# FULL APPLICATION SUMMARY

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| Proposed Charter School Name[1] | Key Collegiate Charter School |
| Application History | Not Applicable |
| Proposed Board Chair Name | Romy Drucker |
| Proposed Board Chair Email Address | [redacted] |
| Proposed Board Chair Telephone Number | |
| Public Contact Name | Katie Mazer |
| Public Contact Email Address | [redacted] |
| Public Contact Telephone Number | |
| District of Location | CSD 23 |
| Opening Date | August 22, 2018 |
| Proposed Charter Term[2] | 5-year term; August/September 2018 thru June 2023 |
| Proposed Management Company, Entity that Provides Comprehensive Management Services, or Partner Organizations | Not Applicable |
| Replication School(s): | Not Applicable |

Projected Grade Span and Enrollment and for Each Year of the Proposed Charter Term

| Year | Grades | Enrollment |
|---|---|---|
| **1** | 4, 5 | 120 |
| **2** | 4, 5, 6 | 180 |
| **3** | 4, 5, 6, 7 | 240 |
| **4** | 4, 5, 6, 7, 8 | 300 |
| **5** | 4, 5, 6, 7, 8 | 300 |

**Mission Statement:** With an unapologetic focus on student success, Key Collegiate ensures that all students have the academic skills, professional habits, and personal drive necessary to gain access to and excel within the high schools and colleges of their choice.

[1] N.Y. Education Law § 2851(2)(k).
[2] N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.

With an unapologetic focus on student success, Key Collegiate Charter School ensures that all students in grades 4 through 8 have the academic skills, professional habits, and personal drive necessary to gain access to and excel within the high schools and colleges of their choice.

**Proposed Location Overview:** We are proposing to found Key Collegiate Charter School ("Key Collegiate") in Brownsville, Brooklyn because we have identified it as having the greatest need in all of Brooklyn and thus it is the community where we can have the most significant impact.

Academically, CSD 23 is the lowest performing district in Brooklyn and among the lowest in New York City. Academic proficiency rates in CSD23 trail the state in ELA and math by 23% and 25%, respectively. On average over the past four years, 14.5% of Brownsville students were proficient in ELA and 13.9% in mathematics.

CSD 23 serves approximately 9,500 students: 76% are African American/Black and 20% are Latino/Hispanic. More than 20% of students have disabilities and just under 5% of students are designated as English Language Learners (ELLs). Last year, 15% of the student population was living in transitional housing/homeless. One out of five students in CSD 23 was homeless in the past five years and this number is unfortunately on the rise.

In the 1.136 square miles that make up Brownsville, there are 18 NYCHA housing projects—the most concentrated area in the United States. Brownsville is the poorest neighborhood in Brooklyn: 37% of citizens live below the Federal poverty line, and 16% are unemployed, a rate more than 50% higher than that of both Brooklyn and New York, respectively. Brownsville leads New York City in violent assaults and elementary school students who miss 20 or more school days annually, at over 40%.[3]

**Proposed Enrollment.** In Year 1 of operation, we will enroll 120 students: 60 fourth and 60 fifth graders. In all subsequent years, we will add one new fourth grade of 60 students. At full enrollment in Year 4, and at maximum student capacity, we will serve 300 students in grades 4 through 8.

**Fourth Grade Start**. Key Collegiate will serve students in grades 4 through 8. Key Collegiate's 4th grade start is strategically and uniquely designed to aggressively combat the "fourth-grade slump." We will start with our students, most of whom are designated as low-income, as they begin 4th grade, and will implement a rigorous curriculum with a laser-focus on literacy development with individualized supports for remediation and intervention as needed.

