 and beyond works with the Operations Team to identify any families who indicated on the Student Information Form that their child is an English Language Learner. Our team cross-references the list of students who have been identified by their parents as receiving ESL services with students identified as ELLs in ATS.

Assessment. Any students new to the country or attending a public school in NYC for the first time are administered a Home Language Survey. If the family identifies that a language other than English is spoken at home, the student is given the NYSITEL to determine proficiency in

English. If a student qualifies for ESL services based on their NYSITEL score, the parent is immediately notified and ESL services begin. In addition to assessments that all Emblaze Academy students take, including exit tickets, weekly quizzes, IAs, and the NY State Exams, students receiving ESL services take the NYSESLAT exam at the end of each school year. The NYSESLAT assesses proficiency in reading, writing, and speaking in English. After administered, all students receive a score of Entering, Emerging, Transitioning, Expanding, or Commanding.

Services Provided. The level of support that students who qualify for ESL services receive depends on their proficiency in English as determined by their NYSESLAT score. Students who score in the Entering range receive intensive services including daily small group ESL instruction during Close Reading Mastery, phonics instruction during Guided Reading, differentiated materials in all classes, some materials translated into the home language, Saturday Academy instruction, and additional tutoring. Students who score in the Expanding range receive fewer services, such as one to two periods per day of push-in support. The level of support and degree to which students receive scaffolded materials or differentiated instruction is determined by the ESL Teacher and ESL Coordinator in conjunction with grade level teachers.

Evaluation of Services Provided. Yearly effectiveness of ESL services is determined by growth on the NYSESLAT; formative assessments are used throughout the year to determine progress towards goals in reading, speaking, listening, and writing. Reading progress is measured by F&P assessments, given to ELLs three times per year. Progress in writing is measured by scores on end-of-unit process-based writing in Writing class and On Demand Essays on the Writing IAs at the end of each six-week cycle. Progress in speaking is measured by growth on practice NYSESLAT assessments administered by the ESL teacher during ESL pull-out groups every six weeks. The ESL Coordinator is responsible for parsing out sub-group data for all ELLs at the end of each six-week instructional cycle and reporting data to the team on Data Days. The ESL Coordinator leads data-driven sessions during Friday PD throughout the year to train teachers in best-practices to address any instructional gaps that exist among ELLs. The Dean of Student Supports is the instructional coach for the ESL Coordinator and ESL teacher and provides each teacher with weekly lesson plan feedback, live coaching, written observation feedback, and weekly coaching.

Communication with Parents. Families are partners; we ensure that all families can access and understand all forms of home-school communication throughout the school year. As we anticipate that the primary language other than English spoken by our families will be Spanish, all written communication sent home will be in both English and Spanish, all robo-calls will be in English and Spanish, all staff members who work in the Main Office will be fluent in English and Spanish, and translators will be available at all family events to ensure that parents who do not speak English can communicate effectively with all teachers. Translation in other languages will be provided as needed.

Gifted and Talented Students. Challenge and support are at the core of who we are instructionally. We prepare students to compete academically with their peers in NYC and across the country for seats in competitive high schools and colleges. Part of that preparation is consistently challenging our highest performing gifted and advanced students. Four times per week, all students receive Close Reading Mastery, a course in which students are challenged with above grade level texts daily. Gifted and talented students will navigate the texts independently

and push each other's' thinking around annotations and written responses. Students take Problem Solving four times per week during which they are challenged to solve the highest level word problems aligned to grade level standards and integrate skills from across courses and grade levels. We plan to offer Elective Clubs such as coding and speech and debate that will push our gifted and talented students to excel in problem solving, reasoning, and technology.

C. Achievement Goals

As detailed in Sections **D** and **F** of this petition, we anticipate that our student population will closely mirror our host district of CSD 7 or 9. We expect that ≈ 92% of our students will qualify for free or reduced price lunch, 30% will be Black, 70% will be Hispanic, 21% will be students with disabilities, and 19% will be ELLs. Currently in CSDs 7 and 9, ≈ 20% of students are meeting grade level standards in English Language Arts and 17% are meeting grade level standards in math; ≈ 43% of students are significantly below grade level in English and 52% are significantly below grade level in mathematics. As described in **D. Assessment System**, we will monitor academic data at the daily, weekly, unit, and yearly levels through daily Student Work Analysis, weekly quizzes, Interim Assessments, and yearly End of Course and New York State Exams. To ensure ongoing progress monitoring of all goals, each goal will have an owner on the Emblaze Academy Leadership Team who is primarily accountable to meeting or exceeding the yearly goal. In weekly data check-ins with the Head of School, Deans, and the Director of Operations will report on progress towards goals, action plans, and next steps to ensure that all yearly goals are met or exceeded. Progress towards each goal will be reported out to the full staff at Data Days and to families at the end of each Trimester through the Family Newsletter. As described in **D. Evaluation**, the Board will monitor progress towards the benchmarks detailed in the NYSED Charter School Performance Framework[29] below, as well as overall legal, fiscal, operational, and administrative compliance and effectiveness through data dashboard analysis at committee and full board meetings, and regular internal and external audits. The results of internal and external audits will be reviewed regularly by our Board of Trustees.

BENCHMARK 1 INDICATORS

(1a)	ESEA Accountability Designation of Reward or Good Standing
(1b)	Students perform at least one standard deviation above the mean based on comparison of the performance of all schools in NYS with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities and English language learners. Performance is based on schools' aggregate proficiency compared to the NYS average on 3-8 ELA and mathematics assessments.
(2a) i	At least 75% of total tested students in the school maintain a proficient testing level or trend toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of all students in the school compared to each student's previous year's test scores.
(2a) ii	At least 75% of subgroups of students in the school maintain a proficient testing level or trend toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of students in the school who are economically disadvantaged, students with disabilities, and English language learners, compared to each student's previous year's test scores.
(2b) i	Among all students tested, the % of students who score proficiently on 3-8 state assessments for all students at the school level meets or exceeds the district average.

[29] http://www.p12.nysed.gov/psc/documents/CharterSchoolPerformanceFrameworkNovember2015.pdf.

(2b) ii	Among all subgroups tested, % of students who score proficiently on 3-8 state assessments by subgroup at the school level compared to the subgroup meets or exceeds the district average. Includes students who are economically disadvantaged, students with disabilities and English language learners.
(2c) iii	Among each grade level of students tested, % of students who score proficiently on 3-8 state assessments for all students by grade level meets or exceeds the district average.

BENCHMARK 2: TEACHING AND LEARNING

Curriculum	
(a)	The school has a documented curriculum that is aligned to the CCLS.
(b)	Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.
(c)	Curriculum is aligned horizontally across classrooms at same grade level and vertically between grades.
(d)	Curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
(e)	The curriculum is systematically reviewed and revised.
Instruction	
(a)	The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.
(b)	Instructional delivery fosters engagement with all students.
Assessment and Program Evaluation	
(a)	The school uses a balanced system of formative, diagnostic and summative assessments.
(b)	The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
(c)	The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
Supports for Diverse Learners	
(a)	The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.
(b)	The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT

Behavior Management and Safety	
(a)	The school has a clear approach to behavioral management, including a written discipline policy.
(b)	The school appears safe and all school constituents can articulate how the school community maintains a safe environment.
(c)	The school has systems in place to ensure that the environment is free from harassment and discrimination.
(d)	Classroom environments are conducive to learning and generally free from disruption.
Family Engagement and Communication	
(a)	The school communicates with and engages families with the school community.
(b)	Teachers communicate with families to discuss students' strengths and needs.
(c)	The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.
(d)	The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among families, students and school constituents.
Social-Emotional Supports	
(a)	The school has systems or programs in place to support the social-emotional needs of students.
(b)	School leaders collect and use data to track the social-emotional needs of students.
(c)	School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

BENCHMARK 4: FINANCIAL CONDITION

Near-Term Indicators		Sustainability Indicators	
1a	Current Ratio	**2a**	Total Margin
1b	Unrestricted Days Cash	**2b**	Debt to Asset Ratio
1c	Enrollment Variance	**2c**	Debt Service Coverage Ratio
1d	Composite Score		

BENCHMARK 5: FINANCIAL MANAGEMENT

1	The school has an accurate and functional accounting system that includes monthly budgets.
2	The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3	The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4	The school has and follows a written set of fiscal policies.
5	The school has complied with state and federal financial reporting requirements.
6	The school has and is maintaining appropriate internal controls and procedures.
7	The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE

1	The board recruits and selects board members with skills and expertise that meet the needs of the school.
2	The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.
3	The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.
4	The board regularly updates school policies.
5	The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.
6	The board demonstrates full awareness of its legal obligations to the school and stakeholders.

BENCHMARK 7: ORGANIZATIONAL CAPACITY

School Leadership	
(a)	The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning
(b)	Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.
(c)	The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
(d)	The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
Professional Climate	
(a)	The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.
(b)	The school has established structures for frequent collaboration among teachers.
(c)	The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.
(d)	The school has systems to monitor and maintain organizational and instructional quality— which includes a formal process for teacher evaluation geared toward improving instructional practice.
(e)	The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.

BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS

1	School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.
2	The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION

1	The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.

If enrollment and retention targets are not met:

1	The school is making regular and significant annual progress towards meeting the targets.
2	The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.
3	The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

BENCHMARK 10: LEGAL COMPLIANCE

1	The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.
2	The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.
3	The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

D. Assessment System

We begin with the end; assessments and data drive instruction at the daily, weekly, unit, and yearly levels. We track and respond to data frequently and strategically. We know student performance levels, which students have mastered which standards, and who needs review, and leverage school systems and structures to fill in instructional gaps, remediate skills, and review and spiral skills and content. We use yearly, unit, weekly, and daily assessments to adjust instruction, meet all students' needs, and ensure all students achieve academic success. The vision for assessments and response to data is owned by the Head of School and executed by the Deans of Curriculum and Instruction and teachers. Each week, the Director of Operations in Year 1 and the Operations Coordinator thereafter creates an Academic Dashboard that reports key academic performance indicators such as GPAs and course grades, reading levels, weekly quiz results, and IA results. This dashboard is made available to the full Leadership Team each week, is discussed at weekly Academic Team meetings, and presented to the Board's Academic Achievement Committee monthly. The Academic Team owns the response to data, teacher coaching, professional development, and action planning for struggling teachers, courses, advisories, and students at the school level.

Daily Assessments. We believe in the power of individualized feedback. Every day, all teachers have 50 minutes of time built into their schedule to grade daily student assessments, or exit

tickets, identify trends, plan an instructional response, and if applicable, leverage a co-teacher, special educator, or instructional support to ensure that students never go longer than 24 hours with a misconception about academic skills or content. Because teachers have time built into their schedules each day for student work analysis, every student gets individualized feedback on every assignment every day. Constant cycles of feedback lead to quick improvement and help to create the ambitious, invested culture our school community values so deeply. Data from daily assessments is entered into gradebooks daily and constantly available online to families through our gradebook portal and printed and sent home in Achievement Packets each Friday.

Weekly Assessments. Each Friday, students take a quiz in Literature and Math aligned to previously-taught standards and mimics the rigor, language, and pacing of the New York State Exams. Weekly quizzes are graded on a 1-4 scale, similar to the New York State Exams, and teachers track data by overall score and standard each week. Teachers grade the quizzes before students leave the building on Fridays, and all quizzes must be signed by a parent and returned to school on Monday with weekly behavior and academic reports. Weekly quiz data serves as a form of formative assessment between unit tests where teachers determine if students are mastering standards or question types on which they previously struggled and as a summative assessment of standards or question types covered in class that week. Students consistently scoring below proficient on weekly quizzes are invited to Saturday Academy, receive targeted interventions during the school day, and are prioritized for feedback during class.

Semi-Annual Assessments. Each year, students take the nationally normed NWEA-MAP assessments in Reading and Mathematics three times, administered at the beginning, middle, and end of the year. In addition to comparing the performance of our students to their peers nationally, this computer adaptive assessment reports student reading and math levels, and provides the team with the data needed to create intervention groups in reading and math and measure growth and absolute performance. Students also will be assessed on Fountas & Pinnell (F&P) to determine their A-Z reading level three times per year, at the beginning, middle, and end of the year. F&P data will be used to group students and measure growth and absolute performance, and will be used to set individualized goals for students to work towards during Guided Reading. Students will be tested on F&P assessments until their independent and instructional reading levels are identified, and the primary lever that will drive student success in reading has been determined. Primary levers include: reading rate, accuracy, prosody, literal comprehension, and inferential comprehension. Teachers work with students on individualized reading goals daily in Guided Reading. In each course, students take an Interim Assessment (IA) at the end of each six-week instructional cycle. IAs are created before the beginning of the school year by the Head of School and Dean of Curriculum and Instruction. During the school year, data from IAs is used to determine which students are proficient on which standards, what content and skills need to be re-taught whole group, which content needs to be spiraled into the next units for more practice, and which individual students need small group re-teaches or review. Teachers grade IAs within two days of the exam and spend a full day of PD after each instructional cycle analyzing data, determining whole-group and sub-group trends, creating action plans, and revising instructional materials to respond to the needs of their students. IA, NWEA-MAP, and F&P scores are sent home in Achievement Packets at the end of each instructional cycle.

Annual Assessments. At the end of each school year, on a timeline as determined by the NYC Department of Education, all students participate in the New York State Exams in English Language Arts and Mathematics. Data from this assessment is used year over year to: determine growth; create homogeneous and heterogeneous student groupings at the beginning of the year; and plan proactive interventions for students performing below proficiency. At the end of each school year, students take a cumulative End-of-Course (EOC) Exam in each core subject area. EOCs are created by the Head of School or the Dean of Curriculum and Instruction. Each year, assessments are revised based on data from the previous year's cohort, instructional changes at the unit level, or updates to standards or state-wide expectations. Students are assessed on the skills and content learned over the course of the year in each content area. Results from annual assessments from the previous year are distributed to families at Data Night.

E. Performance, Promotion, and Graduation Standards

Our mission is to serve the most at-risk students; we partner with students and families proactively so we do not have to non-promote. When we do retain a student, we are explicit about the reasons why another year in the same grade will be in the student's best interests.

Promotional Criteria. Our primary focus is preparing all students to thrive in high school; our promotion criteria are based entirely on academic performance. Students might not be promoted to the next grade if they score a low 1 on any state test, or if they fail two or more of the following: Math, Literature, Writing, History, Science. The NY State Exam is a fair and accurate measure of grade level proficiency in ELA and Math; course grades show a comprehensive picture of a student's academic progress and effort over the course of a year. Students who accumulate 15 or more absences in a year (5 tardies and/or early dismissals count as one absence) per year and who have failed one or more core course for the year may be retained.

Course Grades. Students must score 70% or higher in a content area to earn a passing grade of a "C" or above; a score below 70% is an "F" failing grade. The minimum grade for a trimester is 55%. This gives students the chance to pass for the year after one trimester with low grades. The Head of School, Dean of Student Services, and Deans of Curriculum and Instruction formally review scholar grades school-wide at six points throughout the year (mid-trimester and end-of-trimester) to determine those students who are "promotion-in-doubt" due to two failing grades. A member of the Leadership Team communicates with families through mail and at in-person meetings around promotion, and grade teams work to develop Academic RTI action plans to support students consistently failing core courses. Students with IEPs will be held to standard promotional criteria unless their IEP indicates their promotional criteria is modified. Teachers grade students with IEPs using a standard scale, though students with IEPs must receive extended time and differentiated work as mandated by their IEP to ensure their academic needs are met.

Promotion in Doubt Monitoring Systems. Strong on-going communication between school, families, and students is essential to ensuring that students are making the necessary progress to move to the next grade. There are several systems in place at Emblaze Academy to ensure proactive school-home communication occurs.

Monitoring of Gradebooks. At least twice per month, teachers and their instructional coaches receive an individualized grade breakdown from the Operations Coordinator. This report shows

the number of students receiving a grade (A, B, C, F) in that content area. Teachers review this information regularly, and bring any questions or requests for support to their next coaching meeting. This system ensures that gradebooks are up-to-date on-going and every teacher has a clear picture of which students are failing a content area.

Progress Reports. Progress Reports are sent home weekly in Achievement Packets on Fridays to families through student mailboxes. Students return the Progress Report back signed by the following Monday and earn Effort Academy[30] for failing to turn in the signed Progress Report. The Operations Coordinator will monitor Progress Report return and the Behavior Interventionist will follow-up with the families of any scholars who are not consistently returning their Progress Reports to ensure there is a solid line of communication.

On-Going Parent Communication. Teachers communicate with families frequently regarding student academic progress. At the mid-point of each Trimester and two weeks before the end of each Trimester, teachers call home for any student receiving a failing grade in that content.

Promotion-in-Doubt Meetings. Any student who fails more than one course for the Trimester and is in danger of not being promoted, will meet with a Leadership Team Member during that Trimester's Report Card Afternoon. At this meeting, the Leadership Team Member will review the report card with the parent and scholar, review samples of student work or other data, explain our promotional policies in person, and work with the parent to put key next steps in place to put the scholar on track for promotion. The Dean of Student Services will send out a PID list each Trimester to the full team and coordinate this meeting process for the school.

Exit Standards. Emblaze Academy 8th grade Exit Standards are available in **Attachment 3**.

F. School Schedule and Calendar

Teachers are expected to be at school from 7:00am-4:30pm each day. Each morning starts with a 15-minute staff huddle during which the Head of School makes quick announcements and teachers spend at least five minutes practicing a skill such as giving directions, celebrating student responses, positively narrating student behavior, or pushing for active listening depending on school-wide professional development pushes.

Monday-Thursday Schedule. Literature, Writing, History, Close Reading Mastery and Guided Reading occur before lunch, and Math, Science, Physical Education, Problem Solving, and Cumulative Review take place after lunch. This ensures that teachers have consecutive planning time and can frequently collaborate and meet with each other. As we grow to full scale, department team, coaching, and co-teacher meetings will be scheduled during common planning times. Content area teachers teach three 50-minute blocks and two either Guided Reading, Close Reading Mastery, Problem Solving, or Cumulative Review blocks. Special educators co-teach two 50-minute blocks and teach four interventions. All teachers have at least 50 minutes built into their schedule daily for Student Work Analysis (SWA) during which they grade exit tickets from that day (Literature, Writing, History, and Close Reading Mastery) or from the day before (Math, Science, Problem Solving) and analyze trends in student work, create action plans to fill in

[30] Students who do not complete their homework, or who do not show full effort on their classwork attend Effort Academy instead of their Elective Club at the end of each school day.

instructional gaps, and prioritize students for additional feedback or re-teaches. Teachers note if any students did not show full effort on their exit tickets or turned in unprofessional work. Any students with missing HW assignments, or who have been identified by their teachers as not showing full effort in class are not allowed to attend their Elective Clubs at the end of the day, and instead attend Effort Academy. In addition to SWA, teachers have approximately three hours of consecutive planning time each day during which they contact families, meet with their instructional coach or co-teacher, plan lessons, grade student work, or complete administrative tasks. In total, students receive 400 minutes of instruction daily, including 150 minutes of literacy and 100 minutes of math. From 3:30pm to 4:15pm every day, students who have completed their homework and shown full effort in class all day attend their Elective Clubs, which are taught by teachers and include speech and debate, dance, foreign language, financial literacy, chorus, and art. Students select their own electives and can change electives each trimester if they desire. The Monday through Thursday Student Schedule is available in **Attachment 4a.**

Friday Schedule. Our instructional day is shortened to 7:15am-1:00pm and teachers participate in PD from 1:30pm-4:15pm. On Fridays, ELA and Math teachers give a quiz and then have time blocked in their schedules to grade the quizzes, create a data-driven plan for the week to address student misconceptions, re-teach standards, or pull students for additional interventions. Students receive graded quizzes in their mailboxes on Friday afternoons. Writing, History, and Science teachers teach three 45-minute blocks. Special educators administer a quiz and co-teach one 45-minute block. All teachers attend Community Circle from 11:40am-12:10pm. Community Circle is led by the Head of School. During this time, each grade discusses issues related to community and teachers distribute awards to students for demonstrating academic achievement, growth, or strong character. After Community Circle, teachers work with their advisees in Family Meeting from 12:10pm-12:30pm. During this time, advisors set goals with their advisees based on their Achievement Packets. All teachers are on for Friday PM HR and dismissal from 12:30pm-1:15pm. On Fridays, students receive 215 minutes of instruction and 110 minutes of intentional community building. The time for community building that we have built into our schedule on Fridays drives intentionally at our mission of creating an invested, ambitious school community. The Friday Student Schedule is available in **Attachment 4a.**

Annual School Calendar. We use our school calendar to operationalize our beliefs about student achievement and family engagement. The annual school calendar is available in **Attachment 4c.**

Extended School Day and Year. Research shows that extended time for learning leads to increased academic achievement in literacy and math, and social-emotional skill development, particularly among students at risk of academic failure.[31] We have an extended school day and year; our students attend school from 7:15am-4:15pm, the equivalent of 21,720 extra minutes and 362 hours of additional instruction per school year compared to the NY Average.[32]

31 Kidron, Yael, and Jim Lindsay. The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review. Rel 2014-015.

32 "Average Number of Hours in the School Day and Average Number of Days in the School Year for Public Schools, by State: 2007–08." Average Number of Hours in the School Day and Average Number of Days in the School Year for Public Schools, by State: 2007–08. National Center for Education Statistics, n.d.

Trimesters. Our school year is divided into three trimesters. Two instructional units, approximately six weeks in length, are taught in each trimester, and students are assessed on skills and content at the end of each instructional unit. Research shows that students who attend schools that frequently assess and use data to drive decisions demonstrate increased academic outcomes.[33] All students have their reading levels assessed using Fountas and Pinnell three times per year. Students receive mid-trimester progress reports after each instructional unit, and report cards at the end of each trimester.

Saturday Academy. Throughout the school year, 15 Saturdays are scheduled for additional practice and small group instruction for subsets of students. The 15 days are divided into five cycles corresponding to instructional and assessment cycles. For example, the first cycle begins after Beginning of Year testing; any students below proficient in mathematics are invited to a three-week Saturday Academy intervention. At Data Days, teachers use assessment results to select students who would benefit from Saturday Academy. All teachers teach at least one cycle of Saturday Academy each year.[34]

Family Events. Students who have parents involved at school are more likely to earn higher test scores, pass their classes, have higher attendance, demonstrate better social skills, and go on to post-secondary education than their counterparts with parents who are not involved.[35] At Emblaze Academy, families are partners; we provide ample opportunities throughout the school year for families to engage with our school community. Each month has at least one parent event scheduled. In September, we host Back to School Night, in which parents meet their child's teachers and receive syllabi and course overviews. In October, after Assessment Cycle 1, parents attend Data Night in which they review their child's reading and math growth, and scores on the first Interim Assessments. In November, we host a Thanksgiving Potluck Dinner to which families are invited to bring in a dish to pass and share a meal. At the end of the first trimester, in December, families come to school for Report Card Afternoon during which they receive their child's trimester one report card and meet with teachers. In January, we host an information night about the NY State Exams and what parents and students can do to begin to prepare. Literacy Night and our Book Fair take place in February; in March, parents come to the school for STEM night. In May, we invite families to our Field Day competitions; in June, we hold our Emblaze Academy Carnival. We hold monthly Cafecitos at which parents are invited to hear an update from the Head of School, learn a new way to support at home, and discuss any concerns.

Staff Professional Development (PD). We believe that high-quality instruction is a primary driver of student achievement; this mindset is operationalized through the significant amounts of time allotted for staff development in our annual calendar. Each school year, 25 full days are set aside exclusively for staff development. At the beginning of the year, staff meets for 17 days of trainings focused on systems and structures, behavior system norming, curriculum internalization and development, practice-based lesson execution, and best instructional practices – all to lay the foundation for a strong school year. After each unit assessment, staff have a full Data Day, during

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33 Protheroe, Nancy. "Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers." *Educational Research Service*, n.d.

[34] As included in the budget, teachers receive a stipend for teaching Saturday Academy and Summer Academy.

35 "Research Spotlight on Parental Involvement in Education." National Education Association, n.d.

which they analyze assessment data, including sub-group trends, question and error analysis, and standards-based performance, and make action plans to re-teach whole group or small subsets of students to ensure all students master skills and content. Each Friday, students are dismissed at 1:00pm and staff engages in PD from 1:30pm to 4:15pm focused on student culture and investment, practice-based lesson execution, and instructional best practices.

G. School Culture and Climate

Emblaze Academy actively works to build an invested and ambitious school community. We know that our students can meet our high expectations, so we hold them accountable for demonstrating core values and developing the academic and character habits that will allow them to thrive academically and socially in high school and college. We believe that structured, predictable learning environments that are consistent school-wide and across classes, and which provides targeted supports for all learners, allow students to focus on instruction and excel academically, and is shown to be particularly effective for students with special needs. We will consistently use objective measures to evaluate our school culture and ensure an environment that is free from discrimination and harassment. Each week, the Director of Operations in Year 1 and the Operations Coordinator after Year 1 will create and distribute a Culture Dashboard which contains key school culture performance indicators such as the number of students with lunch detention, Friday Extension, and Effort Academy each week, homework completion percentages, number of send-outs by grade, cohort, and teacher, and suspension percentages. The Culture Team will use this data each week to action plan, problem solve, and support individual teachers and plan professional development. In addition, the Dean of School Culture will conduct weekly walkthroughs with Grade Level Chairs to inform grade-wide culture pushes and be available to provide additional support and coaching to new teachers.

Core Values. Our **RISE** core values of Respect, Initiative, Scholarship, and Effort are the character traits that we explain, model, teach, reinforce, and grow in our students to prepare them for the rigors of competitive high schools and colleges. Our core values are explicitly taught to students during Student Orientation and explicitly taught to families during Families Academy. Teachers use the values daily in their lessons and students receive frequent individual and whole class feedback on the values so they learn to internalize their meaning in real world context. **Respect**. Students are respectful of their classmates, teachers, and community. We value kindness, patience, tolerance, and acceptance of those who look, act, think, learn, or celebrate differently than us. We respect our classroom environment by keeping our homerooms, desks, and personal belongings clean and organized. We respect our community by demonstrating our values outside of school and wearing our uniforms proudly in the community. **Initiative.** Students show initiative by going above and beyond. We demonstrate intellectual curiosity and zest for learning. We participate frequently in class and are not afraid to take academic risks. We ask teachers for support if we are confused, call friends for help with HW, and work proactively to self-manage our time to study for tests or complete longer assignments. Students volunteer to take on leadership roles in class, during electives, and in the community. **Scholarship.** Every student has the same goal: to prepare to thrive in high school and graduate from the college of their choice. We set ambitious academic goals and work hard to reach them. Students read 1,000,000 words per year and complete HW every night. We know our reading and math levels and work hard to

improve. We monitor our grades in all courses and aim to attain GPAs greater than 3.0 in every trimester. **Effort.** We have a growth mindset. We know that hard work pays off and that academic and character success is within our locus of control. We do not take shortcuts and do our best work on all assignments. When faced with a challenging task, we persevere and know that it is okay not to know an answer, but it is not okay not to try. We are at school on time, in uniform every day, and complete all assignments to the best of our ability. We hold ourselves accountable to meeting our true potential.

RISE Points Class System. Students are held accountable to and rewarded for working as a team and upholding our **RISE** (Respect, Initiative, Scholarship, and Effort) core values. At the end of each class period, the teacher gives the class feedback based on how well they worked as a team to uphold core values. For each value that 100% of the class upheld throughout the entire class period, the class gets a point. Each section can earn four points per class period (Literature, Writing, History, Close Reading Mastery, Guided Reading, Math, Problem Solving, Cumulative Review, Science, and Physical Education) and up to 40 points per day. Points are publicly tracked in the classroom and teachers frequently ask students to reflect on what they are doing well as a team and where they can improve and to set goals based on **RISE** points. A tracker hangs in the hallway, is updated daily and lists the number of points that each homeroom advisory has earned for the week. Each Friday at Community Circle, the homeroom with the most **RISE** points for the week is recognized. Monthly, homerooms compete against each other for prizes such as dress down days, pizza lunch, no HW nights, or extended recess. **RISE** points help students internalize the importance of teamwork, supporting their peers, setting goals, and collaboration.

Individual Scholar Dollar Paycheck System. Students are held accountable for meeting school-wide expectations and upholding core values through a scholar dollar paycheck system. Students earn $20 scholar dollars for every day that they attend school, merits (or +$2 scholar dollars) for demonstrating core values, and demerits (or -$2 scholar dollars) for failing to uphold school values. Each week, as part of Achievement Packets distributed every Friday, students receive a scholar dollar paycheck that details all merits and demerits earned for the week, and breakdown of all merits and demerits in each core value category. Scholar dollar checks need to be signed by parents weekly; students complete reflections and set goals based on their scholar dollar checks during Family Meetings. If scholar dollar checks are not returned signed by Monday, students earn Effort Academy and are not permitted to attend their elective club.

Figure 2.12: Merits and Demerits by Core Value

Core Value	Example Merits	Example Demerits
Respect	Teamwork Kindness Organization	Disrespect to peer Disrespect to teacher Disrespect to property
Initiative	Participation Leadership Taking a risk	Off task Talking during silent time Cheating/Plagiarism
Scholarship	Intellectual curiosity Mastery on assessments Growth on assessments	Missing/ incomplete assignment Unprepared for class Not following directions
Effort	100% Homework Completion Hard work	Late to school Low effort

	Perseverance/Resilience	Disengagement

Communication to Parents, Students, and Staff. During Family Academy in July, all parents learn how the merit/demerit system functions, how to analyze scholar dollar paychecks and reflect on behavior with their child, the consequences and rewards that students earn based on scholar dollar paychecks, and the expectations for weekly parent signatures to confirm receipt. Each Monday, signed scholar dollar paychecks are checked by homeroom teachers; families of any students missing a signed paycheck receive a text or email that the signed paycheck is missing. During three weeks of Summer PD, teachers are trained on our behavior management system and best practices for assigning merits and demerits. Teachers practice assigning rewards and consequences during professional development during Summer PD and throughout the school year to ensure our team is normed and students experience consistency. Behavior expectations and how school-wide behavior system functions are taught to students during Student Orientation in August. Students learn school wide systems such as breakfast and lunch routines, break procedures, expectations for tracking, passing papers, listening to peers, HW and classwork effort and completion, posture and professionalism, and teamwork and collaboration with peers. Students internalize the **RISE** values, learn about the different merits and demerits that can be earned, and earn practice merits and demerits so they are prepared on the first day of academic instruction. Students also learn to track their own behavior, analyze scholar dollar paychecks, and set short term and long term goals to develop the character skills needed to thrive in high school.

Rewards and Consequences. In life, everything is earned. Students who work hard and demonstrate our core values earn rewards; students who make choices in conflict with our core values earn consequences. Each Friday, all students can purchase items from the school store with their scholar dollars during lunch. Students can purchase items like shoe passes, special lunches with teachers, school supplies, and Emblaze Academy clothing. The Scholar Dollar Store is owned by the Dean of School Culture and executed by the Behavior Interventionist. Each Friday, any students earning $100 scholar dollars or more for the week can wear an Emblaze Academy or college t-shirt to school instead of their uniform shirt. each month, all students with an average of $85 scholar dollars or more each week for the month are invited to a fun after-school event led by the Dean of School Culture and Behavior Interventionist. At the end of each school year, each grade goes on an overnight trip to a college or university. In addition to attendance, teacher recommendations, and grades, a scholar dollar average of $85 or higher per week is one of the qualifications that students must meet to attend the trip. Every day during lunch, students ending the previous day with fewer than $15 scholar dollars serve lunch detention. Students who have lunch detention eat lunch in a silent section of the cafeteria, reflect on their behavior from the previous day, and set goals for themselves for the next day. Any students earning fewer than $75 scholar dollars for the culture week (Friday-Thursday) earn Friday Extension, or after school detention on Fridays from 1pm-2:30pm. Friday extension is managed by a member of the Leadership Team, and during this time, students complete a reflection, and once they are finished, they work on homework or read silently.

Effort Academy. We take academics seriously and hold students accountable to demonstrating full effort on all assignments and celebrate and reward students who show the determination needed for them to be successful in high school and college. Students completing all HW and

demonstrate full effort on all assignments in class attend their Elective Club at the end of the day from 3:30pm to 4:45pm. Students missing HW or who did not show full effort on their classwork attend Effort Academy during which they re-do assignments and work on the next night's homework. The Effort Academy system encourages students to develop strong academic habits around work completion and leads to students internalizing that everything is earned.

Community Circle. During our weekly Community Circle, families are invited to the school, and students and classes are publicly rewarded for their accomplishments during the week. Community Circle creates a positive culture of growth, achievement, and recognition that fuels our students' academic drive and ambition. Students receive awards from their teachers for demonstrating core values, academic achievement and growth, and meeting their ambitious goals. Each week, one academic award is given out for each content area, and one character award is given out for each core vale. A trophy is awarded to the homeroom with the most **RISE** points that week. Each award comes with a certificate that students bring home. Weekly awards create a sense of community among homerooms, encourage students to support each other, and show students and parents that hard work and effort are valued at Emblaze Academy.

Family Meetings. Every student has an advisor; students meet weekly with their advisor in small groups of 10 students or fewer at Friday Family Meetings, named because the groups become as close as families. During Family Meeting, the advisory builds community, problem solves issues at school or at home, reflects on the week, and sets goals for the upcoming week. Advisors are the primary points of contract for families and develop close partnerships with parents that we value at Emblaze Academy. Advisors serve as a small-group touch point for teachers to reflect with struggling students, offer support and guidance, and check in on progress towards goals.

Advisories. Daily, students have 15 minutes of both AM and PM homeroom led by two teachers per homeroom. Advisors work with students to set whole class goals, reflect on issues in the class, school, or broader community, and practice academic habits such as organization, goal-setting, and backwards planning that will help them be successful in high school and college. On Fridays, PM Homeroom is extended to 30 minutes. Students organize their desks and any instructional materials, ensure that the homeroom is neat, reflect on their weekly Achievement Packets, and engage in productive discussions about academic habits and goal-setting.

Support for Struggling Students. As described in **B. Special Student Populations and Related Services**, students who are consistently in the lowest 10% of their grade in terms of weekly scholar dollar averages and number of detentions, or who have accumulated multiple suspensions will receive additional support and differentiation of the school-wide behavior system through Behavior RTI interventions such as strategic relationship building, additional rewards and incentives, counseling, or other accommodations as needed. The Dean of Student Services and Special Education Coordinator will work to ensure that any students with disabilities receive all behavioral accommodations and modifications as specified by their IEPs and that any BIPs developed by Emblaze Academy or another school are implemented with fidelity.

Discipline Policies. The Discipline Code is available in **Attachment 4d**. In accordance with the Dignity for All Students Act, the Emblaze Academy Discipline Code ensures that our school culture is safe, welcoming, and free from discrimination or harassment of any kind. Instances of bullying,

mocking, harassment, or discrimination based on gender, ethnicity, religion, home language, disability, or race are not tolerated and will result in appropriate intervention and consequence.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant Group Capacity

Should Emblaze Academy be granted a charter, the school will be governed by a Board of Trustees. The charter will be granted to the Board and the Board will be accountable for ensuring that Emblaze Academy: produces strong academic results; remains in full compliance with all state, federal, and local laws; and executes on strong fiscal practices, remains financially strong, and is a good steward of all monies received. All Board members will be trained in and fully understand their legal duties of care, loyalty, and obedience to the school. Founding Team members were selected through a rigorous process that involved multiple telephone and in-person meetings with the Lead Founder, a meeting with the Director of Board Governance from Building Excellent Schools, and thoughtful consideration of each candidates' professional competencies, personal commitment to the mission of Emblaze Academy, and capacity for strong governance. More than 150 candidates were interviewed for nine seats on the Founding Team. We have a deep commitment to personal and professional diversity and to our South Bronx community; our Founding Team reflects that commitment. Six of our nine Founding Team members were raised, live, or work in the Bronx and seven are people of color. Founding Team members have expertise in education, community engagement, strategic planning, finance, facilities, law, marketing, and human resources. The Founding Team has been meeting monthly since fall 2016, participated in a full-day retreat, and received extensive training on board governance, including all board policies such as the By-Laws, Code of Ethics, and Complaint Policy. The primary author of the application is Kristen Shroff, Lead Founder and Building Excellent Schools (BES) Fellow. Founding Team members and BES provided significant feedback, consultation, and support in the process of school design and application writing. Through weekly calls with the Founding Team and a full-day retreat, Founding Team members gave formal and informal feedback on all aspects of the charter application. Through our relationship with Building Excellent Schools, the Founding Team has been exposed to multiple examples of best practices from high-performing charter schools across the country such as sample leader evaluation tools, example dashboards, meeting agendas, and board structures. If granted a charter, our Board will continue to work closely with Building Excellent Schools and their Director of Board Governance to ensure effective governance and strong school oversight. Building Excellent Schools will provide post-authorization support with the transition from a Founding to a Governing Board, including providing resources, best practices from charter school boards, and trainings on governance.

Founding Board Member and Proposed Board Secretary Tameka Beckford-Young is Legal Counsel at Kawasaki Rail Car, Inc. where she: oversees all legal issues affecting the company; drafts, reviews and negotiates a variety of commercial agreements; and provides risk management strategies to the executive team. Previously, Ms. Beckford-Young was an associate at Pillsbury Winthrop Shaw Pittman LLP where her law practice focused on complex commercial litigation. She also serves as a member of NYC Bar Association's newly formed In-House Counsel Committee. A Bronx native and former NYC public school student, Ms. Beckford-Young earned

her BA from Georgetown University and JD from Northwestern Pritzker School of Law. While at Northwestern, she was a student advocate representing refugees seeking asylum in the U.S., served as community service chair for the Black Law Students Association, and was one of two student representatives selected to assist the admissions office with initiatives to increase enrollment of diverse students. Ms. Beckford-Young is fluent in English and Spanish. **Founding Board Member Daniela Cuevas** is Managing Partner and Creative Director at The Spark Group, a Digital Marketing Agency in NYC where she develops marketing strategies by offering client services including: strategy development, market and audience insights, creative services, social marketing, community management, website development, and monitoring and analytics. She strategizes, launches, executes, and optimizes cross-platform marketing strategies for organizations spanning a diverse set of industries, including financial services, real estate, hospitality, technology, lifestyle, health and fitness, retail, education, government, advocacy, nonprofit, legal, and creative disciplines. Her goal as Founding Board Member is to use her marketing knowledge to amplify the community's awareness of Emblaze Academy, educate the community about the school's mission and values, and engage with the community to assist in creating a school that caters to their precise needs. Ms. Cuevas holds a BS from New York University and is bilingual in Spanish and English. **Founding Board Member Shelly Evans** is an experienced Human Resource Executive and founder of HR Pro Resources. Ms. Evans' experience as an HR Generalist has enabled her to gain experience in all aspects of HR including talent development and management, benefit selection, compensation, reward and recognition programs as well as performance management. She is an active member of the National Society of Human Resources as well as the local NYC chapter, serving on various committees. Ms. Evans currently serves as: Adjunct Professor at LIM College in Manhattan; chairperson for Mentoring 4 Leadership, a program that focuses on first generation college students; and committee member for the Scholarship Committee at Sharon Baptist Church ensuring that high school students within the community are better prepared for their next journey in education. Ms. Evans is a first-generation college graduate and earned her BS at Kean University and her MS from New School University. Her path to higher education was non-traditional, which made her accomplishments even more rewarding. Ms. Evans' journey is what has inspired her in this stage in her career to find ways to make the path clearer for others. **Founding Board Member Marlin Jenkins** is Founder, CEO, and President of Neture, Inc., a social venture providing free, sustainable high speed internet access to underserved markets, beginning in the South Bronx. Neture connects low-income families to local resources, services, and service providers and works with local organizations to ensure families have opportunity to increase access to educational and economic opportunities in their communities. He has been a Bronx resident since attending Fordham University in 1992. After surviving the World Trade Center tragedy, Mr. Jenkins opened his first business, QuadInfinity, an entertainment company dedicated to serving low-income families. After the closing of QuadInfinity, he joined MidBronx Senior Citizens Council as Vice President/Special Assistant to the Executive Director, and shortly after, founded Neture. His goal is to have a positive impact on as many people as possible and is determined to increase educational opportunity in the South Bronx. **Founding Board Member Matthew Kirby-Smith** is Vice President and General Manager in Jones Lang LaSalle's Property Management practice in NYC. In his current role, Mr. Kirby-Smith is responsible for managing operations and construction activities at 140 Broadway, a 1.2 Million Square Foot Landmarked office tower in the financial

district. A native of Brooklyn, NY, Mr. Kirby-Smith serves on the Board of The enCourage Kids Foundation and previously mentored youth with the Hoop Dreams Scholarship Fund in Washington DC. Mr. Kirby-Smith holds a BS in Business Management and Sports Management from Guilford College in Greensboro, NC. **Founding Board Member Margaret Marrer** is the Regional Assistant Superintendent at Democracy Prep Public Schools, a nationwide network of public charter schools. She has spent her career working to ensure all scholars have access to great schools that will prepare them for college, particularly in NYC. Ms. Marrer holds a BSFS from Georgetown University, MST from Pace University, and MED from Columbia University. **Founding Board Member and Proposed Treasurer Harini Mittal** is Assistant Professor of Finance, Economics, and Entrepreneurship at Bronx Community College (BCC). She is the founder of the BCC Entrepreneurship Club and is an entrepreneur herself, having previously co-founded an IT company dedicated to the education sector. Ms. Mittal has expertise in: corporate finance, especially mergers and acquisitions, valuation of M&A, valuation of start-ups and mid-sized companies for VC/PE deals; structuring and documentation of VC/PE deals; hire, purchase, and lease financing; resource mobilization, including term loans and IPOs; and project finance including infrastructure finance, carbon finance, and insurance. Through her work with her students at BCC, Ms. Mittal is committed to creating strong educational options for the students of the Bronx. Ms. Mittal holds a BA from the University of Madras, an MBA from the BK School of Business Management, and a PhD in Management and Finance from Nirma University. **Founding Board Member and Proposed Vice Chair Rosann Santos** is the Director of Strategic Initiatives at John Jay College and Founder of Latinas in Higher Education, a nonprofit that provides affordable professional development opportunities for women who want to move up in their chosen careers. At John Jay College, she supervises the Office of Student Transition Programs and the Office of Communications, Marketing, and Social Media, and plays an integral role in strategic policy decision-making integral to the future of the college. Ms. Santos serves on the Board of the NASPA Latino/a Knowledge Community and is Chairwoman of Sigma Lambda Upsilon Sorority. A Bronx native, Ms. Santos is passionate about creating quality school options for the future leaders of the Bronx. Ms. Santos holds a BA from Syracuse University, MA from the State University of New York at Albany, and is currently pursuing a PhD in Latin American and Caribbean Studies at the State University of New York at Albany. **Lead Founder and Proposed Head of School Kristen Shroff** is a Fellow with nationally-recognized Building Excellent Schools (BES). The BES Fellowship is a year-long leadership training program in charter school design and leadership during which Ms. Shroff has received training on charter school leadership and management, school design, operations and governance, and school accountability. Ms. Shroff has spent her entire career in public education in NYC, first as a teacher at traditional district and public charter schools, then as a teacher leader and staff developer with The New Teacher Project. Prior to BES, Ms. Shroff was a Founding Academic Dean and Dean of Special Services at Achievement First Brownsville Middle School where she coached teachers, developed curriculum, led school-wide professional development, was accountable for school-wide academic performance, and managed several Academic Deans across school sites. Ms. Shroff holds a BA from the University of North Carolina at Chapel Hill and a BS in Education for Students with Disabilities with a Bilingual Extension from the City College of New York and is unwavering in her belief that all children deserve a rigorous, high-quality education. **Founding Board Member and Proposed Chair Geraldo Vasquez** teaches accounting, business management, and

quantitative reasoning courses as a faculty member of the business administration program at the Stella and Charles Guttman Community College of the City University of New York. Prior to joining the faculty, Mr. Vasquez spent over 15 years in the private and public sectors. He has financial and administrative management, technology project management, and auditing experience. He served as the Chief Financial Officer of Sustainable South Bronx, Inc., Head of Finance and Administration of the CUNY Graduate School of Journalism, and Senior Auditor for the Office of the New York State Comptroller in the public sector. In the private sector, Mr. Vasquez was responsible for various finance, budgeting, accounting and technology project management functions as a Vice President of Merrill Lynch and Co., Inc. Mr. Vasquez holds a BA and MSc from Queens College of the City University of New York and is a DBA candidate at the Fox School of Business of Temple University. Mr. Vasquez is bilingual in both English and Spanish.

B. Board of Trustees and Governance

The roles and responsibilities of the Governing Board of Emblaze Academy include: determining the school's mission and purpose; selecting the Head of School; evaluating the Head of School's performance; ensuring effective organizational planning; ensuring adequate resources; participating, as appropriate, in the complaint and discipline process; managing resources effectively; approving major policies and evaluating their effectiveness regularly; monitoring the school's academic programming and results; enhancing the school's public image; and self-evaluating board performance. Qualifications to serve on the Governing Board include: belief in charter schools and in the mission of Emblaze Academy Charter School; belief that all children can achieve the highest levels of academic excellence; availability to participate meaningfully in the governing process; expertise in law, real estate, financial management, governance, marketing, development, advocacy, community organizing /outreach, education, or strategic planning; willingness to use personal and professional networks on behalf of the school; and a deep commitment to improving the quality of education for children in the South Bronx. The Board of Trustees is accountable to our authorizer and is responsible for ensuring that the school fulfills all promises in the charter and accountability plan. We will release all necessary legal, academic, financial, and audit documents to our authorizer each year and when requested.

Open Meetings Law Compliance. In compliance with New York State Open Meetings Law, the Board will meet at least twelve times per year. In accordance with §104, we will post the date and location of all meetings in advance, and in accordance with §106, we will record and make publicly available all minutes and meeting notes. The dates and times of board meetings will be publicly posted at the school and available on the Emblaze Academy website at all times.

Monitoring School Performance. The Board of Trustees will delegate the day-to-day management of school operations to the Head of School and will provide oversight through monthly board meetings and monthly committee meetings. The Board will monitor academic achievement, legal compliance, and fiscal responsibility of the school. At Board meetings, the Head of School will give an update, representatives from the Academic Achievement, Finance, Development, and Governance Committees will present, and the Board will review, consider, and adopt policies and consider requests and concerns from the broader community. A majority vote will constitute action by the Board, and the Board may not act unless a quorum is present.

At Committee meetings, Board members will review monthly dashboards which present objective updates on key performance indicators that have been previously agreed upon by the board as measures of success and are aligned to the goals laid out in **C. Achievement Goals**. Monthly reports include, at a minimum: enrollment, attendance, discipline, compliance, budget vs. actual report with projections for the operating and capital budget, balance sheet, statement of cash flows, cash flow projections as needed, federal grant reports as needed, Head of School update, NEWA scores (when available), summary of F&P testing (when available), summary of Interim Assessment outcomes (when administered). Other data that the Board might review includes: family and peer survey data, programmatic audits, and evaluations of key personnel. All committees will present these dashboards to the Board each month within public meetings.

Stakeholder Participation. Parents and school staff will participate in the governance of Emblaze Academy both formally and informally. All Emblaze Academy Board of Trustee Meetings will be open to the public, and all meeting dates, times, and locations will be publicly posted and clearly communicated to all key stakeholders. At the end of each meeting, there will be a time for public comments and any parents, staff members, teachers, or community members are welcome to speak at that time. All comments will be recorded in the minutes and publicly posted. In addition, parents and school staff can give feedback through formal surveys, the results of which will be reviewed by the board and be part of the Head of School's formal yearly evaluation. Two times each year, parents will be given the Emblaze Academy Parent Satisfaction Survey. Results will be formally reviewed by the board as part of the Head of School's annual evaluation. The Head of School, all Deans, and the Director of Operations will participate in a yearly 360 Review Process in which all members of the school team can give anonymous feedback to the Leadership Team. The Board of Trustees will review all 360 feedback for the Head of School and will set goals with the Head of School during the formal evaluation process. The Head of School will formally review 360 feedback for all Deans and set yearly performance goals with them. As necessary, the school will engage with parents, community members, and other stakeholders to host input groups, information sessions, or open forums at which community input will be solicited and considered.

Board of Trustees. If granted a charter, the Board of Trustees will operate with seven to fifteen members, will maintain an odd number for voting purposes, and will include four Board Officers: Board Chair, Vice Chair, Treasurer, and Secretary. All Board Officers will be members of and elected by the Emblaze Academy Charter School Board of Trustees. Each year, at the annual meeting of the Board, the Governance Committee will present a slate of potential officers for election for the upcoming fiscal year. As defined in the by-laws, all Board Officers will serve a one-year term of office, renewable for three consecutive terms by approval of a majority vote of the Board. Board Officers commit to upholding all responsibilities of members of the Emblaze Academy Board of Trustees, along with the additional responsibilities as defined in the job descriptions of their elected roles. In the event of a vacant officer position on the board, the Governance Committee will recommend a candidate to fill the position and a 2/3 vote of seated Trustees will result in the vacancy being filled. The Emblaze Academy By-Laws are available in **Attachment 5b** and the Emblaze Academy Code of Ethics is available in **Attachment 5c**.

The Board Chair is the senior volunteer leader of Emblaze Academy who presides at all meetings of the Board and other meetings as required. The Chair is an ex-officio member of all committees.

The Board Chair oversees implementation of Board and school policies and ensures that appropriate administrative practices are established and maintained. **The Vice Chair** discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate. **The Treasure**r provides direction for the financial management of the school and facilitates the Board in meeting its financial oversight responsibilities. **The Secretary** provides direction for the keeping of legal documents and minutes of all meetings.