Research indicates that between birth and age three, a socio-economically disadvantaged child hears approximately 30 million fewer words than a child who is economically advantaged.[4] This gap expands when a student enters the 4th grade, as this is when students make the transition from "learning to read" to "reading to learn." This switch is paramount for students to access higher-level content. This stagnation, predominantly experienced by students living in poverty, is often referred to by teachers as "the fourth-grade slump."[5] The fourth-grade slump significantly impairs a child's ability to learn in subsequent school years, increasing the gap between students in poverty and those from higher socioeconomic backgrounds.[6]

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[3] King L, et al. Community Health Profiles 2015, Brooklyn Community District 16: Brownsville; 2015; 40(59):1-16. https://www1.nyc.gov/assets/doh/downloads/pdf/data/2015chp-bk16.pdf
[4] Hart, Betty, and Todd R. Risley. "The Early Catastrophe." *American Federation of Teachers* (Spring 2003): n. pag. Web. 10 Aug. 2016.
[5] Hirsch, E.D. "Overcoming the Language Gap." *Education Week* (May 2001).
[6] Ibid.

With the support of our families and community leaders, Key Collegiate fundamentally believes that reaching this goal depends on a synchronicity of our seven core principles of design. In service of our mission and the success of every student who enrolls in our school, we will implement and operationalize these seven principles which together will create the foundation for academic and personal excellence within our ambitious and supportive school community.

1. A rigorous, engaging curriculum with differentiated supports reaches all students.
2. Enhanced learning requires frequent data-driven assessment, analysis, and action.
3. Literacy-intensive curriculum prepares students to become lifelong learners.
4. A structured and joyful culture sets the foundation for student achievement.
5. Partnerships with families and the community create a united support system.
6. A focus on the development of professional habits prepares students for college and career success.
7. High-quality teaching produces strong academic gains and results.

## CERTIFICATION AND ASSURANCES/INTENT STATEMENT

Proposed Charter School Name Key Collegiate Charter School
Proposed School Location (District) CSD 23
Name of Existing Education Corporation (if applicable) Not Applicable

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

[1] N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [2]

- 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, Romy Drucker, hereby certify that the information submitted in this Full Application to establish Key Collegiate 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:

Romy A Drucker

Date: 3/13/17

[2] 20 USC § 7221b(b)(3)(J)
[3] 20 USC § 7221b (b)(3)(K)
[4] 20 USC § 7221b (b)(3)(N)

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

## A. Mission Statement and Objectives

**Mission Statement**. With an unapologetic focus on student success, Key Collegiate Charter School ensures that all students in grades 4 through 8 have the academic skills, professional habits, and personal drive necessary to gain access to and excel within the high schools and colleges of their choice.

**Objectives.** Key Collegiate Charter School ("Key Collegiate") has specific achievement goals we intend to meet—based upon our academic and co-academic goals (see **Section IIC**). Our objectives are in service of meeting these goals, accomplishing our mission, and remaining accountable to the New York State (NYS) Charter School Law § 2850(2).

Our primary goal is to **dramatically improve student learning and achievement** for the students of Brownsville and surrounding neighborhoods**.** We will implement a rigorous curriculum aligned with the Common Core Learning Standards (CCLS) using a variety of engaging instructional methods to reach all learners including grade-level ICT classrooms, blended-learning, and inquiry-based learning. We will provide small group interventions to support literacy and math development for our most struggling students, and we will use data to measure student learning to proactively adjust lessons in service of academic growth. To implement all components so critical to student learning, we extend our school day more than two hours beyond that of district public schools, with 180 minutes of daily literacy instruction.

Our model is predicated on **increasing learning opportunities for all students**, specifically students with disabilities, English language learners, and students who are economically disadvantaged (as indicated by FRL). We will have one ICT class per grade level to support the approximate 22% of students with disabilities we expect to serve.[1] We will also provide highly individualized supports and RTI as needed to students with academic and behavioral challenges. All staff will receive extensive training during the 27 days of professional development on specific strategies to best educate students with disabilities and ELLs.

Implementing **different and innovative teaching methods that catalyze student learning** is the basis of our academic model**.** Students will learn through varied instructional models that reinforce analytical thinking, problem solving, and conceptual understanding. Students will engage in inquiry-based learning cycles and blended-learning throughout the day. A daily coding class, part of the Problem Solving block, will provide students with personalized learning opportunities to build critical skills and become self-directed learners. Our students will develop executive and interpersonal skills through a habits-based professional curriculum. Customized to our school and implemented during daily PREP, and informally throughout the school day, this curriculum will prepare students to successfully navigate college and the professional world.