Emblaze Academy Board of Trustees Committees. All Board members will serve on at least one of our four committees: Governance, Finance, Academic Achievement, and Development. In accordance with §104 of Open Meeting Law, all committee meeting dates and times will be publicly posted at least one week prior to any meeting and in accordance with §106 minutes will be taken and posted after all meetings. **The Governance Committee** is convened by and reports to the Board of Trustees. The purpose of the Committee is to build and maintain an effective Board for the charter school. The Committee will establish and drive a continuous improvement process to help the Board and individual Trustees become more valuable as strategic assets of the charter school, contributing to long-term success. The Committee will ensure ongoing Board development including reflections, self-evaluations, the examination of best practices from high-performing Boards, and external review and feedback. If granted a charter, the Committee will be responsible for recruiting, onboarding, and training new board members. Currently at nine members, we expect to grow to 11 members before the school's opening and anticipate recruiting new members who have experience in fund development and governance. We will recruit new members through personal networks, LinkedIn, and other professional networking sites and screen for individuals with volunteer or other personal experience to ensure mission-alignment and fit with our team. Potential new members will be identified and screened by the Governance Committee, participate in an in-person interview with the Board Chair, and only be welcomed as official members of the Governing Board though a full Board vote to take place at a Board Meeting. **The Finance Committe**e is convened by and reports to the Board. It has responsibility for: working with the Head of School to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; and recommending to the Board appropriate policies for the management of the organization's assets. The Finance Committee also secures a NY State licensed auditing firm to conduct the annual financial audit each year, and reviews the audit all findings with the full Board. The Finance Committee is assisted by the Head of School and Back Office Provider. **The Academic Achievement Committee** is convened by and reports to the Board of Trustees. The Committee has primary responsibility for working with the Head of School to define academic achievement, ensure that all Board members know the charter promises made to the community and the authorizer, and to devise clear and consistent measures to monitor enrollment, student demographics, and academic achievement. **The Development Committee** is convened by and reports to the Board. The role of the Development Committee is to ensure that the organization's total development program is in concert with the organization's strategic direction and needs. The Committee serves as the mechanism by which Board members and volunteers are involved in the fundraising process.

C. Management and Staffing

Emblaze Academy will operate with 16 full time employees in Y1, and grow to 50 full time employees at scale. A comprehensive staffing plan is available in **Table 3**.

Table 3: Proposed Management and Staffing Chart						
Positions	**Avg. Starting Salary**	**FTE**				
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Head of School	$110,000	1	1	1	1	1
Director of Operations	$87,000	1	1	1	1	1
Dean Curriculum/Instruction	$83,000	1	1	2	2	2
Dean of School Culture	$83,000	0	1	1	1	1
Dean of Student Services	$83,000	0	0	1	1	1
Operations Coordinator	$55,000	0	1	1	1	1
Office Assistant	$40,000	1	1	1	2	2
Core Content Teachers	$62,500	5	10	15	20	20
SPED Teachers	$62,500	2	4	6	8	8
ESL Teachers	$62,500	1	1	1	2	2
PE Teachers	$60,000	1	2	3	4	4
Counselors	$62,000	1	1	1	2	2
Teaching Fellows	$45,000	1	2	3	4	4
Behavior Interventionist	$45,000	1	1	1	1	1

Our staffing model reflects our belief that high-quality teachers drive student achievement and that challenge and support are at our core. Our staffing model allows us to operationalize our commitment to working hard and getting better fast at every level. Through our slow growth model, we are able to develop an internal teacher and leadership pipeline, as well as create instructional systems that are institutionalized and not dependent on any one individual. Emblaze Academy will be governed by a Board of Trustees that will oversee and be accountable for all elements of fiscal responsibility, legal compliance, and academic achievement of the school. The Board will ensure the implementation of all provisions of the charter in accordance with New York State Charter Law; select, evaluate, and if necessary, remove the Head of School; review yearly audits; approve the yearly budget; and delegate day-to-day management responsibilities to the Head of School. At the school level, the Head of School hires all staff, coaches all Leadership Team members, and is ultimately responsible for the academic and cultural success of the school. To ensure that all members of the Emblaze Academy team are supported and developing in their roles, every team member will have a coach or manager with whom they meet weekly to review progress towards goals, practice skills, and discuss feedback. Emblaze Academy Leadership Team members include the Head of School, Director of Operations, Dean of Curriculum and Instruction: Humanities, Dean of School Culture, Dean of Curriculum and Instruction: STEM, and Dean of Student Services.

The Head of School (HOS) is responsible and accountable for academic performance, organizational health, fiscal integrity, student culture, and adult culture. The HOS hires, coaches, manages, and evaluates all Deans and Leadership Team members through weekly data and coaching meetings, regular co-observations of classroom instruction, observation and feedback on teacher coaching, and weekly Instructional Leadership Team meetings. The HOS sets, leads,

and monitors school-wide priorities and goals, academic expectations, student culture vision, adult culture vision, leadership development and coaching, professional development, annual calendar, staffing, schedule, staff communication, Family Academy, Family Commitment Meetings, family events, parent communication, and promotion and retention. The Head of School is the only staff member who reports directly to the Board. The Board plans to hire Kristen Shroff as our founding Head of School. Ms. Shroff brings extensive experience in public education in NYC and has worked as a teacher and school leader in traditional district schools and public charter schools in the Bronx, Harlem, and Brooklyn. As a founding Academic Dean and Dean of Special Services at Achievement First, Ms. Shroff was responsible for many aspects of school design and management. As part of her role she led the Academic Strategy team, coached other Deans at various school sites, managed Teacher Coaches and Grade Team Leaders, oversaw all aspects of the special education, ELL, and academic and behavior intervention systems, led weekly whole-staff PD sessions, and supported teachers with curriculum development, lesson planning, and lesson execution. Ms. Shroff is a Fellow with Building Excellent Schools, a nonprofit organization that is nationally recognized for its rigorous, year-long leadership training program in charter school leadership and school design. Through the BES Fellowship, Ms. Shroff has studied more than 40 high-performing charter schools across the country, participated in a leadership residency at Democracy Prep Charter School, and engaged in more than 800 hours of intense training on all aspects of charter school management and leadership development. Through partnerships forged through Building Excellent Schools, Ms. Shroff will have direct access to instructional and curricular resources from high-performing schools across the country including Excel Academy, Brooke Charter Schools, and Democracy Prep Public Charter Schools. Ms. Shroff's resume is available in **Attachment 8b**.

The Director of Operations (DOO) is hired during the planning year and supports the team with the implementation of human resources and personnel policies/procedures, works with the back office provider for financial and budgetary compliance, oversees and implements enrollment and student recruitment efforts, ensures strong student records management, assists with audit preparation and compliance, coordinates food and transportation services, and manages all members of the Operations Team. The DOO leads Enrollment, Family Handbook, Procurement, Budgeting, Alternative Schedules, and Facilities. The DOO is managed by the HOS. **The Dean of Curriculum and Instruction: Humanities (DCI:H)** is hired in Y1 and is responsible for coaching all Literature and Writing teachers and Literacy Specialists and ensuring excellence in the execution of the vision of Literature, Writing, History, Guided Reading, and Close Reading Mastery. In Y1-Y3, the DCI:H coaches History teachers. In Y4 and beyond, the DCI:H coaches the History Department Chair to manage the History Department. The DCI:H supports teachers through weekly coaching meetings, weekly observations and feedback, support with Student Work Analysis, and weekly lesson plan feedback. The DCI:H is managed by the HOS. **The Dean of School Culture (DSC)** is hired in Y2 and coaches all Physical Education teachers and the Behavior Interventionist. In Y2, the DSC also coaches two Teaching Fellows. The DSC ensures strong systems for breakfast, snacks, and lunch, as well as attendance, transitions, behavior intervention, and student orientation. The DSC oversees and implements the school-wide discipline and incentives system including norming on behaviors and consequences, student investment, and school-wide rituals and traditions. The DSC is the liaison between the Leadership

Team and Grade Level Chairs and meets with GLCs weekly to support in planning grade team meetings and ensuring consistency and norming across classrooms grade-wide. The DSC is managed by the Head of School. **The Dean of Curriculum and Instruction: STEM (DCI:S)** is hired in Y3. The DCI:S's role is to coach all Math and Science teachers and STEM Specialists and to ensure excellence in the execution of the vision of Math, Science, Problem Solving, and Cumulative Review. The DCI:S supports teachers through weekly coaching meetings and classroom observations and feedback, support with Student Work Analysis, and weekly lesson plan feedback. The DCI:S is managed by the HOS. **The Dean of Student Services (DSS)** is hired in Y3 and is responsible for all special education and ELL testing and compliance and for ensuring that all students receive the related services, special education services, and ELL services as required by their IEP, 504 Plan, or ELL status. The DSS manages the Lower School Counselor/Enrollment Coordinator, Upper School Counselor/High School Coordinator, SPED Coordinator, and ESL Coordinator, oversees the Teaching Fellows program, and directly coaches and manages all Teaching Fellows. The DSS manages several school-wide systems including AM and PM homerooms, Elective Clubs, Family Meeting, Field Trips, Saturday Academy, Summer Academy, Student Organization, Homework, High School Readiness, and Testing. The DSS is managed by the HOS.

Organizational Charts

Figure 3.1: Year 1 Organizational Chart

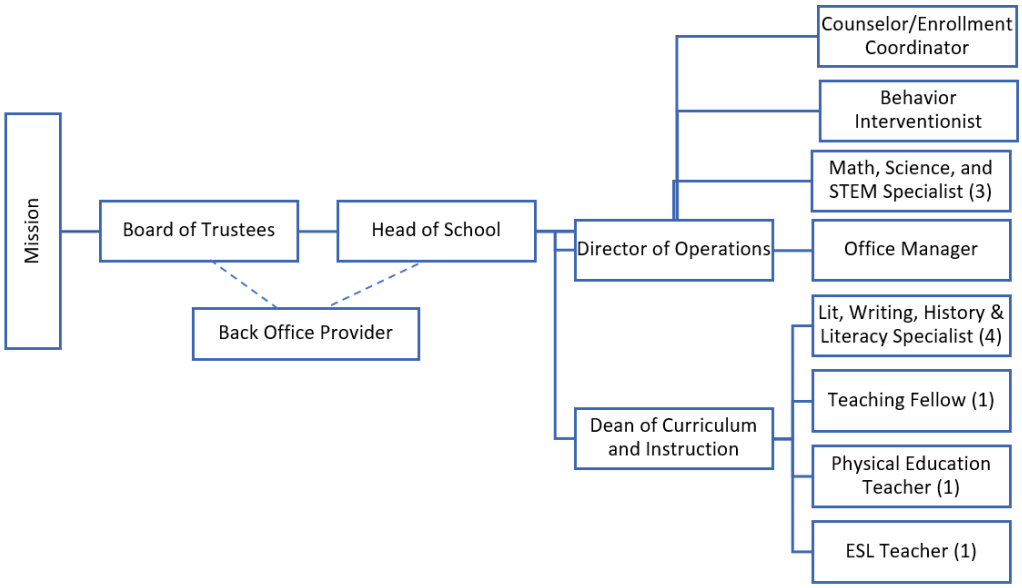


Figure 3.2: Year 2 Organizational Chart

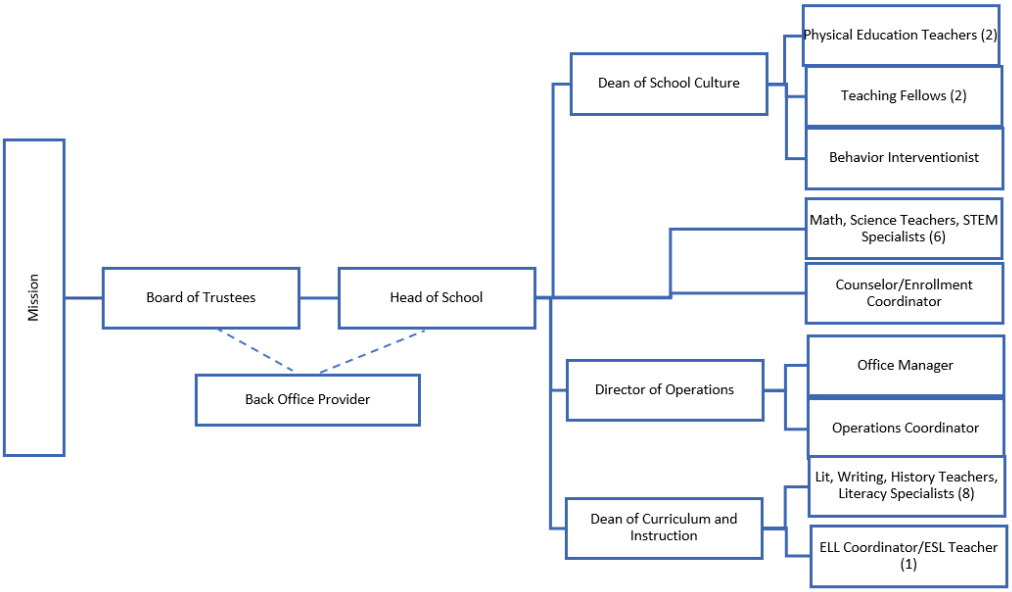


Figure 3.3 Year 3 Organizational Chart

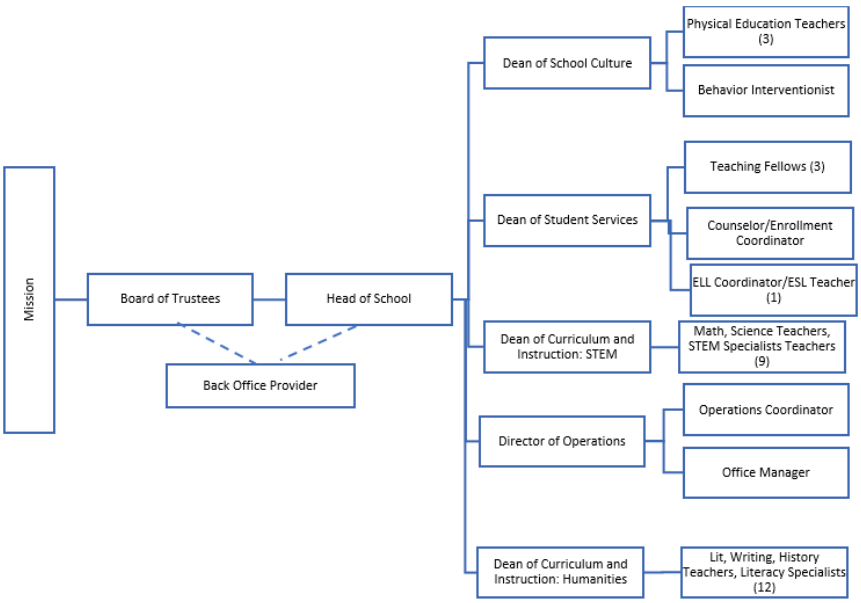
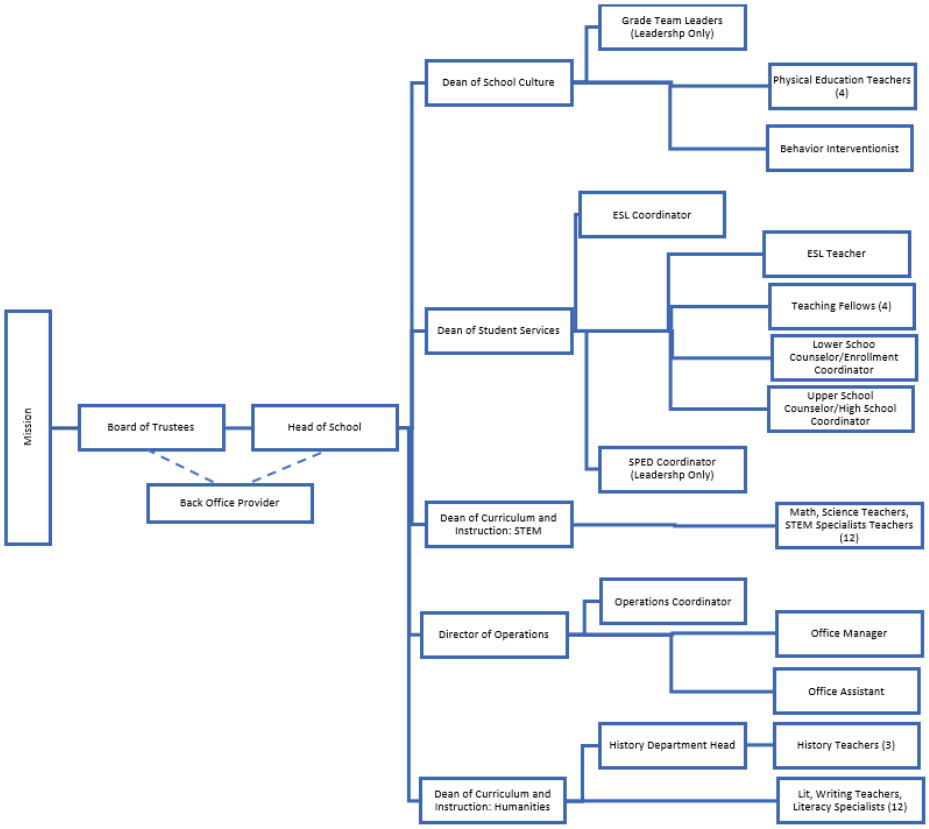


Figure 3.4: Years 4+ Organizational Chart



High-quality teachers and staff play an essential role in accomplishing our mission and we approach both hiring and staff retention carefully and strategically.

Hiring. We will capitalize on our large educational and community-based network in NYC, as well as the many teacher and talent development programs that exist to recruit top talent. We will build and leverage relationships with graduate schools of education and teacher development programs, create a strong online presence and post jobs online on multiple websites, and attend career fairs. NYC is home to many strong graduate and undergraduate Schools of Education including RELAY Graduate School of Education, Fordham University, Lehman College, City College, Columbia University, New York University, Hunter College, and Baruch College. We will attend university events, build relationships with professors, and post flyers about the school on public bulletin boards and in school newsletters. We also plan to partner with Teach For America and The New Teacher Project to recruit teachers who are new to the profession or transitioning from another career and with ServiceCorps and CityYear to find Teaching Fellows. We will create a strong online presence and post on multiple job boards including indeed.com, monster.com, glassdoor.com, and linkedin.com and attend teacher career fairs in the Bronx and Manhattan. It is a priority to hire a diverse, well-rounded teaching staff. We will heavily recruit teachers and staff from the Bronx, who speak Spanish, or who share a racial, cultural, or linguistic background with our students. We will work with community-based organizations that provide job training

and support for the community such as Grace Outreach, Future Now, and Per Scholas to identify talent, as well as recruit heavily from Bronx-based colleges, nonprofits, and local businesses.

Retention. Teacher retention is a top priority. Our goal is to have greater than 90% year over year retention for teachers who are given an offer to return and work throughout the year to support teachers through coaching, seek feedback formally and informally, and create a strong, positive adult culture. Every teacher has a coach with whom they meet weekly for individualized coaching and support. When people feel successful, they are more likely to stay in their position. Our coaching structures ensure all teachers receive consistent development, are constantly growing and improving their craft, and have the support they need to be successful in their roles. We have a culture of openness to feedback which gives staff members multiple avenues to give feedback, have their voice and opinions heard, and feel recognized as a valuable member of our team. Each week, all staff participate in a weekly survey which asks for feedback on the effectiveness of that week's PD, be a forum for asking questions or giving feedback, and be a consistent data point for the leadership team about teacher and staff morale. After each instructional cycle, there will be time built in for formal peer to peer and coach to coachee feedback through our Iron Sharpens Iron protocol. Feedback structures will build a strong foundation of trust and accountability on the founding team and will be increasingly important as we grow from a small staff of 16 to a full-scale team of more than 50 members. We have structures in place to create a strong, positive adult culture through weekly grade team, department team, and daily co-teacher meetings, and Student Work Analysis. Staff members will be on at least two teams (grade and department) and will frequently collaborate, work together, and problem solve with members of their teams. Grade Team Leaders work directly with the Dean of School Culture and Head of School to plan weekly grade team meetings and grade team events and their effectiveness goals are around both a positive adult and student culture. Teacher retention will also be positively impacted through clarity of roles and responsibilities and consistent expectations. Personnel Policies are available in **Attachment 8a.**

C1. Charter Management Organization

Not Applicable.

C2. Partner Organization

Not Applicable.

C3. Strategic Business/Growth Plan

Not Applicable.

D. Evaluation

In compliance with Education Law § 2851(2)(f), Emblaze Academy will conduct annual internal and formal external audits to ensure all fiscal, academic, and legal policies and procedures are consistently upheld and faithfully implemented to ensure successful execution of our mission and fulfilment of the promises laid out in the charter. We will conduct financial, academic, and operational audits, and an annual administrative review, and will create an annual report for submission to our authorizer and distribution to all stakeholders. Information from all reviews will be summarized, compiled, and used to inform the Head of School evaluation, Board self-

evaluation, and annual report published annually, submitted to our authorizer and the State Board of Regents, distributed to all stakeholders, and be available for review on our website.

Financial Audits. Financial audits ensure that the school is appropriately managing all funds, and operating in a manner that leads to short- and long- term financial viability of the organization. Annually, the Finance Committee of the Board is responsible for vetting and securing a Certified Public Accountant, licensed to conduct financial audits in New York State, to conduct an audit of the school's annual financial statements in accordance with the GASS (Generally Accepted Auditing Standards) and GAGAS (Generally Accepted Government Auditing Standards) issued by the Comptroller General of the United States as well as any additional requirements set forth by our authorizer. Management and the Board will ensure full access to all required financial documents and necessary non-financial documents, accounting systems, and internal and external systems in place to prevent fiscal mismanagement.

At the first Board meeting at the end of the academic year, the auditing firm will present an overview of the audit process and all relevant timetables, deadlines, and necessary documents to the full Board. This process will clarify all expectations and help avoid any miscommunications between management, the Board, and the auditor. Once the auditor completes the review, the Finance Committee will review all findings and any discrepancies, inconsistencies in the school's financial practices, or systems that need to be improved to ensure stronger financial practices. An audit finding will be considered major if it indicates a deliberate act of wrong doing, reckless conduct that causes a loss of confidence in the abilities or integrity of the school, or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed through existing systems and structures.

Follow-On Support. Through our relationship with Building Excellent Schools, Emblaze Academy plans to leverage the experience, expertise, and institutional knowledge of our Follow-On Support Coach. The HOS will have access to coaching and development from the planning year through the second year of operation, including support with school culture, curriculum development, recruitment and hiring, and governance. Building Excellent Schools will conduct annual school audits in the fall and spring of each year which will be provided to the Head of School with a focus on the school's culture, academic program, and instructional approaches.

Educational Program Evaluation. We measure results, not intentions, and frequent academic data analysis and response to data are core to our model. Each week, the Operations Coordinator will produce an Academic Dashboard that includes relevant academic data points such as: weekly quiz absolute performance and growth, course grades, GPAs, sub-group data, number of books read, reading levels, interim assessment scores, state test scores, and SPED/ELL/RTI status. The Academic Team will use this data to set weekly goals for teacher coaching, lesson plan review, and professional development, and the HOS will review content specific progress with the DCIs each week during data check-ins. Response to academic data could include additional teacher coaching or planning support, extra special education support, intervention changes, plans to prioritize a group of students for additional feedback, or targeted spiraled review.

Administrative Audit. Emblaze Academy will conduct an annual administrative audit to ensure all members of the governance and management teams are executing on the mission and vision of the school, upholding core values, and operating in a way that is in the best interests of our

students. The administrative audit will include: Board of Trustee's self-review; Board of Trustee's review of the Head of School; and the HOS's review of the DCIs, DSC, DSS, and DOO.

Internal Program Audit. Annually, Emblaze Academy will conduct an internal program audit to determine the extent to which all stakeholders are engaged and invested in carrying out the mission and vision and the effectiveness of our educational program in attaining measurable student outcomes. The Internal Program Audit begins in June with staff peer surveys, family surveys, and student surveys. The data, in conjunction with academic results from state assessments, interim assessments, and course grades is compiled for analysis by the Head of School. Findings and next steps from the yearly Internal Program Audit are used to determine goals, priorities, and changes to cultural or instructional systems for the following school year.

Operations Audit. Three times per year, we will conduct internal Operations Audits to determine the efficiency, efficacy, and consistency of the cultural and academic systems that allow teachers and staff to focus on instruction and attain strong academic results. Systems evaluated in the audit include breakfast, lunch, snacks, uniform, attendance, arrival, dismissal, shared spaces, breaks, supply systems, ordering, meals vendor, transportation vendor, IT vendor, and custodial vendor. It is the role of the Director of Operations to formally evaluate all outside vendors two times per year, including evaluating the effectiveness, consistency, timeliness, cost effectiveness, team fit, and quality of services. Results of these evaluations will be available to the board and will be used to determine which contracts are renewed annually.