Creating **new professional opportunities for teachers, school administrators, and other school personnel both academically and culturally** is an important feature of our school, particularly with regards to our focus on data analysis and professional development. Academically, the software that powers our blended-learning instruction provides adaptive and real-time feedback to teachers about student progress. Teachers will be trained to interpret this data and to respond accordingly. All teachers will be observed weekly by their instructional coach and will receive

[1] "NYC Data." *New York City Department of Education*, 26 Aug. 2016. Web. 15. Nov. 2016.

coaching and action-steps, as well as sufficient practice time to rapidly improve their teaching. Culturally, all staff will be trained in trauma-informed practices so we can support every student, especially those who have experienced trauma. Our 27 days of professional development provide the time and space for continual coaching, practice, and improvement.

Key Collegiate will provide families and students with **access to an educational opportunity not currently available** in Brownsville. We will provide a literacy-intensive curriculum with blended-learning instruction, in an extended-day and extended-school-year model designed to prepare students for high school, college, and lifelong success. We will provide comprehensive supports for students and families in grades 7 and 8 to help them navigate the complex New York City high school application process to ensure our students continue their successful academic careers beyond Key Collegiate. Our 4th grade start, requested by families in the district, enables us to start working with our students before they encounter the "fourth grade slump"[2] and provides us with more time to develop in them excellent academic skills and habits before high school.

Measuring our success on a **performance-based accountability system,** as named in **Section IIC**, will ensure we are helping students access and surpass grade-level proficiency, as measured by summative state assessments. We will ensure students in grade 8 take and pass the Algebra Regents assessment. To do so, we will use formative assessments to track student performance: daily exit tickets, weekly quizzes, interim assessments, F&P reading benchmark assessments, and state assessments. We will use absolute, growth, and comparative measures to track student achievement and, consequently, our academic success as a school.

## B. Key Design Elements

Key Collegiate believes that accomplishing our mission and reaching our goals depends on the synchronicity of our seven core principles of design. In service of our mission and the success of every student enrolled in our school, we will implement and operationalize these seven principles holistically. Together these principles will create the foundation for academic and personal excellence within our ambitious and supportive school community.

### A rigorous, engaging curriculum with differentiated supports reaches all students.

We will implement a rigorous curriculum to ensure our students are on track to take Advanced Placement (AP) classes in high school and to succeed in college and beyond. We prepare students to be reading at or above grade level by 7th grade and to take Algebra and the accompanying Regents exam in 8th grade. We implement a literacy-heavy curriculum across all content subjects. We use inquiry-based learning and blended-learning techniques throughout the day to engage and challenge all students, and to best serve the needs of a diversity of learners, including those with disabilities and ELLs.

As evidenced by student achievement results in CSD 23, we anticipate that 85% of our students will be entering Key Collegiate below grade level.[3] To make our rigorous curriculum accessible to every student, we will integrate engaging instructional models that allow students to interact with technology, collaborate with peers, and practice high-level thinking. We cater to all students by providing differentiated supports, remediation, and interventions to those who demonstrate a need. Our grade-level ICT classrooms enable us to provide continual support to students with IEPs.

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[2] For more details, see **Section IC.**

[3] "Grade 3-8 New York City Results." *New York City Department of Education*, The New York City Department of Education, 2017, schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.