Annual Reporting. Annually, an outside organization will be hired to conduct an audit that will include document review; operational and instructional observations; and interviews with the school leadership team, Board, staff, students, and families. Results of the audit will be published in our annual report and be submitted to our authorizer. The audit will include: overall financial health of the organization, revenues, expenditures, enrollment, overall academic health of the organization, student outcomes, student growth, student attrition, student discipline rates, special student population (SPED, ELL) performance, overall organizational outlook, action planning for specific issues, and highlights from the previous year

Teacher Evaluation. In Y1 and Y2, all mid-year and end-of-year evaluations are conducted with the Head of School and the teacher's instructional coach. In Y3 and beyond, teacher evaluations are conducted solely by instructional coaches, with support and coaching from the Head of School on a case-by-case basis. All teachers will be formally evaluated semi-annually on their impact on student academic performance and growth, contributions to the team, and overall instructional strengths and areas of growth. Teachers receive formal scores in three weighted categories: Academic Performance (including growth and absolute proficiency) account for 50% of teacher scores; Team Contributions (peer, student, and family surveys) count for 25% of teacher scores; Lesson Execution (average ratings on the Emblaze Academy Instructional Rubric) count for 25% of teacher scores. Based on the number of total points earned each year, teachers will fall into one of four categories: Strong (100-75), Solid (74-50), Emergent (49-25), or Ineffective (<25). To determine Academic Performance scores, we will use the NY State Exams to formally evaluate student absolute performance and growth. Literature, Writing, and History teachers and the Literacy Specialists will be held accountable for NYS ELA Exam scores. Math teachers and the STEM Specialists will be held accountable for NYS Math Exam Scores. Science

teachers and Physical Education teachers will be held accountable for growth and absolute performance on Interim Assessments. In addition to evaluations on growth and absolute performance for students in their core courses, teachers are also held accountable for the performance of students in their intervention groups. For example, if a teacher teaches Guided Reading, Close Reading Mastery, Cumulative Review, or Problem Solving, his or her students' in those interventions will be factored into his or her formal Academic Performance scores as well. For mid-year evaluations, we will use growth and absolute performance on IAs 1-3 as a proxy for state test scores. Peer surveys and student surveys determine Team Contribution scores. In December and May, teachers take peer surveys on all members of their grade and content teams to anonymously evaluate them on their contributions to the team, leadership skills, and adherence to RISE values and team norms. In addition, students take anonymous surveys on each teacher to evaluate them on their classroom management, student investment, and relationship building. The results of the surveys are compiled by the Operations Coordinator and distributed to teachers and instructional coaches for mid- and end-of-year evaluations. Lesson Execution scores are determined by averaging weekly classroom observation scores on the Emblaze Academy Instructional Rubric. Each week, teachers receive feedback from their instructional coach which includes scores on at least one element of the Emblaze Academy Instructional Rubric. Coaches enter rubric scores each week into an online tracker, and scores are averaged over time and reviewed at mid- and end-of-year evaluations.

In January, all teachers meet with their instructional coach for mid-year reviews to discuss their scores in the Academic Performance, Team Contribution, and Lesson Execution categories. After mid-year reviews, teachers work with their coach to create individualized growth plans with clear goals for improvement by end-of-year evaluations. The end-of-year evaluation process closely mirrors the mid-year process. Preliminary scores (without state test results) are distributed at end-of-year evaluations, and final scores from the previous year are distributed to teachers in August once state test results have been released.

E. Professional Development

High-quality instruction is core to our mission. We invest heavily in individualized and whole staff PD throughout the school year because we believe that high-quality instruction is a primary driver of student achievement. Our annual calendar contains 25 whole-staff PD days in addition to 36 half-day Friday PDs, and at least one hour of weekly individualized coaching. Teachers receive at least 384 hours of PD each year and which is always aligned to our mission and focuses on rigorous curriculum, high-quality instruction, or an invested, ambitious school community. PD takes place at the individual level through weekly observations and feedback, weekly coaching meetings, and weekly lesson plan feedback. Every teacher has a coach and receives at least one hour of individualized coaching weekly, including at least 30 minutes of observations and live coaching and a 30-minute weekly meeting. In Y1, the Head of School co-coaches all teachers along with the DCI. Instructional coaches support teachers in achieving daily high-quality instruction through weekly written feedback using the Emblaze Academy Instructional Rubric[36] as a guide, and live, in the moment feedback through jump in modeling, whisper coaching, or nonverbal coaching. Live coaching and written feedback are recorded in a tracker that is

[36] The Emblaze Academy Instructional Rubric is adapted from the Achievement First Essentials Rubric and the TNTP Core Teaching Rubric.

accessible by the teacher, the coach, and the Head of School and all feedback is aligned to one of the core domains of instruction as defined by the Emblaze Academy Instructional Rubric. During weekly coaching meetings, the teacher and coach review observation feedback from the week, practice implementing the next steps, and review lesson plan feedback before teachers finalize their lessons for the upcoming week. Individualized coaching meetings are a high-impact lever for teacher development. In addition, all teachers receive lesson plan feedback on each lesson they teach. Teachers submit lesson plans for the following week to their instructional coach each Monday by 8:00pm and coaches review each lesson and send feedback by Wednesday of the same week at 8:00pm. Lesson plan feedback ensures that a high bar for rigorous curriculum is maintained every day, in every course at Emblaze Academy and that every lesson has been vetted by at least once experienced educator before it is delivered to students.

Before the school year begins, Emblaze Academy runs 17 days of whole staff August PD. Each Friday, staff engages in whole staff PD from 1:30pm-4:15pm. In addition, five whole-day staff PD days are planned throughout the year for data reflection, analysis, and action planning.

August PD/Onboarding. Summer PD includes 17 days of whole-staff PD designed to: build community across the team; establish clear expectations, norms, and working relationships; onboard all team members in Y1, and new team members after Y1; norm on the vision for high-quality instruction, lesson planning, lesson execution, classroom management and school-wide systems and routines; and lay the foundation for a strong school year. During these days, staff PD is from 8:00am-4:00pm and receive development on topics such as expectations for professionalism, taxonomy practice, lesson planning, and systems norming. As we anticipate that ≈ 80% of our students will be below grade level in reading and math, 50% will be significantly below grade level, 20% will be English Language Learners and 20% will be students with disabilities, we will place a large emphasis during August PD on equipping teachers to support at risk students or students who struggle. Sessions will include: co-teaching, strategies for supporting students with disabilities, strategies for supporting ELLs, positive framing, discipline and incentives, 100%, strong voice, precise directions, positive narration, implementing IEP accommodations and modifications with fidelity, and the RTI process to support success.

Friday Professional Development. Each Friday, students are dismissed from school at 1:00pm and staff meets for professional development from 1:30pm to 4:15pm. Each week, teachers have three sessions: Grade Team Meetings, Deliberate Practice, and Intellectual Preparation. During Grade Team Meetings, teachers meet with the other teachers who teach their same grade to action plan around individual student needs, reflect on progress of students in Academic and Behavior RTI, norm on student habits, build a strong adult culture, and create aligned grade-wide pushes to build an invested, ambitious school community. Grade teams frequently reflect on and review academic and culture data for sub-groups such as students with IEPs and ELLs and make action plans to ensure that the needs of all students are consistently being met by the team. Grade team meetings are run by the Head of School in Y1, and by Grade Level Leaders with input from the Dean of School Culture in Y2 and beyond. In Deliberate Practice, teachers practice taxonomy skills as drills and scrimmages in small groups and receive feedback from their peers and leaders to ensure high-quality instruction in every class, every day. Deliberate Practice topics are aligned to the Emblaze Academy Instructional Rubric by instructional cycle. In Instructional Cycle 1, the team prioritizes the Focus row of the rubric and Deliberate Practice sessions include

strong voice, precise directions, narration, and classroom climate. In Instructional Cycle 2, the team prioritizes the Rigor row and Deliberate Practice sessions include lesson rigor, pacing, and ratio. In Instructional Cycle 3, the focus shifts to the Thinking row and sessions include whole class CFUs, cold call, and habits of discussion. In Instructional Cycle 4, the team focuses on Feedback and sessions include urgency, hunt don't fish, body position, show call, and effectiveness of feedback. Instructional Cycle 5 is centered around Investment and sessions are on classroom climate, 100% effort, and student voice. During Instructional Cycle 6, teachers shift to reflection on their classroom practices and sessions are differentiated by teacher need. Deliberate Practice sessions are differentiated by teacher skill, with some teachers working in mixed groups of veteran and newer teachers, others working in veteran-only groups to push each other's instructional skills, and some teachers working one on one or in small groups with a member of the Leadership Team. Some teachers may work on drills of isolated skills such as using nonverbal to correct minor student misbehaviors, while other groups might scrimmage and practice integrating multiple skills. During Intellectual Preparation, teachers bring their pre-annotated copies of student classwork for all lessons for the next week, work with co-teachers to norm on instructional responses and the best way to address misconceptions, and implement content-wide pushes from the Head of School, Dean of Curriculum and Instruction, or Department Chair. Teachers also plan to use data to support struggling students, including SWDs and ELLs. Intellectual Preparation ensures alignment across grade and content teams.

Data Days. Six times per year, following each of the Interim Assessment cycles, the whole school meets for a full Data Day during which teachers work in grade and content teams, and individually to analyze trends from Interim Assessments, F&P testing (Cycle 1, 3 and 5 only), and NWEA MAP testing (Cycle 1,3, and 5 only). Prior to Data Day, all teachers have graded their assessments and analyzed their data by subgroup (ELL, SPED, gender, advisory), standard, and question type. Teachers have also drafted instructional responses. During Data Day, the Head of School leads a whole school session with an overview of data from all grades and contents and progress towards accountability goals, teachers work in content teams to identify trends, and in grade teams to action plan around individual students and create updated action plans for students in Academic and Behavior RTI. Teachers meet with their instructional coach to review their instructional responses and finalize next steps and goals for the next instructional cycle. In addition, the Dean of Student Services, ELL Coordinator, and Special Education Coordinator lead a session describing trends in the data and next steps for ELLs and SWDs. The DSS works with instructional coaches to ensure implementation of all next steps from this session during the next instructional cycle.

Key Levers and Systems for Accountability. Several key levers exist through which the Head of School ensures excellence in the execution of the academic and cultural vision of the school and follow-through on the school-, grade-, and department-wide priorities rolled out during PD. The Head of School has weekly **Data Check-Ins** with all Deans once per week during which the Deans present up-to-date student data in a dashboard format. Data in check-ins with Deans of Curriculum Instruction focus on weekly ELA and Math quiz data, check-ins with the Dean of Student Services include sub-group and compliance data, check-ins with the Dean of School Culture center around merits/demerits and classroom removals, and check-ins with the Director of Operations are around enrollment, budget, and compliance. In each meeting, the Dean presents a data dashboard that details overall progress towards goals, updates on goals from the

last week, and a draft action plan to increase student achievement or performance for the next week. The Head of School reviews the data, consults on the action plan, and supports with implementation of any next steps that will lead to increased student performance. Daily, all teachers participate in **Student Work Analysis** with their Dean and content team. During this time, teachers grade daily exit tickets, analyze trends, and develop specific instructional next steps to address misconceptions for the whole class and sub-groups of students, provide more feedback, or push student thinking in the next day's lesson. The Head of School attends Student Work Analysis meetings for each content team at least one time per week. Weekly, the Dean of School Culture, Head of School, and Grade Level Leader conduct **walkthroughs** of the grade level. The Head of School, Dean of School Culture, and Grade Level leader co-observe all three classes that are being taught on the grade level at that time, provide feedback based on the current grade-level culture priorities, and use the data to report strengths and areas of growths to the team at weekly grade team meetings. Weekly walkthroughs both help to develop the instructional and cultural leadership of the Dean of School Culture and Grade Level Chair and provide data that helps to inform shared pushes and norming on the grade team, and ultimately more consistency in student expectations and behavior from class to class so all students can focus on learning. During arrival, all breaks, lunch, and dismissal, the Head of School and Dean of School Culture are assigned to be **"floaters"** or to circulate the school to ensure consistency of student behavior, high expectations from adults, and real time coaching and modeling for newer teachers. Floaters might positively reinforce positive student behavior, model bringing students back from social time to class time for a newer teacher, hold teachers accountable for arriving to hallway posts on time, or actively circulate and monitor the lunch room to hold students accountable for meeting lunchroom expectations. The role of the floater during social times holds both students and teachers to high expectations and ensures consistency across the school. Our belief that high quality professional development drives instruction lives through our key levers for coaching: weekly coaching meetings, co-observations, coaching meeting observations, weekly Instructional Leadership Team Meeting, weekly Leadership Team Meetings, and weekly Academic Team, Culture Team, and Operations Team meetings. Each week, the Head of School has a weekly **coaching meeting** with each Dean and the Director of Operations. Coaching meetings have two parts: co-work and practice. During the co-working section of the meeting, the HOS and the Dean co-work on a task together so the HOS can model his or her thinking for the Dean or provide feedback. For example, the HOS and DCI might co-work on lesson plan feedback for an upcoming lesson, or the HOS and DSC might co-work on the minute-by-minute for an upcoming student investment event. The second half is dedicated to practice. Deans might practice an upcoming professional development session, honest conversation, or observation feedback meeting, get feedback from the HOS, and practice again. Weekly, the Head of School **co-observes** teachers with each Dean. Both leaders take notes on instruction, score the teacher on the Emblaze Academy Instructional Rubric, identify precise positive praise, and the highest-leverage instructional next step for the teacher based on the rubric. After the observation, each leader shares their notes and thinking. The co-observation structure serves as PD for the Dean as they continue to refine their instructional leadership. Bi-weekly, the Head of School observes each Dean in a coaching meeting with one of the teachers he or she coaches and provides live or written feedback. These **coaching meeting observations** help Deans hone their people leadership skills, develop teachers, and drive student achievement.

Instructional Leadership Team meetings occur weekly and are attended by all deans, teacher coaches, department chairs, and grade level chairs. During these PD sessions run by the Head of School, the team watches videos of teaching and norms on next steps using the Emblaze Academy Instructional Rubric, practices debrief conversations, and watches videos of coaching meetings and provides each other with feedback. The Instructional Leadership Team uses student achievement data to drive the focus of the meetings and is one way for all members of the Emblaze Academy team to norm on the vision for high-quality instruction. The Emblaze Academy Leadership Team, consisting of the Head of School, DOO, and all Deans, meets weekly. At the **Leadership Team Meeting**, led by the Head of School, the team problem-solves, action plans, reflects, and plans ahead to ensure that the school is operating efficiently and accomplishing its mission. The Leadership Team might reflect on weekly staff survey data, review the PD plan for the week, create plans to support individual teachers, share best practices, align on school-wide pushes, or norm on parent communication. In addition to weekly Leadership Team Meetings, the **Academic Team, Culture Team, and Operations Team** meet weekly to discuss progress towards goals, ensure team alignment, and address any areas in which the team is off track. The Academic Team consists of the Head of School, DCI: Humanities, DCI: STEM, Dean of Student Services, ESL Coordinator, SPED Coordinator, and Department Heads. This meeting is primarily focused on school-wide academic pushes, academic achievement, and staff PD. The Culture Team consists of the Head of School, Dean of School Culture, Behavior Interventionist, and Grade Level Chairs. This meeting is primarily focused on culture data including merits, demerits, send outs, attendance, and suspensions. The team works together to norm on student behaviors. The Operations Team consists of the Head of School, Director of Operations, Operations Coordinator, Office Manager, and Office Assistant. The team reviews and action plans around the monthly Operations Scorecard, checks in on school-wide systems, and ensures seamless school operations.

Resource Sharing. Teachers use shared curricular materials provided as part of each unit to develop their lesson plans. Each week, all finalized lessons are posted in a folder on Google Drive or a shared online platform to which all teachers have access, ensuring that instructional resources and materials are available year over year for use and development by new teachers, instructional knowledge is updated over time, and curricular materials are documented. The Director of Operations ensures maintenance of all curricular and intuitional documents. We will have a fully open-source curriculum and instructional materials. We firmly believe that all students should have access to rigorous curriculum and high-quality instruction, and any curriculum, documents or materials that are created by staff members or teachers at Emblaze Academy will be available free of cost to any school. We believe in the South Bronx community and in all students; we hope to positively impact as many students in our community as possible, regardless of if they attend Emblaze Academy.

F. Facilities

We are actively pursuing several facility options in CSDs 7 and 9, specifically in zip codes 10451, 10452, 10454, and 10455. Our facility search includes the search for a facility that is fully ADA compliant, able to meet the needs of our initial cohort, and allow us the financial and logistical flexibility to grow to full scale. Emblaze Academy will open with 90 students in 2018, adding 90 students per year until we reach full scale with 360 students in 2021-2022. We will operate with

three full general education classrooms per grade, with students split into three equally sized cohorts. We will exist within a facility in which we can operate with two special education or ESL pull-out rooms per grade, office space for teachers and staff, and a cafeteria and gymnasium. To fully execute on our educational program, we will need 7,200 square feet in Y1, 14,400 square feet in Y2, 21,600 square feet in Y3, and 28,800 square feet in Y4 and beyond. Emblaze Academy will apply for co-location space in a Department of Education facility. Initial contact with the Department of Education has been made and receipt of the request was confirmed by the Office of the Chancellor and the request was passed to the appropriate staff members within the Office of District Planning. An initial phone call with a representative from the Office of District Planning has taken place. In the case that co-location is not available, Emblaze Academy will lease private space. We are currently working with an independent contractor who has secured facilities for multiple charter schools in NYC and will work with us to ensure that the facility we secure is compliant with all federal requirements, including ADA, and meets all NYC Department of Buildings and NYCDOE codes and state sanitary specifications. We are also working with two teams of brokers and developers who have prepared market surveys and set up tours of several potential facilities in CSDs 7 and 9. As evidenced in **Attachment 9**, we have included significant provisions for facilities insurance, janitorial and custodial services, $35/square foot assuming 80 square feet per student for the lease, $5/square foot for repairs and maintenance, and $5/square foot for utilities. Overall, facilities operations and maintenance account for approximately 20% of our yearly budget. As described in **L. Pre-Opening Plan**, we plan to have our facility finalized by November 2017; sign the lease and procure facilities insurance by December 2017; allow January 2018-June 2018 for renovations and up fit, including ensuring that the building is fully ADA compliant and meets all NYC building codes and NYCDOE codes and state sanitary specifications; and pass our final inspection and secure our Certificate of Occupancy in June 2018. No one on the Emblaze Academy staff or Board of Trustees will have any conflict of interest in the selection of a facility. Emblaze Academy will follow our Conflict of Interest Policy if any real or potential conflict of interest should arise.

G. Insurance

Figure 3.5 includes a proposal provided by First Fidelity Brokerage, Inc.[37] Emblaze Academy and our insurance provider will notify the Department of Education of any cancellation policy within 10 days. We anticipate we will require Worker's Compensation and Employer's Liability, General Liability, Educator's Legal, Property, Excess Liability, Crime, Accident, Cyber, Special, and Fiduciary Insurance. While the below proposal is more than we have budgeted in **Attachment 9**, we plan to request insurance proposals from several companies, evaluate each proposal, and negotiate the final payment amount to fit within our budget. The $17,500 that we have budgeted for insurance in Y1 and $26,003 that we have budgeted in year five are consistent with other charter schools in NYC and were recommended by our proposed back office provider, EdTec.

[37] Please note that the attached budget reflects an annual insurance cost of $17,500, distinct from the total of the initial proposed quote. We anticipate doing our due diligence through an RFP. Should budgetary costs go beyond the $17,500, we have sufficient reserve for such need up to and including the amount of the below quote.

Figure 3.5: Proposed Insurance Coverage

Emblaze Academy Charter School

NOTICE: This statement is intended to provide the insurance coverage and the associated estimated premium for budget purposing only
Actual premium will be determined at time of coverage placement and will depend on exposures, carrier rate changes, and limits and deductibles selected

COVERAGE	LIMITS OF LIABILITY		RETENTION	COVERAGE COMMENTS	STIMATED PREMIUM
Workers' Comp & Employers Liability	**WC:**		NIL	Final premium will be computed upon audit.	$7,500
	Statutory			Based on payroll of $1,100,000	
	Employer's Liability:				
	BI Per Accident	$1,000,000			
	BI Each Employee Disease	$1,000,000			
	BI Policy Limit Disease	$1,000,000			
General Liability	**Liability:**		**Liability:**		
	Each Occurrence	$1,000,000	Nil except:	Based on estimated 90 JHS Students	$15,000
	Personal and Advertising Injury	$1,000,000	$1,000 Employee Benefits Liability		
	General Aggregate	$3,000,000			
	Fire Legal Liability	$100,000			
	Medical Payments, per person	$5,000			
	Hired and Non Owned Liability	$1,000,000			
	Employee Benefits Liability	$1,000,000			
	Abuse & Molestation Limit	$1,000,000			
	Abuse & Molestation Agg. Limit	$2,000,000			
	Products Agg Limit	$3,000,000			
Educators Legal	Educators Legal Liability	$1,000,000	$2,500 Educators Legal Liability	Includes "Wrongful Act"/D&O	$3,500
	Aggregate	$1,000,000	$5,000 EPL		
Property	**Property:**		**Property:**		
	Contents	$250,000	$2,500		
	EDP	$250,000			
	Business Income / Extra Expense	ALS			Included with GL
	Cause of Loss Form	Special			
Excess Liability	Each Occurrence	$10,000,000	$10,000 SIR if no underlyer	Includes GL, Auto, EBL, ELL	Included with GL
	Aggregate	$10,000,000			
Crime	Employee Theft	$1,000,000	$25,000		Included with GL
	Depositors Forgery or Alteration	$1,000,000			
	Theft, Disappearance & Destruction - Money, Securities,	$1,000,000			
	Computer and Funds Transfer	$1,000,000			
Accident Insurance	AD&D:	$1,000,000	Nil		$1,200
Special Risk	Accident Medical Expense:	$250,000			
Cyber Liability	Aggregate Limit	$1,000,000	$2,500		$1,000
Special Risk	Ransom	$1,000,000	Nil		$1,500
Fiduciary Liability	Limit	$1,000,000	$10,000		$1,250
	Aggregate	$1,000,000			

H. Food, Health, and Transportation Services

Food. Emblaze Academy will provide breakfast, lunch, and snacks to all students every day and plans to participate in the Federal school breakfast and lunch programs. We will follow all nutritional guidelines as outlined by the federal government. Our food services will be dependent on facility location. If we are co-located within a Department of Education building, we will use the food services offered in the building. If we secure a private facility, we will create a RFP for meal services and objectively evaluate all proposals received. As we are not yet sure if our facility will have the capability to prepare meals, we will request that all bids include the cost of transportation to and from the school, serving utensils, and packaging. We are currently considering options such as Revolution Foods, SchoolFood, and Red Rabbit. We will ultimately base our decision on cost, efficiency, compliance with New York City and State regulations, and alignment to our organizational needs. In addition, we will take all necessary steps to become a Local School Food Authority to manage the process of meal counting and broader administration of the school food program. We will work to ensure any students with religion-specific food requirements or allergies always have an alternative meal or snack available if the meal provided does not meet their dietary requirements. The Office Manager will keep and communicate to

teachers a detailed list of all student food allergies, sensitivities, and religious requirements and will ensure that students are never exposed to any food products that may be harmful to them. All students will have access to the meal program. We have included food service fees for all students in our budget regardless of Free and Reduced Price Lunch eligibility. We will strongly encourage every family to complete Free and Reduced Price Lunch forms, regardless of whether they think they will qualify and will incentivize completion of the forms early in the year with the goal of 100% completion. Our DOO and Office Manager will manage the process of securing all lunch forms and communicating with families about all enrollment documentation.

Health

Heath Professional Services. We plan to apply for co-location within a NYCDOE district school. If the request for co-located is granted, we plan to share school health services with the co-located school(s). If unable to secure co-location space, we will outsource school nursing services to a licensed Health Professional who will be authorized to distribute prescribed medications to students, support students when they are sick, and ensure compliance with §2853(4)(a) and §912 of the Education Law. The Heath Professional will collaborate with the Office Manager to collect student health and immunization records.

Medical Records. As part of the enrollment process, all students and families will be required to submit a Medical Examination Record and Immunization Record, as well as a Medical Administration Form if required. As required by Public Health Law 2164, all students will have an immunization record on file that includes Polio (IPV, OPV: 3 doses); Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose), Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses). The Office Manager will collect and store health records, medication records, immunization records, and emergency contacts, and will collaborate with the Health Professional, Enrollment Coordinator, and Director of Operations as necessary. All student health information will be stored in a locked filing cabinet in the Main Office, with access only allowed to the Office Manager, Director of Operations, Health Professional, and Head of School. As required by §917 of the Education Law, a minimum of two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator. Emblaze Academy will maintain access to external defibrillators (AED).

Other Health Policies. In compliance with Education Law, we will institute a thorough set of safety, health, and risk management policies to be reviewed annually with staff, students, parents, and the Board. These include: Policies and procedures for response to natural disasters and emergencies; Policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent; Policies relating to the administration of prescription drugs and other medicines; Policy establishing that the school functions as a drug, alcohol, and tobacco free workplace; Policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. Child abuse will be reported immediately by the individual discovering or being informed of the alleged child abuse/neglect. In accordance with the requirements of the New York State Social Services Law § 413 and § 421, annual reporter training will be provided within the first six weeks of school or the first six weeks of that person’s employment, and proof of that training will be

provided to the Board Chair; Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.).

Transportation. In accordance with §2853(4)(b) and §3635 of Education Law, we will ensure all students have access to the transportation necessary to attend school each day and any afterschool or Saturday events or activities as necessary. As our proposed locations in Highbridge/Concourse, Mott Haven, or Melrose are close to multiple forms of public transportation including subway and bus lines, we anticipate most students will walk or take public transportation. We will work with the Office of Pupil Transportation to ensure any students who require door-to-door or yellow bus services as part of their IEP or 504 receive all required transportation services. We will coordinate with the CSE to ensure all appropriate documentation is in place for students who require transportation services as part of their IEPs. Our Office Manager will be the primary executer and Director of Operations will oversee student transportation services including: determining eligibility of students for half-fare or full-fare cards; distributing MetroCards to students; assigning MetroCard serial numbers to student records; deactivating and replacing lost or stolen cards; reviewing MetroCard inventory upon receipt; coordinating with the Office of Pupil Transportation about additional bus stops; communicating with yellow bus drivers about route changes and timing; documenting how all students are transported to and from school and updating parental preferences. We have budgeted $25 per student per year for field trip transportation. We will have a valid Certificate of Occupancy for our facility to ensure we can receive NYCDOE transportation services. Before the beginning of the enrollment process for the year (April 1), families will be required to notify the DOE about transportation needs, allowing the Office of Pupil Transportation to coordinate and finalize its bus routes for the year. Emblaze Academy will stay in close contact with the OPT to ensure that every family attains the most convenient school transportation options possible.

I. Family and Community Involvement

As described in **E. Public Outreach**, Emblaze Academy has engaged with more than 70 South Bronx community-based organizations and 175 families as part of our initial community engagement efforts. Input from CBOs, families, community boards, and other stakeholders has significantly impacted the school design and policies of Emblaze Academy. Feedback and the implementation of feedback and impact on school design is detailed in **Table 2.** We plan to continue to partner with the organizations and families with whom we have built relationships for enrollment and recruitment, potential partnerships, and ongoing collaboration. Families are partners and we work hard to ensure that families are constantly aware of their children's growth and academic performance in all subject areas. Communication home about academics happens through text, email, printed newsletter, in-person meetings, and whole group sessions. Every day before 10:00am parents receive a text message or email letting them know the status of their child's HW from the previous night. Daily, after the Behavior Interventionist checks all HW for completion, s/he sends out robo text messages to parents that either say: "Congratulations! Your scholar is on the path to college. All of his or her HW was completed and top-quality," or "Your scholar has XX missing/incomplete assignments. S/he will attend Effort Academy instead of his or her Elective Club today." Daily communication about HW with parents helps them to remain

aware about the status of their child's HW, encourage at-home support with assignments, and hold students accountable. Each Friday, students are sent home with their weekly Achievement Packet containing their scholar dollar check for the week, a weekly progress report that details their course grade broken down by grading category in each course, and their graded ELA quiz and math quiz from that week. Achievement Packets must be signed by a parent each weekend and turned in on Monday morning with a reflection and goal-setting template completed. At Family Academy Session 3 in October, parents learn how to interpret weekly academic reports and set goals with their child based on the information provide in weekly Achievement Packets. In addition to daily homework texts and weekly achievement packets, parents always have access to their child's grades through our online gradebook portal. At Family Academy Session 1 in July parents learn how to download the app, log in, and interpret their child's grade reports. Parents are always welcome to call Emblaze Academy teachers and staff after 6:00am and before 7:00pm on weeknights to discuss their child's grades or performance at school or to set up a meeting with a teacher. Emblaze Academy also hosts monthly cafecitos at which parents are invited to hear an update from the Head of School, learn a new way to support at home, and discuss any advice or concerns about the school. We hold six academic focused parent events throughout the school year including Back to School Night in September, Data Night in October, Report Card Afternoon 1 in December, State Test Family Night in January, Literacy Night in February, Report Card Afternoon 2 in March, and STEM Night in April. Teachers present, meet with families, and provide updates on curriculum, ways to help at home, and school-wide pushes. Families and school staff will have access to participate in the governance of Emblaze Academy both formally and informally. All Emblaze Academy Board of Trustee Meetings will be open to the public, and all meeting dates, times, and locations will be publicly posted and clearly communicated to all key stakeholders. At the end of each meeting, there will be a time for public comments and any parents, staff members, teachers, or community members are welcome to speak at that time. All comments will be recorded in the minutes and publicly posted. In addition, parents and school staff can give feedback through formal surveys, the results of which will be reviewed by the Board and be part of the Head of School's formal yearly evaluation. Two times each year, parents will be given the Emblaze Academy Parent Satisfaction Survey. The results of this survey will be formally reviewed by the Board as part of the Head of School's annual evaluation. The Head of School, all Deans, and the Director of Operations will participate in a yearly 360 Review Process in which all members of the school team can give anonymous feedback to the Leadership Team. The Board will review all 360 feedback for the Head of School and will set goals with the Head of School during the formal evaluation process. The Head of School will formally review 360 feedback for all Deans and set yearly performance goals with them. As necessary, the school will engage with parents, community members, and other stakeholders to host input groups, information sessions, or open forums at which community input will be solicited and considered.

J. Financial Management

Emblaze Academy will draft, adopt, and uphold strong financial policies that adhere to generally accepted accounting practices and are based on best practices from charter schools in NYC and across the country. Policies will be reviewed and re-signed by all Board members each year and will be the foundation upon which all Finance Committee practices are built. In addition to strong financial policies, the Finance Committee will also review and approve school policies and

processes for tracking enrollment and attendance, eligibility for free- and reduced-price lunch, and special education services and related services for students with special needs. It is essential that strong record-keeping and tracking exist at the school so we can accurately report numbers and receive federal and local funding. Emblaze Academy will receive support from BES and our Follow-On Support Coach in creating and implementing these essential systems. The annual budget for the school will be developed by the Head of School and Director of Operations, in conjunction with EdTec, the proposed back-office provider. The Head of School will solicit stakeholders for budget input and facilitate planning meetings each year to ensure budgeting is aligned to mission and intended outcomes. EdTec will conduct analysis and provide knowledge and expertise around charter school funding, observed spending trends, and industry benchmarks. EdTec will help to bring the technical work together of the budget pro forma. The budget cycle will start in January with a working draft developed by the Head of School, with the support of the Director of Operations and EdTec, then brought to the Finance Committee of the Board for their review in February. The Finance Committee will analyze the budget draft and provide a recommendation to the full Board for presentation in March or April, and then approval in May or June at a publicized and open board meeting. Per NYSED requirements, we will prepare and provide to NYSED a copy of its annual budgets and cash flow projections for each fiscal year by no later than June 30 of the immediately preceding fiscal year. Throughout the course of the budget development process, staff, EdTec, and Board members will evaluate the budget to ensure Emblaze Academy is working towards established goals and intended outcomes. In addition, they will also ensure that all compliance related to restricted grants and budgeting is in place. At monthly Board meetings and Finance Committee meetings, the Head of School and Governing Board will review a suite of financial documents prepared by EdTec, including but not limited to, budget versus actuals report, balance sheet, and cash flow, as well as a set of projections updated monthly. As variances become material between the approved budget and actuals and the projections suggest a new set of circumstances or needs, the Head of School, Finance Committee, and the Governing Board will revisit the approved budget and determine if the budget should be amended or if corrective action is required to align activity back within the approved budget. For the inaugural years of operation, we plan to contract with EdTec and leverage their expertise in budgeting, forecasting, and ongoing budget developments. This will also allow the Emblaze Academy team to develop its own internal expertise and work towards an eventual plan of bringing financial management functions in-house. Emblaze Academy will have the additional support of EdTec in the areas of ongoing financial reporting, compliance, payroll, accounting, accounts payable, financial policy and procedure development, etc.

Fiscal Audits. We will annually engage a state-approved audit firm with NY charter school experience and expertise. The annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in NY State. The Finance Committee will request proposals and will select the audit firm, which will report directly to the Board. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required by public charter schools in NY State, in addition to other conditions or criteria required by NYSED. We will use the selected firm for any other required reporting, including but not limited to, the initial statement on internal controls, CSP agreed upon

procedures reporting, A-133 audit, and the filing of its annual 990 with IRS. We have included the cost of the audit based on standard pricing from a variety of charter school audit firms in NY.

K. Budget and Cash Flow

Emblaze Academy has developed a 5-year budget using conservative revenue and expense assumptions. We have also leveraged experts in charter school budgeting and finance to assist with our budget. We have not included any private sources of revenue that are not otherwise highly likely to be received. In every budget year, we project positive operating income and a growing fund balance over time to address unforeseen circumstances and ensure the financial capacity to execute our mission and vision. In addition, we have included an escrow account of $75,000 with $25,000 distributed each year for the first three years of the charter term.

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Total Revenue	$325,000	$2,236,691	$3,782,904	$5,373,317	$7,163,732	$7,167,057
Total Expenses	$243,877	$2,170,977	$3,686,891	$5,292,646	$6,922,709	$7,003,952
Operating Income (EBIDA)	$65,906	$79,365	$101,992	$90,036	$251,079	$164,166
Beginning Fund Balance	-	$65,906	$160,488	$262,480	$352,516	$603,595
Ending Fund Balance	$65,906	$160,488	$262,480	$352,516	$603,595	$767,761
Operating Income as % of Total Revenues	20.3%	3.5%	2.7%	1.7%	3.5%	2.3%
Fund Balance as % of Total Revenues	20.3%	7.2%	6.9%	6.6%	8.4%	10.7%
Total Revenue Per Student	$0	$24,852	$21,016	$19,901	$19,899	$19,908
Total Spending Per Student	$0	$23,970	$20,450	$19,568	$19,202	$19,452

Our operating income is projected positive in every year, with the fund balance anticipated to reach 10.7%, low but not out of the norm for charter schools anticipating to be in a private facility.

Revenue Planning. We have estimated revenue rates to remain flat year over year, based on an enrollment goal of adding 90 new students each year to reach a final enrollment of 360 students for grades 5 through 8. Our budget does not rely on any non-public and non-recurring revenues sources except for an anticipated Walton Family Foundation (WFF) Start-Up Grant of $325,000, disbursed through Building Excellent Schools[38], and a prospective Charter School Program Grant of $550,000, for which we anticipate eligibility. While we expect some fund development on the part of the board, we have not included an assumption for those otherwise unsecured funds. Our recurring public revenue projections are tied to the most recent funding assumptions available to charter applicants from NYCDOE and NYSED, and when otherwise unavailable, the assumptions being used for schools operating during FY 2017. Per pupil enhancements for students receiving a certain level of special education services are tied to special education populations observed in local schools. Emblaze Academy has assumed that 20% of students will likely have an IEP, but that only about half of these students will receive services that trigger the

[38] A letter of commitment for start-up funds is available in **Attachment 10**.

20-60% and greater than 60% funding enhancements to the per pupil payments from NYCDOE. The facility reimbursement has been assumed at 20% of the general education per pupil amount, and Emblaze Academy understands it is only eligible for this funding if it is in a private space, and that the reimbursement is capped at actual lease costs. We have budgeted for Title I and Title II allocations, which we have tied to an assumption of free and reduced lunch students, based on the observed neighborhood school profiles, which is estimated at approximately 92%. We also expect to receive IDEA funding at $900 per eligible student, with eligibility being a subset of our special education student count. We have budgeted NYSTL, NYSSL, and NYSLIB allocations, and we have budgeted offsetting expenses to reflect that this funding is in-kind is only accessible through FAMIS. We have budgeted a one-time DYCD allocation in our first year to support initial furniture and equipment purchasing, based on a fixed award of $51K plus $444 per each middle school student. We have conservatively projected a 75% reimbursement of telecommunication services through the E-Rate program. Emblaze Academy has budgeted NSLP revenues and greater than offsetting costs of implementing the National School Lunch Program. Revenues have been projected based on assumption on meals served to eligible students and the FY 2017 federal reimbursement rates. For all revenue assumptions, we did not incorporate any rate escalation year over year. We believe this to be the most conservative in the absence of more concrete funding information, though we note the high likelihood of some rate improvement over the next five years for New York public education, both at the federal and state level.

Expense Planning. Staff and associated benefit and employer liability expenses hover just over 60% of anticipated spending mark during the first 5 years. Our budgeted staffing plan ties to proposed personnel plan and phase-in of positions over time. For compensation assumptions, we looked at other charter school budgets and general market demand for teachers. Our average teacher salary is anticipated at $62,500K. Our plan includes a robust instructional team and administrative and support team. We will open with 16 staff in 2018-19 and end with 50 staff when fully grown in 2021-22, with somewhere between 70% and 80% of compensation spending going towards instructional roles. We budgeted several additional stipends for staff serving in leadership or administrative functions ancillary to regular job title. For benefits and employer taxes, we included a 3% assumption for employer contributions to retirement, and competitive assumption of Emblaze Academy contributing $7,000 per employee toward medical, dental, and vision benefits. We have budgeted for Social Security, Medicare, and state unemployment insurance at currently established rates. As the budget allows, we will review both compensation and benefits to ensure we are remaining competitive and retaining the best talent. Budgets for items in contracted services and school operations have been developed through dialogue with prospective vendors and consultation with other existing charter schools and charter school support organizations. We have assumed a 1.5% year over year expense increase after 2018-19 to account for inflation. These expenses include a budget for the required audit, legal representation, back office services, assessment and evaluation costs, instructional materials, classroom technology materials, textbooks, contracted instructional services, and other education program expenses. We spend 20% of the budget towards these areas in 2018-19; it is expected to trend downwards towards 15% at full scale. We plan to spend roughly a $3,600 average per student per year across these two categories. Several facility options are being considered. For the purposes of the budget and light of that uncertainty, a $35 per square foot

assumption for a rental lease, with a $5 per square foot assumption for tenant improvement costs to be amortized over the first term of the lease, has been budgeted. Janitorial services and utilities have been both budgeted at $5 per square foot, respectively, based on different quotes and observed facility setup. Spending earmarked for Walton Family Foundation and CSP funds in the budget reflect approximately $825K in one-time funding. If these funds were not to materialize at all or in their full amount, we will otherwise revise our spending plan. From startup through the Y2 of operations, we are anticipating to generate between $165K cumulative fund balance, which gives us some flexibility to still spend on those items and generate a smaller reserve, with a budget gap of $660K. Potential reductions include realigning the staffing plan to reduce overall head count, as well as looking for contracted service alternative to bring down those costs given they are the biggest part of our budget.

Mitigation Strategies. If the financial model becomes challenged and creates a potential budget gap (for example, unforeseen facility costs, increased employer costs, lower than budget enrollment), we will be evaluating several strategies to bridge the gap, including: **Headcount reduction**: Outside of our core instructional staff, we may consider reducing or delaying some of our administrative and leadership staff to a future year**; Salary reduction:** Salary assumptions have some cushion to be very competitive with other markets**; Benefits reduction**: We may consider reducing or eliminating retirement contributions or reducing the employer share of medical insurance, currently assumed to be 100%. Any budget challenges will likely push Emblaze Academy to evaluate more fundraising opportunities and private grant opportunities.

L. Pre-Opening Plan

Student Recruitment and Admission		
Marketing		
Design, translate, and post informational packet/flyer on website and community	HOS	6/17 – 3/18
Identify and work CBOs to help with generating interest	HOS	6/17-3/18
Initiate recruiting/marketing campaign via ads in local stores, newspapers, etc.	HOS	10/18-3/18
Secure invitations to Middle School fairs	HOS	7/17-9/17
Enrollment Form		
Design, translate, and make student enrollment form	HOS	6/17
Make enrollment form available to community and post on website	HOS	11/17-3/18
Information Sessions		
Secure locations for information sessions	HOS	6/17-7/17
Mobilize volunteers for community canvassing	HOS	8/17-3/18
Host information sessions	HOS	10/17-3/18
Admissions Lottery and Enrollment		
Collect enrollment forms through final enrollment day (4/1)	HOS	11/17-4/18
Secure lottery location and announcer if needed	HOS	3/18
Post lottery date on website and on flyers in community	HOS	3/18
Practice lottery protocol	HOS	3/18
Conduct admission lottery	HOS	4/18
Notify families of status	HOS	4/18
Establish waitlist (or repeat lottery)	HOS	4/18
Send NYC DOE Enrollment Report	HOS	5/18-8/18
Confirm acceptances- home visits	HOS	5/18-9/18
Request and receive student records	HOS	5/18-8/18

Create documents and compile student welcome packet and orientation info	HOS	3/18-4/18
Facilities		
Send letter to NYC DOE requesting co-location space	HOS	6/17
Receive approval or denial for NYC DOE co-location space	HOS	8/17-10/17
If co-location space is unavailable, review options for private space	HOS	11/17
Get third party real estate expert to view and evaluate site	HOS	11/17
Negotiate, Review, Approve, and Sign lease	HOS, Board	12/17
Secure Certificate of Occupancy from landlord	HOS	7/18
Renovations to be completed by landlord	HOS	1/18-6/18
Obtain property insurance required by lease	HOS	12/17
Pass final inspection and receive occupancy certificate	HOS	6/18
Procurement		
Purchase supplies and materials for program	HOS	4/18
Secure janitorial services	HOS	4/18
Governance		
Board Expansion and Transition to Board of Trustees		
Recruit and nominate board members	Board	6/17
Develop and ratify by-laws	Board	6/17
Develop Governance Strategy		
Define role of Board members	Board	6/17
Define relationship of Board and Head of School	HOS	6/17
Define communication methods and decision making processes	HOS	6/17
Arrange Board liability	Board	6/17
Draft policies	Board	6/17
Plan to move from Founding Board to Governing Authority	HOS	6/17
Develop and file articles of incorporation	HOS	6/17
Apply for tax-exemption, 501c3	HOS	6/17
Develop Board calendar	Board	6/17
Board Structure		
Finalize by-laws	Board	6/17
Create job descriptions for Board and for each committee chair and each committee. Adopt as policy.	Board	6/17
Create and adopt policy defining relationship between school leader and board.	Board	6/17
Create Code of Ethics for board members. Adopt as policy.	Board	6/17
Create board member handbook. Adopt as policy.	Board	6/17
Send Trustee information to DOE for each trustee - trustee financial disclosures, trustee information form, and resume.	HOS	6/17
Board Meetings		
Pick set day and time to consistently hold meetings. Print schedule. Follow postings for New York Open Meeting Law.	HOS	6/17
Develop consistent format for board meeting packets distributed 2 weeks prior	HOS	6/17
Create mechanism to track attendance at all board and committee meetings.	HOS	6/17
Develop board calendar and list critical tasks to happen at each board meeting.	HOS	6/17
Develop and file articles of incorporation	HOS	6/17
Create mechanism (binder) to keep track of all official policies	HOS	6/17
Create comprehensive list of policies to be created before school opening	HOS	6/17
School Leader		
Create job description for Head of School	Board	6/17
Determine performance benchmarks and process for evaluating Head of School	Board	6/17
Hire Head of School	Board	6/17

Board Development		
Create board development plan to include orientation of new members	Board	6/17
Host Board Retreat	Board	6/17
Fund Development/Fund Raising		
Establish 501c3	Board	7/17
Identify potential individual donors	Board	6/17-7/17
Develop strategy	Board	6/17-7/17
Secure Public/Private Grant Money		
Write need statement	Board	6/17-7/17
Write and disseminate proposals to national and local governmental sources	Board	6/17-7/17
Write and disseminate proposals to national and local foundations	Board	6/17-7/17
Secure Donations from Individuals		
Cultivate and solicit potential donors	Board	6/17-7/17
Develop Board cultivation guidelines and strategies	Board	6/17-7/17
Plan and host series of events for securing donations	Board	6/17-7/17
Administrative		
Data Management		
Create filing system	HOS	3/18-4/18
Develop database for student reporting and attendance	HOS	3/18-4/18
Develop dashboard system: attendance, discipline, academics, and assessments	HOS	3/18-4/18
Family Outreach		
Write, translate, and mail family letter for Family Orientation	HOS	4/18
Call all families for Family Orientation	HOS	4/18
Prepare pre-opening Family Orientation materials	HOS	6/18
Host pre-opening Family Orientation	HOS	7/18
Instructional Program		
Curriculum Development		
Identify preliminary curriculum models for core subjects	HOS	6/17
Site visits and analyses of "best practice" school models	HOS	6/17
Create and finalize curriculum plans and timelines	HOS	6/17-4/18
Create IAs aligned with state standards and curriculum frameworks	HOS	6/17-4/18
Create scope and sequence and vertical alignment documents	HOS	6/17-4/18
Create organizational system for unit plans and lesson plans	HOS	10/17-11/17
Develop curriculum	HOS	6/17-4/18
Procurement		
Purchase materials, textbooks, and standardized testing materials	HOS	5/18-7/18
Assessment		
Finalize assessment strategy and timeline	HOS	6/17-4/18
Create dashboard for data analysis	HOS	6/17-4/18
Develop class configuration- classroom model	HOS	6/17
Organize tutoring workshops and Saturday Academy model	HOS	3/18-6/18
Special Education		
Reach out and form relationship with the CSE	HOS	6/17
Identify and secure specific texts and materials	HOS	10/17-4/18
Consult with the district administrator in charge of SPED services	HOS	6/17
Identify population of students with disabilities	HOS	5/18
Acquire student records	HOS	6/18-7/18
Collaborate with CSE on IEP review schedule	HOS	5/18-8/18
Define service requirement for all SPED students	HOS	5/18-8/18

Create training session for teachers on sped modifications and accommodations	HOS	7/18-8/18
School Culture and Climate		
Finalize daily schedule, discipline policy, and school calendar	HOS	6/17
Establish rituals and routines	HOS	6/17
Financial Management		
Codify the fiscal controls and financial policies that the school will employ to track daily operational finances	HOS	6/17
Identify who signs and writes checks and finalize signature policies	HOS	6/17
Develop financial reporting templates (budget vs. actual) and policy	HOS	6/17
Design process forms (purchase orders, expense forms) and policy	HOS	6/17
Appoint Treasurer	HOS	6/17
Develop segregation of funds policy (public/private)	HOS	6/17
Establish payroll	HOS	6/17
Develop schedule of Board financial reviews	HOS	6/17
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	HOS	6/17
Set up bank accounts	HOS	6/17
Define investment/savings strategy	HOS	6/17
Finalize cash flow plan	HOS	6/17
Personnel		
Finalize org chart and job descriptions	HOS	6/17
Advertise jobs through partner organizations and website	HOS	8/17-7/18
Coordinate benefit enrollment	HOS	9/17-5/18
Recruit and hire staff and teachers	HOS	8/17-7/18
Negotiate and sign agreements for contracted services	HOS	9/17-5/18
Finalize policies and procedures for evaluation of staff	HOS	4/18-5/18
Develop professional development plans	HOS	4/18-5/18
Perform background checks on employees	HOS	4/18-5/18
Fill out forms to enroll teachers in payroll and benefits	HOS	7/18-8/18
Plan and hold staff orientation	HOS	7/18-8/18
Have new staff fill out Employee information forms	HOS	7/18-8/18
Staff Handbook		
Draft, edit, and translate handbook content	HOS	8/17
Secure legal review of handbook	HOS	8/17
Board approval of handbook	Board	8/17
Print and distribute final copies to staff members	HOS	7/18-8/18
Transportation		
Determine transportation needs	HOS	5/18
Create system for securing and distributing metro cards to students	HOS	6/18-8/18
Food Service		
Issue RFP if NYC DOE food services not available	HOS	3/18
Define requirement (# of students/any religious or individual needs) and identify free/reduced lunch students- contact DOE	HOS	5/18
Determine food service arrangement	HOS	5/18
Select vendor and draft and sign contract	HOS	5/18
Develop food service plan	HOS	5/18
Complete FRL forms	HOS	5/18
Health and Safety		
Identify doctor/nurse resources and first aid resources	HOS	1/18-2/18
Develop policy for non-compliance by parents	HOS	1/18-2/18

Acquire medical forms	HOS	1/18-4/18
Undergo fire and building inspection	HOS	6/18
Contact Board of Health	HOS	6/18
Develop fire drill policy, schedule, route and School Safety Plan	HOS	6/18
Community Partnerships		
Identify community partnership opportunities	HOS	Ongoing
Devise performance measures for each strategic alliance	HOS	Ongoing
Parents and Community		
Draft, edit, and translate content of Parent/Family Handbook	HOS	6/17
Secure legal review of handbook	HOS	4/18
Board approval of handbook	Board	4/18
Print and distribute final copies to families at Family Orientation	HOS	6/18-7/18
Communication		
Work with graphic designer to update website for approved school	HOS	6/17
Set up nonprofit mailing status with Post Office	HOS	6/17
Filing system for student academic, disciplinary, and health records	HOS	3/18
Define procedure for visitors entering the building	HOS	4/18
Develop forms necessary to track and monitor visitors	HOS	4/18
Select provider for internet access	HOS	4/18
Set up Intranet	HOS	4/18
Define how staff will communicate	HOS	6/18
Set up phone systems and answering services	HOS	6/18
Purchasing		
Create a comprehensive purchasing list through December	HOS	4/18
Purchase classroom and office equipment and furniture	HOS	5/18-7/18
Lease postage meter	HOS	10/17
Purchase cleaning products and restroom supplies	HOS	6/18
Purchase science class materials and PE equipment	HOS	6/18
Purchase classroom library materials	HOS	3/18-6/18
Purchase classroom & office supplies & medical supplies/furniture	HOS	6/18
Purchase signage for building interior	HOS	6/18
Contract Personnel		
Hire janitorial services; line up electrician, plumber and handyman	HOS	5/18-6/18
Line up related service providers	HOS	5/18-6/18
Technology		
Issue RFP for technology	HOS	11/17
Finalize plans for purchasing technology	HOS	1/18
Computers for students and teachers	HOS	5/18
Uniform		
Contract student uniforms	HOS	3/18-4/18

M. Dissolution Plan

In case of dissolution, the Governing Board will delegate to the Head of School and Director of Operations the responsibility of managing the dissolution process in accordance with Education Law §2851(2)(t), to include notification to parents of children enrolled at the school. An enrollment roster will be sent to NYCDOE, with the school transferring student records to NYCDOE and notifying parents and/or legal guardians. Unrestricted assets, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, will be transferred to another charter school within the district or directly to NYCDOE. We have included

$25,000 each fiscal year, in 2018-19 through 2020-21, set aside and maintained in an escrow fund or non-liquid savings account with singular purpose of funding dissolution activities. These will be set aside in perpetuity, only to be used for dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.

Table 1: Applicant Group Information

Last updated: 02/14/2017

Include minimum 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Kristen Shroff [redacted]	Fellow, Building Excellent Schools	Education Management; Led Proposal Writing	Lead Founder, Proposed Head of School	Ex-Officio, non-voting Member
2	Tameka Beckford-Young [redacted]	Legal Counsel, Kawasaki Rail Car, Inc.	Law; worked on the bylaws, code of ethics, and governance policies for the application	Trustee	Secretary
3	Daniela Cuevas [redacted]	Managing Partner and Creative Director, The Spark Group	Marketing; worked on recruitment and retention strategies for the application	Trustee	
4	Shelly Evans [redacted]	Founder, HR Pro Resources	Human Resources; worked on personnel policies and staff evaluations for the application	Trustee	
5	Matthew Kirby-Smith [redacted]	Vice President and General Manager, Jones Lang LaSalle	Facilities; worked on facilities planning for the application	Trustee	
6	Margaret Marrer [redacted]	Regional Assistant Superintendent, Democracy Prep Public Schools	Education; worked on education programming for the application	Trustee	
		Assistant	Finance,		

7	Harini Mittal [redacted]	Professor of Finance, Economics, and Entrepreneurship, Bronx Community College	Community Engagement; worked on budget and community outreach for the application	Trustee	Treasurer
8	Rosann Santos [redacted]	Director of Strategic Initiatives, John Jay College; Founder, Latinas in Higher Education	Community Engagement, worked on community outreach for the application	Trustee	Vice Chair
9	Geraldo Vasquez [redacted]	Instructor of Business Administration at Stella and Charles Guttman Community College	Finance; worked on the budget as part of the application	Trustee	Chair
10					
11					
12					
13					
14					
15					

Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

Margaret Marrer is member of the leadership team at Democracy Prep Public Schools. Democracy Prep has previously applied to this charter entity.

Table 2: Public Outreach Information
Emblaze Academy Charter School

Dates of Outreach (month/date /year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
9/13/2016	Community-Based Organizations; Community Members	Met with Alli Dunn, NYC Community Manager	4.0 Schools	Ms. Dunn emphasized importance of authentic community engagement. She suggested planning street fair or event for families, providing families with artifacts from school (ex. schedule) to better explain model, providing food, and setting up focus groups to learn more about needs of community.	Created clear one-page flyers and explanations of the Emblaze Academy model.	1 – individual in-person meeting with community leader/ stakeholder
9/14/2016	Community Members	Met with Eric Caballero, Vice President	The Flatiron School	Mr. Caballero discussed importance of marketing and branding for student recruitment and enrollment. He suggested emphasizing particular aspect of school and frequently communicating that to students and families.	Created clear one-page flyers and explanations of Emblaze Academy model.	1 – individual in-person meeting with community leader/ stakeholder
9/15/2016	Community-Based Organizations	Call with Tahai Addae, Development Associate	Bronx River Alliance	Ms. Addae spoke to importance of field trips and exposing students from Bronx to nature.	We plan to reconnect with Bronx River Alliance once we have enrolled students for field lessons.	1 – individual phone meeting with community leader/ stakeholder
9/16/2016	Community-Based	Met with Saber Khan, Director	The Browning	Mr. Khan stressed importance of setting up IT infrastructure	We will re-connect with Mr. Khan once we	1 – individual in-person

	Organizations	of Educational Technology	School	that will support entire school. He offered to connect us with his contacts at various independent schools throughout NYC and is interested in partnering once we get closer to determining our specific IT needs.	have facility secured.	meeting with community leader/ stakeholder
9/16/2016	Community Members	Met with John Sanchez	Bronx Community District 11	Mr. Sanchez emphasized need for new charter schools in central Bronx and how education is priority in his district. He noted that finding a building will be difficult and importance of starting to look as soon as possible.	As Bronx Community District 11 is located close to proposed locations for Emblaze Academy, we will stay in touch with Mr. Sanchez and continue to seek his advice. We requested co-located space from the DOE early and are working with a commercial real estate consultant to secure a facility for Emblaze Academy.	1 – individual in-person meeting with community leader/ stakeholder
9/19/2016	Community-Based Organizations; Community Members	Met with Natalie Lozada, Deputy Director of School Partnerships and Advocacy	East Side Settlement House	Ms. Lozada spoke about strong partnerships that East Side Settlement House has with traditional district and public charter schools in the Bronx, suggested creating program for advisories that involves the community, and ensuring there is leadership team member in charge of student	We are considering a community mentorship program and have added daily advisories and Family Meeting structure to our Friday schedule during which students reflect in small groups with a teacher.	1 – individual in-person meeting with community leader/ stakeholder

				supports, English Language Learner instruction, and student well-being. Ms. Lozada offered to set up school visits to schools partnering with the East Side Settlement House.		
9/21/2016	Community-Based Organizations; Community Members	Call with Dorothy Whyte, Department Director, Children and Youth	BronxWorks	Ms. Whyte explained goals and different youth services and education programs offered by BronxWorks.	We plan to partner with BronxWorks and their afterschool programs on enrollment initiatives.	1 – individual phone meeting with community leader/ stakeholder
9/21/2016	Community-Based Organizations; Community Members	Met with Pamela Rykowski, Corporate and Foundation Relations Officer	Prep for Prep	Ms. Rykowski explained importance of challenging and academically pushing highest performing students.	We will offer Close Reading Mastery and Problem Solving to challenge our highest-performing students.	1 – individual in-person meeting with community leader/ stakeholder
9/23/2016	Community-Based Organizations; Community Members	Meeting with Mark Wiltshire, Community Engagement Coordinator	Per Scholas	Mr. Wiltshire suggested focus on soft skills such as academic discourse, interview skills, academic language, and professionalism for middle school students.	We will emphasize oral language, academic discourse, and discussion in History courses and technology skills in Writing courses.	1 – individual in-person meeting with community leader/ stakeholder
9/27/2016; 10/25/2016	Community Members	Meeting Attendance and Participation	Bronx Community Board 4 Meeting	Listened to community member concerns about tenant rights and clean public spaces and presentations about community public health statistics, and multiple	We will offer daily Physical Education in response to concerns about health and obesity brought up by residents and the	50 flyers distributed

				nonprofits providing services to the community (health insurance, legal aid, and tenant rights). Networked with community residents and board members. Collected community feedback.	Department of Health presentation.	
9/29/2016; 10/27/2016	Community Members	Meeting Attendance and Participation	Bronx Community Board 1 Meeting	Attended meeting and listened to community member concerns about lighting, unoccupied buildings, and levels of educational attainment in traditional district schools. Presentations about converting a park into a baseball field and CSD 7 NY State Exam results. Networked with community residents and board members. Collected community feedback.	We plan to work with Harlem RBI on community engagement efforts and to prepare all students to succeed on the NY State Exams.	50 flyers distributed
10/3/2016	Community Members; Community Based Organizations	Call with Executive Vice President, Davon Russell. Mr. Russell is currently Board Chair of South Bronx Preparatory Academy and serves on board of an independent	WHEDco	Mr. Russell suggested looking into a building on 150th and Grand Concourse, and encouraged us to ensure that structures and systems exist in the school for transitions. Mr. Russell believes that CSD 9 has the most need for a new school.	We are proposing to locate in CSD 9 and include transitions norming for teachers as part of our August Professional Development.	1 – individual phone meeting with community leader/ stakeholder

		school in Manhattan				
10/11/2016	Community Members	Call with Lenny Caro, former CEO/President of Bronx Chamber of Commerce and current Chief Community Relations Officer at Mercy College	Mercy College/ Bronx Chamber of Commerce	Mr. Caro expressed interest in Emblaze Academy and offered to connect us with government officials and community leaders once we have building location finalized.	We plan to re-connect with Mr. Caro once we have finalized building location.	1 – individual phone meeting with community leader/ stakeholder
10/11/2016	Community-Based Organizations	Spoke with Eddie Cullen, founder of Bronx.Tech	Bronx.Tech	Mr. Cullen described virtual reality and educational IT curriculum he is developing with his team and expressed interest in partnering once we have students.	We plan to review Bronx.Tech IT curriculum and potentially use the resource during the Digital Literacy elective	1 – individual phone meeting with community leader/ stakeholder
10/11/2016	Community-Based Organizations; Community Members	Spoke with Marlin Jenkins, founder of Neture, a nonprofit that brings internet and IT infrastructure to underserved populations in the Bronx	Neture	Mr. Jenkins spoke to importance of connecting low-income families to internet and teaching digital literacy at school.	We plan to partner with Neture around enrollment efforts and teach digital literacy skills during Writing class.	1 – individual phone meeting with community leader/ stakeholder
10/11/2016	Community-Based Organizations;	Spoke with Greg Lucas, Director of	Harlem RBI	Mr. Lucas offered to connect us with Ruben Diaz, Matthew Shepler, Monica Major, and	We have connected with Mr. Lucas's contacts and plan to	1 – individual phone meeting with

	Community Members	South Bronx Programs and Community Engagement		other key players in South Bronx politics and community organizations. He is interested in partnering once we have students and offered to support with student and teacher recruitment in 2017.	re-connect around enrollment efforts in December 2017.	community leader/ stakeholder
10/13/2016	Community-Based Organizations; Community Members	Spoke with Carlos Rivera, Deputy Director of Admissions and Recruitment	Lehman College	Mr. Rivera suggested focus on academics, talking about college early and often with students, supporting students with drive to finish college, and working with multiple community organizations that support students with mentorships and tutoring, such as Gear Up.	We plan to have strong focus on college, to name all homerooms after colleges, and to partner with community organizations	1 – individual phone meeting with community leader/ stakeholder
10/13/2016	Community-Based Organizations; Community Members	Met with John Assadi, lawyer and board member of South Bronx United	South Bronx United	Mr. Assadi is interested in working with Emblaze Academy. He offered to provide pro bono law assistance, and is interested in collaborating on enrollment.	We plan to form long-term partnership with South Bronx United for enrollment, facilities, and community engagement	1 – individual in-person meeting with community leader/ stakeholder
10/17/2016	Community-Based Organizations	Met with Avi Richman, Partnership Manager	PENCIL	Mr. Richman organizes school/community partnerships for traditional district and charter schools and mentioned importance of financial literacy and community partnerships for successful school.	We plan to re-connect with Mr. Richman once we are operating and partner on financial literacy, community partnerships and mentorships.	1 – individual in-person meeting with community leader/ stakeholder
10/18/2016	Community-Based	Met with Lawrence	Fordham University	Mr. Mur'ray spoke about the importance of soft skills,	We plan to explicitly teach soft skills	1 – individual in-person

	Organizations	Mur'ray, Dean of the Graduate Business Program		confidence, and access to professional experiences for middle school students, as well as gaps that he sees in students' math and analytical abilities at the college level.	through oral literacy and academic discourse foci of History courses and to challenge and support students in Cumulative Review, Problem Solving, and Math courses.	meeting with community leader/ stakeholder
10/19/2016	Community-Based Organizations	Met with Sasha Chiat, Director of Development	Bio Bus	Ms. Chiat explained Bio Bus model and is willing to explore a partnership with Emblaze Academy around STEM curriculum, teacher development, and field trips.	We plan to re-connect with Bio Bus regarding field trips and Science curriculum.	1 – individual in-person meeting with community leader/ stakeholder
10/19/2016	Community-Based Organizations	Met with Matt Ronen, Founder and CEO	ServiceCorps	Mr. Ronen is interested in partnering with Emblaze Academy on Corps Member placement and community engagement and partnerships.	We plan to re-connect with ServiceCorps when we begin hiring and potentially hire ServiceCorps member as Operations Ass't.	1 – individual in-person meeting with community leader/ stakeholder
10/19/2016	Community-Based Organizations	Met with Sharae Brown, Senior Project Manager	Graduate NYC	Ms. Brown spoke on several initiatives that Graduate NYC is working on including PD for college counselors, dissemination of information about college to students, and College Access for All- an initiative to give middle school students from underserved areas access to college campuses.	We plan to send students on an overnight trip to a college campus each year.	1 – individual in-person meeting with community leader/ stakeholder

10/20/2016; 11/17/2016	Community Board	Meeting Attendance, Participation, and Presentation	Bronx Community Board 4: Youth and Education Sub-Committee Meeting	Presented about the mission and vision of Emblaze Academy, answered questions, and collected board member feedback. Helped to plan Youth Day event, brainstormed potential activities and community partners.	CB4 offered to write a letter of support for Emblaze Academy. Emblaze Academy will keep CB4 updated of plans for facilities.	10 (est.) members of Community Board 4
10/20/2016	Community-Based Organizations; Community Members	Attended meeting of the BCC Entrepreneurship Club, led by Professor Harini Mittal	Bronx Community College Entrepreneurship Club	Professor Mittal emphasized importance of early interventions for students who are struggling, need for engaging classes, importance of academic discourse, and need to develop students' personal and academic organization skills.	We plan to support students who struggle academically small group instruction four times per day: in Guided Reading, Close Reading Mastery, Cumulative Review, and Problem Solving.	30 (est.) participants
10/20/2016	Community-Based Organizations	Call with Keith Kaminski, Director of School Programs and Partnerships	DreamYards	Mr. Kaminski explained social justice-oriented mission of DreamYards, different programs they offer in schools, and ways in which they collect feedback from and tailor programs to the community. DreamYards is interested in partnering once we open.	We plan to re-connect with DreamYards once we open to collaborate on field trips and curriculum for our elective art class.	1 – individual phone meeting with community leader/ stakeholder
10/21/2016	Community-Based Organizations	Met with Nikki Rankine, Director of Admissions and Community Outreach	HEAF	HEAF provides extended continuum of educational and youth development and leadership opportunities to high-potential, underserved students throughout the city.	We plan to partner with HEAF on community engagement and enrollment efforts, as well as prepare our	1 – individual in-person meeting with community leader/ stakeholder

				Their goal is to help students develop intellectual curiosity, academic ability, social values, and personal resilience they need to ensure success in school, career, and life. Ms. Rankine is willing to partner on community outreach and engagement.	students for the selective HEAF mentorship programs.	
10/24/2016	Community-Based Organizations	Call with Lou Miceli, Executive Director	Jobs First NYC	Mission of JobsFirstNYC is to leverage all available community, corporate, human, organization, private and public resources to bring out-of-school and out-of-work young adults into economic life of New York City. Mr. Miceli offered to support Emblaze Academy and to connect us to various community partners though the Bronx Opportunity Network and personal connections.	We have connected with contacts through the Bronx Opportunity Network in an effort to grow our network in the South Bronx.	1 – individual phone meeting with community leader/ stakeholder
10/24/2016	Community-Based Organizations	Met with Iris Blanc, Executive Director	Virtual Enterprises International	VEI offers financial literacy curriculum, school partnerships, and entrepreneurship competitions. VEI is interested in partnering on 7-8 financial literacy, graphic arts, and digital literacy curriculum once we open.	We plan to re-connect with VEI and collaborate on financial literacy, graphic arts, and digital literacy curricula for our elective courses.	1 – individual in-person meeting with community leader/ stakeholder

10/24/2016	Community-Based Organizations	Met with Rosann Santos, Founder	Latinas in Higher Education	Latinas in Higher Education is Bronx-based organization that provides free and low-cost professional development to Latina women on essential skills they need to advance in their careers. Latinas in Higher Education is interested in partnering with Emblaze Academy.	We plan to work with Latinas in Higher Education to expand our network in the Bronx.	1 – individual in-person meeting with community leader/ stakeholder
10/25/2016	Community-Based Organizations; Community Members	Met with Ian Gray-Stack, organizer with South Bronx Churches and Metro IAF	South Bronx Churches	Mr. Gray-Stack shared the importance of community input and noted that he works with several schools. He is interested in working with Emblaze Academy on parent engagement and community outreach efforts.	We continued to meet with South Bronx churches and arranged information session at St. Margaret Mary's. We plan to continue to partner with South Bronx churches on enrollment efforts.	1 – individual in-person meeting with community leader/ stakeholder
10/25/2016	Community-Based Organizations; Community Members	Meeting with Jean Yao, College Program Coordinator	Future Now	Mr. Yao explained Future Now model, mission, and vision and shared his perspective that a student-centered feedback model works well to engage students. He shared that academic habits such as studying, homework completion, attendance, and personal responsibility are important for middle school students and that we should stress locus of control, motivation, determination,	We plan to explicitly teach study skills and academic habits to students in classes and through daily AM and PM advisories.	1 – individual in-person meeting with community leader/ stakeholder

				and stamina. Mr. Yao is interested in partnering in the future.		
10/26/2016	Community-Based Organizations; Community Members	Met with Sarai Narvaez, Chief of Staff	Acacia Network	Ms. Narvaez explained mission and vision of the Acacia Network, and spoke to importance of training staff members in cultural sensitivity, using language inclusive of all guardians, creating safe spaces for students to speak about issues, and authentic relationship building between staff members and students.	We plan to include cultural sensitivity training as part of our Summer Professional Development and part of our ongoing professional development program and hiring strategy.	1 – individual in-person meeting with community leader/ stakeholder
10/26/2016	Elected Official; Community Members	Call with Monica Major, Director of Education and Youth Services	Office of Bronx Borough President Ruben Diaz, Jr.	Ms. Major spoke about need for stronger middle schools in the Bronx, connected us with Jack Doyle from New Settlement, and is willing to stay in touch and partner as we move along in application and facilities search process.	We plan to re-connect with Ms. Major as necessary as we begin our facilities search.	1 – individual phone meeting with community leader/ stakeholder
10/27/2016	Community-Based Organizations; Community Members	Met with Nina Sander, Director of Pubic Programs and Community Partnerships	Rocking the Boat	Ms. Sander emphasized importance of citizen science and environmental justice in curriculum development.	Ms. Sander connected us with Adam Green, Executive Director, who invited us to host an Information Session at Rocking the Boat	1 – individual in-person meeting with community leader/ stakeholder
10/27/2016	Community-Based Organizations	Met with Mary Miele, Founder	Evolved Education	Ms. Miele explained Evolved Education model and their social emotional physical	We will consider re-connecting with Evolved Education for	1 – individual in-person meeting with

				academic quotient and focus on academic history, learning style, school environment, and family environment. Evolved Education has done consulting work with schools in the Bronx and BES schools in the past.	curriculum consulting in the future.	community leader/ stakeholder
10/28/2016	Community-Based Organizations; Community Members	Met with Geraldo Vasquez, Professor of Business Administration	Charles and Stella Guttman Community College	Mr. Vasquez spoke to importance of students learning to code switch, adapt to their environment, and develop personal habits and organization as they transition from middle school to high school, and high school to college.	We plan to explicitly teach organizational skills and study habits during classes and daily AM and PM advisories.	1 – individual in-person meeting with community leader/ stakeholder
10/31/2016; 11/1/2016; 11/4/16; 11/29/16	Community Members	Tabling	HighBridge Public Library	Received feedback on school model, afterschool programs, language instruction, and electives.	We plan to offer elective courses for 45 minutes each Monday-Thursday.	20 (est.) families
10/31/16; 11/2/16; 11/28/16; 11/20/16	Community Members	Tabling	Mott Haven Public Library	Received feedback on school model, special education services, literacy instruction, and class size.	We plan to hire two special educators per grade team to meet the needs of all special education students.	30 (est.) families
10/31/2016	Community Members	Met with Eve Doganges, Senior Children's Librarian	Mott Haven Public Library	Ms. Doganges spoke about the need for stronger schools and a focus on literacy and invited us to speak to parents at two different community events.	We plan to have classroom libraries with over 500 books each. We also attended and presented at the two community events Ms. Dogagnes suggested.	1 – individual in-person meeting with community leader/ stakeholder

10/31/2016	Community Members	Met with Katherine Reeves, Education Coordinator	HighBridge Public Library	Ms. Reeves discussed importance of structure, literacy and math, and at-home homework support for families that do not speak English at home. Ms. Reeves emphasized importance of family communication and student accountability.	We plan to send daily texts home to families letting them know the status of their child's homework- either complete or missing 1 or more assignments.	1 – individual in-person meeting with community leader/ stakeholder
10/31/16	Elected Officials	Contacted elected officials	Elected officials were contacted via email at their publicly available email addresses	We spoke with Assemblyman Michael Blake. Mr. Blake spoke to importance of culturally relevant curriculum that students find interesting, career and technical education, and parent engagement.	We plan to engage parents frequently through Home Visits, Family Orientations, monthly family events, and bi-monthly cafecitos.	22 elected officials including Council members, Assembly members, New York State Senators, and Bronx Borough President were contacted.
10/31/16	Community-Based Organizations; Community Members	Flyer Distribution: -Mott Haven Public Library -Multiple businesses on Third Avenue and Morris Avenue	-Mott Haven Public Library -Multiple businesses on Third Avenue and Morris Avenue between	Community members are in support of a proposed new charter middle school in the community.	We will continue to advertise Emblaze Academy though flyer distribution in the community.	50+ flyers distributed

		between 138th and 144th Streets -Highbridge Public Library	138th and 144th Streets -Highbridge Public Library			
11/1/2016	Community-Based Organizations; Community Members	Met with Chantel Paige-Patterson, Founder	Decoding Special Needs	Ms. Paige-Patterson spoke to importance of ensuring parents are fully informed about school programing and special education services that their child(ren) receive. She told her personal story about having a son with autism and how counseling helped him to learn to speak. She is willing to partner around best practices for communicating with parents of students with special needs. Ms. Paige-Patterson is willing to connect the school with resources and other contacts who can support in building a strong special education program.	We plan to hire two special educators per grade, have a robust Academic RTI program, and ensure that we systems in place to ensure that we are communicating with the parents of our students with special needs frequently and proactively.	1 – individual in-person meeting with community leader/ stakeholder
11/2/2016	Community-Based Organizations; Community Members	Met with Althea Brooks, Executive Director, and Judy Juster, Clinical Coordinator/ After School Program	Abraham House	Ms. Brooks and Ms. Juster spoke about mission, vision, and history of Abraham House. They mentioned need for more special education services in schools, and resources and parenting classes for families. They would like to see children	We plan to partner with the Abraham House for enrollment, as well as provide comprehensive special education services and explicit character education.	2 – individual in-person meeting with community leaders/ stakeholders

		Director		demonstrate more respect, vulnerability, and risk-taking.		
11/3/16	Community-Based Organizations; Community Members	Flyer Distribution: -Melrose Public Library -Multiple businesses on Jerome Avenue by the 176th Street 4 Train Station	-Melrose Public Library -Multiple businesses on Jerome Avenue by the 176th Street 4 Train Station	Community members are in support of a proposed new charter middle school in the community.	We will continue to advertise Emblaze Academy though flyer distribution in the community.	50+ flyers distributed
11/3/2016; 11/4/2016	Community Members	Tabling	Melrose Public Library	Received feedback on computers and technology, discipline, and physical education.	We will have 30 laptops in every classroom that students will use in classes to develop digital literacy skills.	20 (est.) families
11/3/2016	Community-Based Organizations; Community Members	Spoke with Sheila Beatty, Manager	w!se	Ms. Beatty spoke about mission and vision of w!se institute, their goal to prepare students with financial literacy skills and knowledge they need to be successful in college. Ms. Beatty spoke to importance of exposure to various skills and opportunities.	We plan to offer financial literacy as an elective course.	1 – individual in-person meeting with community leader/ stakeholder
11/3/2016	Community-Based Organizations; Community Members	Spoke with Rachael Sparks, Program Director	Back on My Feet	Ms. Sparks described mission and vision of Back on My Feet, as well as work and various resources and trainings organization conducts in low-income communities. Ms.	We plan to explicitly teach oral language and academic discourse as part of our History courses.	1 – individual phone meeting with community leader/ stakeholder

				Sparks emphasized importance of public speaking, conflict resolution, code-switching, financial literacy, and growth mindset.		
11/3/2016	Community-Based Organizations; Community Members	Met with librarian Jackie Granek	Melrose Library	Ms. Granek spoke about importance of having classroom libraries in addition to large whole-school library, importance of nonfiction texts, and allowing students to select texts the would like to read to facilitate a love of reading.	We plan to have classroom libraries with 500 books each. Students will select independent reading books and be held accountable for reading 40 books per year.	1 – individual in-person meeting with community leader/ stakeholder
11/3/2016	Community-Based Organizations; Community Members	Spoke with Primo Lasana, Senior Recruiter of Corporate Engagement	iMentor	Mr. Lasana spoke about mission and vision of iMentor as well as importance of teaching students about both college knowledge and soft skills. He would prioritize organization, self-advocacy, and grade awareness in middle school students.	We plan to teach explicit organization, self-management, and study skills as part of daily AM and PM advisories.	1 – individual phone meeting with community leader/ stakeholder
11/3/2016	Community-Based Organizations; Community Members	Spoke with Abe Fernandez, Co-Director.	South Bronx Rising Together	Mr. Fernandez spoke to importance of addressing multiple data points in the South Bronx community to eventually increase economic and social vitality of the South Bronx. Within education, South Bronx Rising Together is specifically addressing 3rd grade ELA, 8th grade Math,	We plan to implement an attendance system in which any students who are tardy or absent receive a call home before 10am each day, students with 5 or more absences have a family meeting with the Dean	1 – individual phone meeting with community leader/ stakeholder

				high school graduation, and college preparedness. They are also addressing attendance. Mr. Fernandez noted that greater than 40% of students who attended traditional public schools in the South Bronx were absent from school for more than a month last year, and the percentage was similar in elementary, middle, and high schools.	of School Culture, and students with 7 or more absences have a family meeting with the Head of School.	
11/4/2016	Community Members	Information Session	Highbridge Library	Received feedback on foreign language instruction and testing.	We have decided to offer a foreign language as elective.	10 (est.) families
11/8/2016	Community-Based Organizations; Community Members	Spoke with Moises Belizario, Regional Executive Director.	Jefferson Awards Foundation	Mr. Belizario spoke about mission and vision of Jefferson Awards Foundation and importance of service learning, empowering students to have their voices heard, recognition for showing character traits such as citizenship and bravery, and creating community-based projects aligned to academic curriculum. He is willing to partner in the future.	We are considering implementing a community-service based project for 7th and 8th grade students.	1 – individual phone meeting with community leader/ stakeholder
11/10/16	Community-Based Organizations; Community Members	Flyer Distribution -Community Board 1 Meeting	-Community Board 1 Meeting -Multiple businesses	Community members are in support of a proposed new charter middle school in the community.	We will continue to advertise Emblaze Academy though flyer distribution in the community.	50 flyers distributed

		-Multiple businesses on Third Avenue and 149th Street near the 3rd Ave- 149th Street Train Station	on Third Avenue and 149th Street near the 3rd Ave- 149th Street Train Station			
11/10/2016	Community Members	Community Board Meeting Presentation	Bronx Community Board 1: Youth and Education Sub-Committee Meeting	Presented proposed mission and vision of Emblaze Academy and answered questions about enrollment, location, mentoring, English Language Learners, scheduling and school priorities. CB1 is in support of Emblaze Academy.	We have decided to backfill seats of any students who move away or leave the school with new students from the waitlist. We will backfill through 8th grade and at any point in the school year.	25 community members in attendance (est.)
11/10/2016	Community-Based Organizations; Community Members	Spoke with Joanna Munoz, Program Director	Futures and Options	Ms. Munoz spoke about mission and vision of Futures and Options and importance of presentation skills, career exploration, and debate in middle school. Futures and Options has a curriculum they are publishing within the next year and does on-site Middle School Career Essentials work.	We have decided to explicitly teach presentation skills in our History courses and consider the Futures and Options debate curriculum for our electives.	1 – individual phone meeting with community leader/ stakeholder
11/10/2016	Community-Based Organizations; Community Members	Met with Brittany Griffin, Partnership Development Associate	Mentor New York	Ms. Griffin stressed importance of mentorship programs in schools and elements of effective mentor training and ongoing support.	We are considering a mentorship program with members of the community.	1 – individual in-person meeting with community leader/

						stakeholder
11/12/2016	Community-Based Organizations; Community Members	Spoke with Carlos Leon, Associate Director of Programming	Code /Interactive	Mr. Leon explained mission and vision of Code/Interactive. C/I partners with schools to provide training on computer science for teachers, run hack-a-thons, arrange tech visits to technology companies such as Facebook and Buzzfeed, and organize career pipelines and internships and mentorships for students.	We are considering partnering with Code/Interactive for coding resources for elective clubs.	1 – individual phone meeting with community leader/ stakeholder
11/12/2016	Community-Based Organizations; Community Members	Spoke with Michael Wadman, Vice President	Phipps Houses	Mr. Wadman spoke to various development projects that Phipps Houses manages in the South Bronx and East New York, explained mission and vision of the Phipps Houses, and spoke to possibility of a partnership between Phipps Houses and Emblaze Academy as we begin facilities search.	We plan to re-connect with Phipps Houses when we begin our facilities search.	1 – individual phone meeting with community leader/ stakeholder
11/12/2016	Community-Based Organizations; Community Members	Community Event	South Bronx Organizing Summit on Childhood Poverty	Attended South Bronx Emergency Organizing Summit on Childhood Poverty. Heard presentations from Bernard Dreyer, President of the American Academy of Pediatrics, as well as the Citizens' Committee for Children, Community Service Society, and the Children's Aid	We have decided to offer daily Physical Education for all students.	Networked with leaders from over 15 community organizations that provide services in the South Bronx.

				Society. Networked with nonprofit leaders who work with students and families of the South Bronx and collected community input.		
11/17/2016	Community-Based Organizations; Community Members	Community Event	Service Planning Area (SPA) 5 Bronx Community Network	Attended SPA 5 meeting, listened to presentations from Legal Information for Families Today (LIFT), New York State Division of Human Rights, Legal Services NYC, Office of the Bronx District Attorney, and Big Brothers Big Sisters of NYC.	From networking conversations at the event, we set up several meetings with CBOs including the JCCA, Catholic Charities, Help-USA, and MCNY.	Networked with leaders from over 50 community organizations that provide services in the South Bronx.
11/17/16	Community-Based Organizations; Community Members	Flyer Distribution - Community Board 4 Meeting	Community Board 4 Meeting	Community members are in support of a proposed new charter middle school in the community.	We will continue to advertise Emblaze Academy though flyer distribution in the community.	50+ flyers distributed
11/21/2016	Community-Based Organizations; Community Members	Spoke with Elizabeth Clay Roy, Co-Founder of South Bronx Rising Together and Chief Strategy Office of Phipps Neighborhoods	Phipps Neighborhoods	Ms. Clay Roy explained mission and vision of South Bronx Rising Together, and work Phipps Neighborhoods does in the South Bronx. Ms. Clay Roy suggested training teachers on trauma-informed strategies, emphasizing daily attendance and FASFA forms, and whole mind/whole body approach to physical education and health classes.	We will have two counselors, one for 5th and 6th grade students and one for 7th and 8th grade students. Counselors will provide regular professional development for teachers and grade teams on trauma-informed strategies and best practices.	1 – individual phone meeting with community leader/ stakeholder
11/28/16	Community-Based	Flyer Distribution	-Abraham House	Community members are in support of a proposed new	We will continue to advertise Emblaze	50+ flyers distributed

	Organizations; Community Members	-Abraham House -Multiple businesses on E 138th Street near 138th Street- Grand Concourse Train Station	-Multiple businesses on E 138th Street near 138th Street- Grand Concourse Train Station	charter middle school in the community.	Academy though flyer distribution in the community.	
11/28/2016; 11/30/2016	Community-Based Organizations; Community Members	Volunteering: Led instruction for classes of 2nd-5th graders and modeled best instructional practices for five tutors at Abraham House in Mott Haven. Led instruction for classes of 2nd-5th graders and modeled best instructional practices for five tutors at the Abraham House in Mott Haven	Abraham House	Families emphasized need for staff members and main office personnel who speak Spanish fluently.	We have decided to hire at least two full time Operations team members who are fluent speakers of Spanish.	75 community members present (est.)

11/30/2016	Community-Based Organizations; Community Members	Spoke with Antoinette Bryce, Administrative Supervisor and LCSW	JCCA	Ms. Bryce emphasized importance of creating crisis management team, training teachers in trauma-informed practices, having multiple social workers on staff, recruiting students by leveraging foster care agencies in the South Bronx, and ensuring we have robust special education staff and range of services.	We have decided to partner with the JCCA for enrollment and recruitment and to specifically target students in the foster care system.	1 – individual phone meeting with community leader/ stakeholder
11/30/2016	Community-Based Organizations; Community Members	Spoke with Stacey Saunders, Assistant Director for System Involved Youth	The Door	Ms. Saunders explained mission and vision of The Door and suggested focus on culturally relevant curriculum, diverse staff, trauma-based best practices, partnerships with community-based organizations, community service opportunities, and partnering with the Committee on Special Education and adolescent mental health facilities for student recruitment.	We have decided to partner with the Committee on Special Education for recruitment and enrollment.	1 – individual phone meeting with community leader/ stakeholder
12/2/2016	Community-Based Organizations; Community Members	Spoke with Hannah Herrera, Shriver Program Fellow	LIFT- New York	Ms. Herrera spoke to importance of cultural awareness and sensitivity to financial difficulties.	We plan to provide one free uniform set to all families who attend Family Academy Session 1.	1 – individual phone meeting with community leader/ stakeholder

12/2/2016	Community-Based Organizations; Community Members	Spoke with Ariany Polo, Program Manager	Bronx Connect	Ms. Polo noted that 90% of program participants have IEPs. Ms. Polo recommended strong special education program with multiple certified staff members and counselors to support students. She suggested hiring staff that speaks Spanish so we can communicate easily with parents and guardians.	We have decided to hire two special educators per grade team and to intentionally recruit and hire staff members who speak Spanish.	1 – individual phone meeting with community leader/ stakeholder
12/6/16	Community-Based Organizations; Community Members	Spoke with Paula Sarro, Associate Executive Director	Mercy Center	Ms. Sarro spoke to mission and vision of Mercy Center and various programs they provide to students and families of the South Bronx, specifically to immigrant populations. Ms. Sarro recommended ensuring we have strong special education program in place, and plan to work with parents and families who are undocumented or unfamiliar with ways in which public school system works in NYC.	We plan to hire two special educators per grade team and to host three Family Academy Sessions per year, which will be led in both Spanish and English, to support all families in familiarizing themselves with Emblaze Academy systems.	1 – individual phone meeting with community leader/ stakeholder
12/13/16	Community-Based Organizations; Community Members	Spoke with Krystal Clinton, Assistant Executive Director	Help-USA	Ms. Clinton shared mission and vision of Help-USA and suggested several strategies for reaching out to families in the South Bronx community including attending events put on by the Police Athletic	We have followed up on all connections sent to us by Ms. Clinton and are planning to continue to partner with Help-USA on community	1 – individual phone meeting with community leader/ stakeholder

				Association and community boards, as well as passing out fliers at churches and setting up tables at festivals.	engagement and enrollment efforts.	
12/14/16	Community-Based Organizations; Community Members	Spoke with Gabriela Rosa, Bronx Special Projects Coordinator	Catholic Charities	Ms. Rosa spoke about mission and vision of Catholic Charities and work they do in the Bronx. Ms. Rosa is in charge of food hub, as well as advocacy, job training, and providing health and immigration services to families in the Bronx.	We are planning to continue to partner with Catholic Charities on community engagement and enrollment efforts.	1 – individual phone meeting with community leader/ stakeholder
12/16/16	Community-Based Organizations; Community Members	Information Session	Rocking the Boat Hibernation Celebration	Attended Rocking the Boat Hibernation Celebration, presented about Emblaze Academy, passed out fliers, spoke with more than 50 South Bronx students and families, and solicited community input.	We have decided to use the NGSS to design Science courses that are experiment-based and drive at the fundamentals of experimental design.	50 students and families (est.)
12/18/16	Community-Based Organizations; Community Members	Flyer Distribution -Metropolitan College of New York -Multiple businesses on Willis Ave between 141st and 148th Streets	Metropolitan College of New York -Multiple businesses on Willis Ave between 141st and 148th Streets	Community members are in support of a proposed new charter middle school in the community.	We will continue to advertise Emblaze Academy though flyer distribution in the community.	50+ flyers distributed
12/22/16	Community Members	Information Session	The Abraham House	Presented information about Emblaze Academy key design	We have decided to ensure that all verbal	30 students and families

				elements to parents and families of students attending public schools in Mott Haven. Answered questions and collected community feedback.	and written communication sent home is presented in both English and Spanish.	(est.)
1/5/17	Community-Based Organizations; Community Members	Spoke with Tom Sturtevant, Executive Director	Hyde Leadership Charter School	Mr. Sturtevant spoke about Family Education program that Hyde Leadership offers, as well as advice about teacher recruitment, enrollment, community outreach, and parent communication. Mr. Sturtevant offered to host our team for a visit to Hyde Leadership.	We have decided to use our bi-monthly cafecitos to teach families about an aspect of Emblaze Academy, such as our character development program.	1 – individual phone meeting with community leader/ stakeholder
1/6/17	Community-Based Organizations; Community Members	Spoke with Danielle Goncalves, Youth and Family Care Supervisor	The Bowery Mission	Ms. Goncalves spoke to importance of family education, explicit character development, and ensuring we have strong systems in place for ensuring that the basic needs of all students are met.	We plan to partner with The Bowery Mission on enrollment and recruitment efforts.	1 – individual phone meeting with community leader/ stakeholder
1/13/14	Community-Based Organizations; Community Members	Spoke with Lyrica Fils-Aime, Community School Director	The Children's Aid Society	Ms. Fils-Aime detailed role of Community School Director, spoke to importance of having LCSW in that role, and noted she believes three most important roles of Community School Director to be attendance, family engagement, and afterschool programming.	We have decided to host monthly family events at the school, as well as bi-monthly cafecitos, or Meet and Greets with the Head of School.	1 – individual phone meeting with community leader/ stakeholder

1/19/16	Community-Based Organizations; Community Members	Information Session	St. Margaret Mary's	Presented information about Emblaze Academy key design elements to parents, families, and community stakeholders in the Bronx. Answered questions and collected community feedback.	We have decided to offer foreign language and SHSAT prep as elective courses.	20 South Bronx students and families (est.)
1/24/16	Community-Based Organizations; Community Members	Spoke with Sister Jeannie Marie Humphries, Principal	Academy of Mount Saint Ursula	Sister Jeannie spoke to importance of ensuring all of our students are prepared with the test-taking and academic skills they need to be successful on high-stakes exams, have strong interpersonal and self-regulation skills, are able to clearly articulate their thoughts using formal language in an oral interview or academic setting, and have developed the long-term planning and study skills they need to be successful in competitive high schools.	We have decided to explicitly teach presentation skills and academic language during all History courses and to teach study skills during class and in daily AM and PM advisories.	1 – individual phone meeting with community leader/ stakeholder
1/27/17	Community-Based Organizations; Community Members	Spoke with Lieutenant Jose Torres	NYPD Community Affairs Bureau	Lieutenant Torres spoke to various community outreach programs and events hosted by NYPD in partnership with Bronx-based CBOs. Lt. Torres connected us to multiple community-based organizations with whom we can form partnerships.	We plan to partner with 40th and 44th Precincts, attend Precinct Council Meetings, and set up tables at NYPD events such as National Night Out, Precinct Fellowship Breakfast,	1 – individual phone meeting with community leader/ stakeholder

					and Halloween Parade.	
2/1/17	Community-Based Organizations; Community Members	Spoke with Briony Carr-Clemente	Mott Haven Academy Charter School	Ms. Carr-Clemente explained academic, behavioral, and operational systems at Mott Haven Academy Middle School. She stressed importance of social/ emotional support for students living in foster care and recommended an attendance and lateness committee to support at-risk students.	One person on our operations team will be responsible for calling all families of students who are tardy or absent daily. We will also have two counselors to support students in Academic and Behavior RTI and students who require counseling services.	1 – individual phone meeting with community leader/ stakeholder
2/3/17	Community-Based Organizations; Community Members	Spoke with Gianna Dell'Ollio, Director of Advancement and Communications	BronxWorks	Ms. Dell'Ollio suggested holding parent workshops at various and alternating times so all parents can attend, making workshops engaging for families (i.e. Bingo night). For enrollment she suggested reaching out to BronxNet TV, advertising at local nursey schools, holding an open house/carnival/street fair event, and putting flyers at CBOs, gyms, doctor's offices, and Bronx Family Court.	When we begin enrollment efforts, we will reach out to BronxNet TV, as well as CBOs, gyms, doctor's offices, and Bronx Family Court to distribute informational flyers and spread the word about the school.	1 – individual phone meeting with community leader/ stakeholder
2/12/17	Community Members	Emblaze Academy Workshop	St. Margaret Mary's	At this event, Lead Founder Kristen Shroff presented about the proposed school design and model of Emblaze Academy and solicited input	Emblaze Academy has applied for co-located space in CSD 7 or CSD 9 and is working with a real estate consultant	125 families in attendance (est.)

				from parents during breakout sessions following the presentation. Parents were excited for a new charter school to come to the community, and had questions about the location, special education services to be provided, and process for applying.	who has helped other schools in the South Bronx to secure a facility in the case that DOE space is not available. We will have two special educators on each grade team and an ICT section in each grade. If authorized, starting in December 2017 our application will be available on our website and we will host monthly enrollment fairs in the community.	

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2015 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at https://stateaid.nysed.gov/charter/ Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department

Request for Proposals to Establish Charter Schools

Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

	Emblaze Academy Charter School
Contact Name:	Kristen Shroff
Contact Email:	[redacted]
Contact Phone:	
District of Location	
	Examples
Pre-Opening Period	July 1, 2017 through June 30, 2018
Operational Year ONE	July 1, 2018 through June 30, 2019

Emblaze Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2017 through June 30, 2018

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

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.

Total Revenue	$	325,000
Total Expenses	$	243,877
Net Income	$	81,123
Actual Student Enrollment	$	-
Total Paid Student Enrollment	$	-

		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	**CY** Per Pupil Rate		
District of Location	-		
School District 2 (Enter Name)	-	$ -	
School District 3 (Enter Name)	-	$ -	
School District 4 (Enter Name)	-	$ -	
School District 5 (Enter Name)	-	$ -	
		$ -	
Special Education Revenue			
Grants			
Stimulus		$ -	
Other		$ -	
Other		$ -	
TOTAL REVENUE FROM STATE SOURCES		$ -	
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs			
Title I			
Title Funding - Other		$ -	
School Food Service (Free Lunch)		$ -	
Grants			
Charter School Program (CSP) Planning & Implementation		$ -	
Other		$ -	
Other		$ -	
TOTAL REVENUE FROM FEDERAL SOURCES		$ -	
LOCAL and OTHER REVENUE			
Contributions and Donations, Fundraising		$ 325,000	Walton Family Foundation Grant
Erate Reimbursement		$ -	
Interest Income, Earnings on Investments,		$ -	
NYC-DYCD (Department of Youth and Community Developmt.)		$ -	
Food Service (Income from meals)		$ -	
Text Book		$ -	
OTHER		$ -	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		$ 325,000	
TOTAL REVENUE		**$ 325,000**	

EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management	1.00	$ 110,000	full time head of school during planning year
Instructional Management	-	$ -	
Deans, Directors & Coordinators	-	$ -	
CFO / Director of Finance	-	$ -	
Operation / Business Manager	0.50	$ 43,500	director of operations starting January 2018
Administrative Staff	-	$ -	
TOTAL ADMINISTRATIVE STAFF	1.50	$ 153,500	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	$ -	
Teachers - SPED	-	$ -	
Substitute Teachers	-	$ -	
Teaching Assistants	-	$ -	
Specialty Teachers	-	$ -	
Aides	-	$ -	
Therapists & Counselors	-	$ -	
Other	-	$ -	
TOTAL INSTRUCTIONAL	-	$ -	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	$ -	
Librarian	-	$ -	
Custodian	-	$ -	
Security	-	$ -	
Other	-	$ -	
TOTAL NON-INSTRUCTIONAL	-	$ -	
SUBTOTAL PERSONNEL SERVICE COSTS	1.50	$ 153,500	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		$ 13,137	6.2% SSI, 1.45% Medicare, 4.1% of first $8,500 for SUI
Fringe / Employee Benefits		$ 12,035	$7K average per FTE for health benefits; 1% WC Insurance
Retirement / Pension		$ 4,605	3% contribution towards 403b or 401k
TOTAL PAYROLL TAXES AND BENEFITS		$ 29,777	
TOTAL PERSONNEL SERVICE COSTS	1.50	$ 183,277	
CONTRACTED SERVICES			
Accounting / Audit		$ 2,500	to contract with auditor for initial statement of controls review
Legal		$ 10,000	for handbook development and initial employment agreement review
Management Company Fee		$ -	
Nurse Services		$ -	

Food Service / School Lunch	$ -	
Payroll Services	$ 500	$42/month
Special Ed Services	$ -	
Titlement Services (i.e. Title I)	$ -	
Other Purchased / Professional / Consulting	$ 20,000	$10K curriculum consulting; $10K BES consulting
TOTAL CONTRACTED SERVICES	$ 33,000	
SCHOOL OPERATIONS		
Board Expenses	$ 3,200	$100/month in meeting expenses; $2K set aside for training
Classroom / Teaching Supplies & Materials	$ -	
Special Ed Supplies & Materials	$ -	
Textbooks / Workbooks	$ -	
Supplies & Materials other	$ -	
Equipment / Furniture	$ -	
Telephone	$ -	
Technology	$ 3,000	two computers
Student Testing & Assessment	$ -	
Field Trips	$ -	
Transportation (student)	$ -	
Student Services - other	$ -	
Office Expense	$ 1,200	$100/month
Staff Development	$ -	
Staff Recruitment	$ 15,000	job postings, job fairs
Student Recruitment / Marketing	$ 2,700	collateral materials, website
School Meals / Lunch	$ -	
Travel (Staff)	$ -	
Fundraising	$ -	
Other	$ -	
TOTAL SCHOOL OPERATIONS	$ 25,100	
FACILITY OPERATION & MAINTENANCE		
Insurance	$ 2,500	initial D&O & general liability policy
Janitorial	$ -	
Building and Land Rent / Lease	$ -	
Repairs & Maintenance	$ -	
Equipment / Furniture	$ -	
Security	$ -	
Utilities	$ -	
TOTAL FACILITY OPERATION & MAINTENANCE	$ 2,500	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	$ -	
TOTAL EXPENSES	**$ 243,877**	
NET INCOME	**$ 81,123**	

ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	$ -
School District 2 (Enter Name)	$ -
School District 3 (Enter Name)	$ -
School District 4 (Enter Name)	$ -
School District 5 (Enter Name)	$ -
TOTAL ENROLLMENT	**$ -**
REVENUE PER PUPIL	**$ -**
EXPENSES PER PUPIL	**$ -**

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

July 1, 2017 through June 30, 2018

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	325,000	-	-	-	-	-	-	-	-	-	-	-	325,000
Total Expenses	45,353	11,353	11,353	13,853	11,803	14,303	24,460	22,960	22,960	22,960	22,510	20,010	243,877
Net Income	279,647	(11,353)	(11,353)	(13,853)	(11,803)	(14,303)	(24,460)	(22,960)	(22,960)	(22,960)	(22,510)	(20,010)	81,123
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	279,647	268,294	256,940	243,087	231,284	216,981	192,521	169,562	146,602	123,642	101,133	-
Net Income	279,647	268,294	256,940	243,087	231,284	216,981	192,521	169,562	146,602	123,642	101,133	81,123	81,123

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
District of Location		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations, Fundraising		325,000	-	-	-	-	-	-	-	-	-	-	-	325,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		325,000	-	-	-	-	-	-	-	-	-	-	-	325,000
TOTAL REVENUE		**325,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**325,000**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	7,250	7,250	7,250	7,250	7,250	7,250	43,500
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.50	9,167	9,167	9,167	9,167	9,167	9,167	16,417	16,417	16,417	16,417	16,417	16,417	153,500
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS	1.50	9,167	9,167	9,167	9,167	9,167	9,167	16,417	16,417	16,417	16,417	16,417	16,417	153,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		784	784	784	784	784	784	1,405	1,405	1,405	1,405	1,405	1,405	13,137
Fringe / Employee Benefits		719	719	719	719	719	719	1,287	1,287	1,287	1,287	1,287	1,287	12,035
Retirement / Pension		275	275	275	275	275	275	493	493	493	493	493	493	4,605
TOTAL PAYROLL TAXES AND BENEFITS		1,778	1,778	1,778	1,778	1,778	1,778	3,185	3,185	3,185	3,185	3,185	3,185	29,777
TOTAL PERSONNEL SERVICE COSTS	1.50	10,945	10,945	10,945	10,945	10,945	10,945	19,601	19,601	19,601	19,601	19,601	19,601	183,277
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	2,500	-	-	-	-	-	-	-	-	2,500
Legal		10,000				-	-	-	-	-	-	-	-	10,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		42	42	42	42	42	42	42	42	42	42	42	42	500
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		20,000				-	-	-	-	-	-	-	-	20,000
TOTAL CONTRACTED SERVICES		30,042	42	42	2,542	42	42	42	42	42	42	42	42	33,000
SCHOOL OPERATIONS														
Board Expenses		267	267	267	267	267	267	267	267	267	267	267	267	3,200
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		1,500	-	-	-	-	-	1,500	-	-	-	-	-	3,000
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		100	100	100	100	100	100	100	100	100	100	100	100	1,200
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment			-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500		15,000
Student Recruitment / Marketing			-	-	-	450	450	450	450	450	450			2,700
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		1,867	367	367	367	817	3,317	4,817	3,317	3,317	3,317	2,867	367	25,100
FACILITY OPERATION & MAINTENANCE														
Insurance		2,500	-	-	-	-	-	-	-	-	-	-	-	2,500
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		2,500	-	-	-	-	-	-	-	-	-	-	-	2,500
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		**45,353**	**11,353**	**11,353**	**13,853**	**11,803**	**14,303**	**24,460**	**22,960**	**22,960**	**22,960**	**22,510**	**20,010**	243,877
NET INCOME		**279,647**	**(11,353)**	**(11,353)**	**(13,853)**	**(11,803)**	**(14,303)**	**(24,460)**	**(22,960)**	**(22,960)**	**(22,960)**	**(22,510)**	**(20,010)**	**81,123**
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME		**279,647**	**(11,353)**	**(11,353)**	**(13,853)**	**(11,803)**	**(14,303)**	**(24,460)**	**(22,960)**	**(22,960)**	**(22,960)**	**(22,510)**	**(20,010)**	**81,123**
Beginning Cash Balance		-	279,647	268,294	256,940	243,087	231,284	216,981	192,521	169,562	146,602	123,642	101,133	-
ENDING CASH BALANCE		**279,647**	**268,294**	**256,940**	**243,087**	**231,284**	**216,981**	**192,521**	**169,562**	**146,602**	**123,642**	**101,133**	**81,123**	**81,123**

Emblaze Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2018 through June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

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.

Total Revenue		**2,108,769**	**127,922**	**-**	**-**	**-**	**2,236,691**
Total Expenses		**1,663,095**	**190,900**	**-**	**-**	**303,331**	**2,157,327**
Net Income		**445,674**	**(62,978)**	**-**	**-**	**(303,331)**	**79,365**
Actual Student Enrollment		**90**	**-**				**90**
Total Paid Student Enrollment		**90**	**-**				**90**

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
NYC	14,027	1,262,430		-	-	-	1,262,430	based on FY 2017 rate
School District 2 (Enter Name)		-	-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	-	
		1,262,430	-	-	-	-	1,262,430	
Special Education Revenue		-	124,682	-	-	-	124,682	est. 5 sped at 20-60% @ $10,390 and 4 sped at greater than 60% @$19,049 each
Grants								
Stimulus		-	-	-	-	-	-	
Other		7,153	-	-	-	-	7,153	$79.48 per student in NYSTL, NYSLIB, NYSSL in kind allocations through FAMIS
Other		252,486	-	-	-	-	252,486	$2,805 per student facility subsidy
TOTAL REVENUE FROM STATE SOURCES		1,522,069	124,682	-	-	-	1,646,752	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	3,240	-	-	-	3,240	$900 per SPED count of 18
Title I		43,200	-	-	-	-	43,200	$500 per FRL count
Title Funding - Other		3,456	-	-	-	-	3,456	Title II Part A of $40 per FRL count
School Food Service (Free Lunch)		93,684	-	-	-	-	93,684	estim. meal reimbursements for 96% FRL per FY 2017 rates; $998 avg per student
Grants								
Charter School Program (CSP) Planning & Implementation		350,000	-	-	-	-	350,000	Year 1 of estimated $550K entitlement
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		490,340	3,240	-	-	-	493,580	
LOCAL and OTHER REVENUE								
Contributions and Donations, Fundraising		-	-	-	-	-	-	
Erate Reimbursement		5,400	-	-	-	-	5,400	75% of telecom expenses
Interest Income, Earnings on Investments,		-	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)		90,960	-	-	-	-	90,960	$51K base entitlement+ $444 per inaugural enrollment
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	
OTHER		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		96,360	-	-	-	-	96,360	
TOTAL REVENUE		**2,108,769**	**127,922**	**-**	**-**	**-**	**2,236,691**	

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

EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	1.00	-	-	-	-	112,200	112,200	1 head of school
Instructional Management	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	1.00	84,660	-	-	-	-	84,660	1 Director of curriculum & instruction
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	88,740	88,740	1 Director of Operations
Administrative Staff	1.00	-	-	-	-	40,800	40,800	1 office manager
TOTAL ADMINISTRATIVE STAFF	4.00	84,660	-	-	-	241,740	326,400	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	5.00	318,750	-	-	-	-	318,750	5 general education teachers
Teachers - SPED	3.00	-	173,400	-	-	-	173,400	2 learning specialists, 1 behavior specialist
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	2.00	124,950	-	-	-	-	124,950	1 gym teacher; 1 ESL teacher
Aides	1.00	45,900	-	-	-	-	45,900	teaching fellow
Therapists & Counselors	1.00	63,240	-	-	-	-	63,240	counselor/enrollment coordinator
Other	-	17,000	-	-	-	-	17,000	various stipends paid for leadership responsibilities and Saturday programming
TOTAL INSTRUCTIONAL	12.00	569,840	173,400	-	-	-	743,240	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	654,500	173,400	-	-	241,740	1,069,640	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		92,457	-	-	-	-	92,457	6.2% SSI, 1.45% Medicare, 4.1% of first $8,500 for SUI
Fringe / Employee Benefits		128,296	-	-	-	-	128,296	$7K average per FTE for health benefits; 1% WC Insurance
Retirement / Pension		32,089	-	-	-	-	32,089	3% contribution towards 403b or 401k
TOTAL PAYROLL TAXES AND BENEFITS		252,842	-	-	-	-	252,842	
TOTAL PERSONNEL SERVICE COSTS	16.00	907,342	173,400	-	-	241,740	1,322,482	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	15,000	15,000	based on average audit expense with existing charter schools
Legal		-	-	-	-	10,000	10,000	$833 monthly average
Management Company Fee		-	-	-	-	-	-	
Nurse Services		4,500	-	-	-	-	4,500	$50/student
Food Service / School Lunch		94,091	-	-	-	-	94,091	$1,045 per student annually or $5.77 per student per day for 181 days
Payroll Services		-	-	-	-	1,891	1,891	$158/month
Special Ed Services		-	13,000	-	-	-	13,000	$500 per sped student supplemental; $4K NYCCSC SPED Collaborative
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		110,284	-	-	-	-	110,284	$65K back-office services,$18K tech services, $2K -erate consulting, $15K SIS/SBMS, <$1K fingerprinting, 10K BES follow-on support
TOTAL CONTRACTED SERVICES		208,875	13,000	-	-	26,891	248,766	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	1,200	1,200	$100/month
Classroom / Teaching Supplies & Materials		13,500	-	-	-	-	13,500	$150/student
Special Ed Supplies & Materials		-	4,500	-	-	-	4,500	$250/sped student
Textbooks / Workbooks		18,000	-	-	-	-	18,000	$200/student
Supplies & Materials other		13,903	-	-	-	-	13,903	$154/student; includes in kind NYSTL, NYSLIB, NYSSL spending through FAMIS
Equipment / Furniture		17,000	-	-	-	-	17,000	student desks, chairs, teacher furniture
Telephone		8,400	-	-	-	-	8,400	$700/month for phone, internet, cell phones
Technology		32,625	-	-	-	-	32,625	student computers; teacher computers
Student Testing & Assessment		7,500	-	-	-	-	7,500	
Field Trips		2,250	-	-	-	-	2,250	$25/student
Transportation (student)		-	-	-	-	-	-	
Student Services - other		8,100	-	-	-	-	8,100	$90/student for uniforms
Office Expense		31,800	-	-	-	-	31,800	monthly spend of $2,650 for supplies and copier lease

Staff Development	1,600	-	-	-	-	1,600	$100/staff member; mostly internal professional development in first year
Staff Recruitment	-	-	-	-	16,000	16,000	job fairs, postings to recruit positions for following year plus attrition
Student Recruitment / Marketing	2,700	-	-	-	-	2,700	$30/student
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	157,378	4,500	-	-	17,200	179,078	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	17,500	17,500	based on similarly sized charter schools in first year; D&O and General Liability
Janitorial	40,500	-	-	-	-	40,500	$5/square foot; 80 square feet per student; add. $50/student for custodial supplies
Building and Land Rent / Lease	252,000	-	-	-	-	252,000	$35/square foot; 80 square feet per student
Repairs & Maintenance	36,000	-	-	-	-	36,000	$5/square foot; 80 square feet per student
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	36,000	-	-	-	-	36,000	$5/square foot; 80 square feet per student
TOTAL FACILITY OPERATION & MAINTENANCE	364,500	-	-	-	17,500	382,000	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	25,000	1/3rd of dissolution escrow set aside
TOTAL EXPENSES	**1,663,095**	**190,900**	**-**	**-**	**303,331**	**2,157,327**	
NET INCOME	**445,674**	**(62,978)**	**-**	**-**	**(303,331)**	**79,365**	

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
NYC	90			90
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**90**	**-**	**-**	**90**
REVENUE PER PUPIL	**23,431**	**-**	**-**	**24,852**
EXPENSES PER PUPIL	**18,479**	**-**	**-**	**23,970**

Emblaze Academy Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2016 to June 30, 2017

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	**273,863**	**58,929**	**283,231**	**83,850**	**286,471**	**68,298**	**283,231**	**83,850**	**283,231**	**159,258**	**283,231**	**89,250**	**2,236,691**
Total Expenses	**243,422**	**157,497**	**176,981**	**168,881**	**168,881**	**168,881**	**172,797**	**171,997**	**171,997**	**171,997**	**171,997**	**211,997**	**2,157,327**
Net Income	**30,441**	**(98,567)**	**106,250**	**(85,031)**	**117,590**	**(100,583)**	**110,433**	**(88,148)**	**111,233**	**(12,740)**	**111,233**	**(122,748)**	**79,365**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**81,123**	**111,564**	**12,997**	**119,247**	**34,216**	**151,806**	**51,223**	**161,656**	**73,509**	**184,742**	**172,002**	**283,236**	**81,123**
Net Income	**111,564**	**12,997**	**119,247**	**34,216**	**151,806**	**51,223**	**161,656**	**73,509**	**184,742**	**172,002**	**283,236**	**160,488**	**160,488**

*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**

	CY Per Pupil Rate	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
NYC	14,027	210,405	-	210,405	-	210,405	-	210,405	-	210,405	-	210,405	-	1,262,430
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
		210,405	-	210,405	-	210,405	-	210,405	-	210,405	-	210,405	-	1,262,430
Special Education Revenue		20,780	-	20,780	-	20,780	-	20,780	-	20,780	-	20,780	-	124,682
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		596	596	596	596	596	596	596	596	596	596	596	596	7,153
Other		42,081	-	42,081	-	42,081	-	42,081	-	42,081	-	42,081	-	252,486
TOTAL REVENUE FROM STATE SOURCES		273,863	596	273,863	596	273,863	596	273,863	596	273,863	596	273,863	596	1,646,752
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	3,240	-	-	-	-	-	-	-	3,240
Title I		-	-	-	14,400	-	-	-	14,400	-	-	-	14,400	43,200
Title Funding - Other		-	-	-	1,152	-	-	-	1,152	-	-	-	1,152	3,456
School Food Service (Free Lunch)		-	-	9,368	9,368	9,368	9,368	9,368	9,368	9,368	9,368	9,368	9,368	93,684
Grants														
Charter School Program (CSP) Planning & Implementation		-	58,333	-	58,333	-	58,333	-	58,333	-	58,333	-	58,333	350,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	58,333	9,368	83,254	12,608	67,702	9,368	83,254	9,368	67,702	9,368	83,254	493,580
LOCAL and OTHER REVENUE														
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	5,400	5,400
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	90,960	-	-	90,960
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	90,960	-	5,400	96,360
TOTAL REVENUE		**273,863**	**58,929**	**283,231**	**83,850**	**286,471**	**68,298**	**283,231**	**83,850**	**283,231**	**159,258**	**283,231**	**89,250**	**2,236,691**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	112,200
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	7,055	7,055	7,055	7,055	7,055	7,055	7,055	7,055	7,055	7,055	7,055	7,055	84,660
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,395	7,395	7,395	7,395	7,395	7,395	7,395	7,395	7,395	7,395	7,395	7,395	88,740
Administrative Staff	1.00	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	40,800
TOTAL ADMINISTRATIVE STAFF	4.00	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	326,400
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	5.00	26,563	26,563	26,563	26,563	26,563	26,563	26,563	26,563	26,563	26,563	26,563	26,563	318,750
Teachers - SPED	3.00	14,450	14,450	14,450	14,450	14,450	14,450	14,450	14,450	14,450	14,450	14,450	14,450	173,400
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00	10,413	10,413	10,413	10,413	10,413	10,413	10,413	10,413	10,413	10,413	10,413	10,413	124,950
Aides	1.00	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	45,900
Therapists & Counselors	1.00	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	63,240
Other	-	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	17,000
TOTAL INSTRUCTIONAL	12.00	61,937	61,937	61,937	61,937	61,937	61,937	61,937	61,937	61,937	61,937	61,937	61,937	743,240
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS	16.00	89,137	89,137	89,137	89,137	89,137	89,137	89,137	89,137	89,137	89,137	89,137	89,137	1,069,640
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		7,705	7,705	7,705	7,705	7,705	7,705	7,705	7,705	7,705	7,705	7,705	7,705	92,457
Fringe / Employee Benefits		10,691	10,691	10,691	10,691	10,691	10,691	10,691	10,691	10,691	10,691	10,691	10,691	128,296
Retirement / Pension		2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674	32,089
TOTAL PAYROLL TAXES AND BENEFITS		21,070	21,070	21,070	21,070	21,070	21,070	21,070	21,070	21,070	21,070	21,070	21,070	252,842
TOTAL PERSONNEL SERVICE COSTS	16.00	110,207	110,207	110,207	110,207	110,207	110,207	110,207	110,207	110,207	110,207	110,207	110,207	1,322,482
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Legal		10,000				-	-	-	-	-	-	-	-	10,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	450	450	450	450	450	450	450	450	450	450	4,500
Food Service / School Lunch		-	-	9,409	9,409	9,409	9,409	9,409	9,409	9,409	9,409	9,409	9,409	94,091
Payroll Services		158	158	158	158	158	158	158	158	158	158	158	158	1,891
Special Ed Services		-	-	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	13,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190	9,190	110,284
TOTAL CONTRACTED SERVICES		19,348	9,348	20,507	20,507	20,507	20,507	20,507	20,507	20,507	20,507	20,507	35,507	248,766
SCHOOL OPERATIONS														
Board Expenses		100	100	100	100	100	100	100	100	100	100	100	100	1,200
Classroom / Teaching Supplies & Materials		1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	13,500
Special Ed Supplies & Materials		375	375	375	375	375	375	375	375	375	375	375	375	4,500
Textbooks / Workbooks		18,000	-	-	-	-	-	-	-	-	-	-	-	18,000
Supplies & Materials other		1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	13,903
Equipment / Furniture		17,000	-	-	-	-	-	-	-	-	-	-	-	17,000
Telephone		700	700	700	700	700	700	700	700	700	700	700	700	8,400
Technology		32,625	-	-	-	-	-	-	-	-	-	-	-	32,625
Student Testing & Assessment		7,500	-	-	-	-	-	-	-	-	-	-	-	7,500
Field Trips		-	-	225	225	225	225	225	225	225	225	225	225	2,250
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	8,100	-	-	-	-	-	-	-	-	-	8,100
Office Expense		2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	31,800
Staff Development		800	-	-	-	-	-	800	-	-	-	-	-	1,600
Staff Recruitment		-	-	-	-	-	-	2,667	2,667	2,667	2,667	2,667	2,667	16,000
Student Recruitment / Marketing		-	-	-	-	-	-	450	450	450	450	450	450	2,700
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		82,034	6,109	14,434	6,334	6,334	6,334	10,250	9,450	9,450	9,450	9,450	9,450	179,078
FACILITY OPERATION & MAINTENANCE														
Insurance		1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	17,500
Janitorial		3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	40,500
Building and Land Rent / Lease		21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	252,000
Repairs & Maintenance		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
TOTAL FACILITY OPERATION & MAINTENANCE		31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	382,000
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		**243,422**	**157,497**	**176,981**	**168,881**	**168,881**	**168,881**	**172,797**	**171,997**	**171,997**	**171,997**	**171,997**	**211,997**	2,157,327
NET INCOME		**30,441**	**(98,567)**	**106,250**	**(85,031)**	**117,590**	**(100,583)**	**110,433**	**(88,148)**	**111,233**	**(12,740)**	**111,233**	**(122,748)**	**79,365**
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME		**30,441**	**(98,567)**	**106,250**	**(85,031)**	**117,590**	**(100,583)**	**110,433**	**(88,148)**	**111,233**	**(12,740)**	**111,233**	**(122,748)**	**79,365**
Beginning Cash Balance		81,123	111,564	12,997	119,247	34,216	151,806	51,223	161,656	73,509	184,742	172,002	283,236	81,123
ENDING CASH BALANCE		**111,564**	**12,997**	**119,247**	**34,216**	**151,806**	**51,223**	**161,656**	**73,509**	**184,742**	**172,002**	**283,236**	**160,488**	**160,488**

Emblaze Academy 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 data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

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.

Total Revenue		**2,236,691**	**3,782,904**	**5,373,317**	**7,163,732**	**7,167,057**
Total Expenses		**2,157,327**	**3,680,911**	**5,283,282**	**6,912,653**	**7,002,890**
Net Income (Before Cash Flow Adjustments)		**79,365**	**101,992**	**90,036**	**251,079**	**164,166**
Actual Student Enrollment		**90**	**180**	**270**	**360**	**360**
Total Paid Student Enrollment		**90**	**180**	**270**	**360**	**360**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2019	**2020**	**2021**	**2022**	**2023**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
NYC	14,027	1,262,430	2,524,860	3,787,290	5,049,720	5,049,720
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		1,262,430	2,524,860	3,787,290	5,049,720	5,049,720
Special Education Revenue		124,682	249,365	374,047	498,730	498,730
Grants						
Stimulus		-	-	-	-	-
Other		7,153	14,306	21,460	28,613	28,613
Other		252,486	504,972	757,458	1,009,944	1,009,944
TOTAL REVENUE FROM STATE SOURCES		1,646,752	3,293,503	4,940,255	6,587,006	6,587,006
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		3,240	3,240	6,480	9,720	12,960
Title I		43,200	86,400	129,600	172,800	172,800
Title Funding - Other		3,456	6,912	10,368	13,824	13,824
School Food Service (Free Lunch)		93,684	187,368	281,051	374,735	374,735
Grants						
Charter School Program (CSP) Planning & Implementation		350,000	200,000	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		493,580	483,920	427,499	571,079	574,319
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		-	-	-	-	-
Erate Reimbursement		5,400	5,481	5,563	5,647	5,731
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		90,960	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		96,360	5,481	5,563	5,647	5,731
TOTAL REVENUE		**2,236,691**	**3,782,904**	**5,373,317**	**7,163,732**	**7,167,057**

EXPENSES							*List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)*
ADMINISTRATIVE STAFF PERSONNEL COSTS	**No. of Positions**						**2% COLA**
Executive Management	1.00	112,200	114,444	116,733	119,068	121,449	1 head of school
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	1.00	84,660	172,706	352,321	359,367	366,555	1 DCI in Year 1; Dean of School Culture added in year 2; 2nd DCI and Dean of Student Services hired in Year 3
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	88,740	147,737	150,692	153,705	156,779	1 Director of Operations; 1 ops coordinator starting year 2
Administrative Staff	1.00	40,800	41,616	42,448	86,595	88,326	1 office manager; additional staff member in Year 4
TOTAL ADMINISTRATIVE STAFF	4.00	326,400	476,503	662,194	718,735	733,110	
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**						
Teachers - Regular	5.00	318,750	650,250	994,883	1,353,040	1,380,101	addition of 5 teachers per new grade level until scale; 20 total by year 4
Teachers - SPED	3.00	173,400	306,918	445,707	589,926	601,724	2 learning specialists & 1 behavior specialist in Year 1; additional 2 learning specialists added per grade level for 8 total in Year 4
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	124,950	189,873	257,343	395,088	402,989	1 gym teacher & 1 ESL teacher in year 1; addition of gym teacher per new grade level until scale with 4 total by Year 4; addition of 2nd ESL teacher in Year 4
Aides	1.00	45,900	93,636	143,263	194,838	198,735	1 teaching fellow in year 1; add 1 more per new grade level until full scale; 4 total by Year 4
Therapists & Counselors	1.00	63,240	64,505	65,795	134,222	136,906	counselor/enrollment coordinator in year 1; additional counselor in Year 4.
Other	-	17,000	34,000	48,000	65,000	65,000	various stipends paid for leadership responsibilities and Saturday programming
TOTAL INSTRUCTIONAL	12.00	743,240	1,339,182	1,954,991	2,732,113	2,785,455	
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**						
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	1,069,640	1,815,685	2,617,185	3,450,848	3,518,565	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		92,457	152,143	217,291	285,597	286,595	6.2% SSI, 1.45% Medicare, 4.1% of first $8,500 for SUI
Fringe / Employee Benefits		128,296	226,529	334,100	459,936	481,884	$7K average per FTE for health benefits; 1% WC Insurance
Retirement / Pension		32,089	54,471	78,516	103,525	105,557	3% contribution towards 403b or 401k
TOTAL PAYROLL TAXES AND BENEFITS		252,842	433,143	629,907	849,058	874,036	
TOTAL PERSONNEL SERVICE COSTS	16.00	1,322,482	2,248,828	3,247,091	4,299,906	4,392,601	
CONTRACTED SERVICES							**line items also reflect 1.5% inflation year over year**
Accounting / Audit		15,000	15,225	15,453	15,685	15,920	based on average audit expense with existing charter schools
Legal		10,000	10,150	10,302	10,457	10,614	$833 monthly average
Management Company Fee		-	-	-	-	-	
Nurse Services		4,500	9,135	13,908	18,822	19,105	$50/student
Food Service / School Lunch		94,091	188,182	282,273	376,364	376,364	$1,045 per student annually or $5.77 per student per day for 181 days; no inflation
Payroll Services		1,891	2,171	2,451	2,756	2,756	average grows to $230/month by year 4
Special Ed Services		13,000	22,330	31,937	41,827	42,455	$500 per sped student supplemental; $4K NYCCSC SPED Collaborative
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		110,284	154,669	167,046	179,988	179,731	back-office services grow to $150K by year 4,$18K tech services, $2K -erate consulting, $6K SIS/SBMS, <$1K fingerprinting, BES consulting 10K in Y1 and Y2
TOTAL CONTRACTED SERVICES		248,766	401,862	523,371	645,900	646,944	
SCHOOL OPERATIONS							**line items also reflect 1.5% inflation year over year**
Board Expenses		1,200	1,218	1,236	1,255	1,274	$100/month
Classroom / Teaching Supplies & Materials		13,500	27,405	41,724	56,467	57,314	$150/student
Special Ed Supplies & Materials		4,500	9,135	13,908	18,822	19,105	$250/sped student
Textbooks / Workbooks		18,000	36,540	55,632	75,289	76,418	$200/student
Supplies & Materials other		13,903	28,009	42,322	56,846	57,270	$154/student; includes in kind NYSTL, NYSLIB, NYSSL spending through FAMIS
Equipment / Furniture		17,000	11,635	11,772	11,911	11,000	student desks, chairs, teacher furniture; replacement expense in Year 5
Telephone		8,400	8,526	8,654	8,784	8,915	$700/month for phone, internet, cell phones

Technology	32,625	33,495	33,997	35,292	25,000	5
Student Testing & Assessment	7,500	7,613	7,727	7,843	7,960	
Field Trips	2,250	4,568	6,954	9,411	9,552	$25/student
Transportation (student)	-	-	-	-	-	
Student Services - other	8,100	16,443	25,034	33,880	34,388	$90/student for uniforms
Office Expense	31,800	41,412	62,432	72,779	73,871	addition of 2 copiers plus $100+ inflation average per student for copies
Staff Development	1,600	2,741	3,915	5,228	5,307	$100/staff member
Staff Recruitment	16,000	13,000	20,000	20,000	-	job fairs, postings to recruit positions for following year
Student Recruitment / Marketing	2,700	2,741	2,782	2,823	2,500	$30/student
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	179,078	244,479	338,089	416,630	389,873	
FACILITY OPERATION & MAINTENANCE						
Insurance	17,500	20,808	23,180	25,619	26,003	increased year over year by $3K per grade level growth
Janitorial	40,500	82,215	125,172	169,400	171,941	$5/square foot; 80 square feet per student; add. $50/student for custodial supplies
Building and Land Rent / Lease	252,000	511,560	778,850	1,054,044	1,069,854	$35/square foot; 80 square feet per student
Repairs & Maintenance	36,000	73,080	111,264	150,578	152,836	$5/square foot; 80 square feet per student
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	36,000	73,080	111,264	150,578	152,836	$5/square foot; 80 square feet per student
TOTAL FACILITY OPERATION & MAINTENANCE	382,000	760,743	1,149,731	1,550,218	1,573,471	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	dissolution escrow of $75K
TOTAL EXPENSES	**2,157,327**	**3,680,911**	**5,283,282**	**6,912,653**	**7,002,890**	
NET INCOME	**79,365**	**101,992**	**90,036**	**251,079**	**164,166**	

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC	90	180	270	360	360
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**90**	**180**	**270**	**360**	**360**
REVENUE PER PUPIL	**24,852**	**21,016**	**19,901**	**19,899**	**19,908**
EXPENSES PER PUPIL	**23,970**	**20,450**	**19,568**	**19,202**	**19,452**

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**
NET INCOME	**79,365**	**101,992**	**90,036**	**251,079**	**164,166**
Beginning Cash Balance	81,123	160,488	262,480	352,516	603,595
ENDING CASH BALANCE	**160,488**	**262,480**	**352,516**	**603,595**	**767,761**