### A literacy-intensive curriculum prepares our students to become lifelong learners.

Studies indicate that "93 million adults in the U.S. read at or below the basic level needed to contribute successfully to society."[4] To change this statistic in Brownsville, we develop students into voracious readers. We implement a literacy-intensive curriculum, with 180 minutes dedicated daily to literacy so students develop the phonics, fluency, and comprehension skills to read, comprehend, and analyze grade-level fiction and non-fiction texts and are prepared to access high-school level material upon matriculation. Our entire curriculum—including courses like math and science traditionally not focused on reading—will emphasize literacy. We will challenge students with word problems and teach content-specific and grade-level vocabulary in math and science. We will create a culture built on a love of reading and learning. Every student will be challenged to read one million words in their skill-leveled independent reading books, and we will celebrate growing word counts and book completion. Students will have three books with them at all times: their grade-level class novel, their skill-level independent reading book, and their personal dictionary. The dictionary is a tool to support students in developing their problem-solving skills by creating a culture where students looking up unfamiliar words.

### Enhancing student learning requires frequent data-driven assessment, analysis, and action.

Key Collegiate is unapologetically focused on our educational programming, knowing that inadequate academic preparation is the key factor inhibiting college success.[5] To achieve our mission, we must know with certainty and frequency how each student is performing academically so we can respond accordingly. Regular data-driven assessment and data analysis will allow us to accurately know where our students are in their learning trajectories. We will use these findings to design action plans to address any gaps in knowledge with urgency—whole group, small group, or individually. Data-informed plans allow us to meet each student where they are in their learning and provide appropriate supports to help them reach grade-level proficiency. Our curriculum is aligned with the CCLS and, subsequently, prepares students for success on state assessments as well as high school AP exams. The annual state assessment will inform our curriculum, as will results from standards-based interim assessments given three times annually to monitor student progress. Our school calendar includes professional development days twice quarterly, designated as "Data Days," that follow interim assessments; these days are dedicated to data analysis and action planning to ensure we are prepared to support each student in meeting their academic goals. Daily, teachers will use data from standards-based unit exams and daily exit-tickets to track student mastery of skills and content knowledge. We know that "attention to minute-by-minute and day-to-day formative assessment is likely to have the biggest impact on student outcomes"[6]; we collect, track, and analyze student data regularly in service of student achievement and success.

### A structured and joyful culture sets the foundation for student achievement.

Students excel in safe, supportive, and structured learning environments where there are clearly defined expectations and achievement-based celebrations. When students have explicit norms and systems to follow, they are better able to focus on learning. Based on trauma-informed practices, we will set these clear expectations during the first week, and will model and practice them regularly. All systems and policies are rooted in the belief that if we set high expectations in service

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[4] "The 2003 National Assessment of Adult Literacy (NAAL)." *PsycEXTRA Daraset*, doi:10.1037/e610592011-001. Accessed 22 Jan 2017.
[5] "ED.gov" *US Department of Education*, US Department of Education, www2.ed.gov/offices/OPE/AgenProj/report/theme1a.html. Accessed 8 Dec. 2017.
[6] "Formative Assessment." *SpringerReference*, doi:10.1007/springerreference_180732. Accessed 5 Jan. 2017.

of student success and equip students with the supports they need, then everyone will rise to meet these goals. Our focus on creating a joyful culture is evident in the daily school schedule. We dedicate time daily to physical activity during the performing arts elective and recess. Research indicates the scientific benefits of self-expression and how it releases endorphins and oxytocin increasing feelings of joy.[7] Performing Arts provides students with an opportunity to be both expressive and active—both proven to have benefits on learning.[8] We will provide time for students to interact and play with peers during daily recess. We will have a weekly Community Meeting—time for staff and students to build community and celebrate academic growth and success. Our safe, supportive, and joyful culture empowers students to achieve their academic goals.

### Partnerships with families and the community creates a united support system.

Beginning with Home Visits and Family Orientations, we will engage our families about the dreams they have for their children and the work it will collectively take to get there. Families are our allies in this work, and when we have a shared goal and vision, our capacity to help students accomplish their academic goals grows exponentially. To create a successful partnership, we remain transparent and keep families informed. We provide regular updates on student progress, academically and behaviorally, with weekly Progress Reports. When students act in a way that is unprofessional or unacceptable at school, we inform families so they can be our partners in building college-going, professional habits for students. We include parents/guardians on our college visits and invite families to join us at Community Meetings to celebrate individual student and school-wide academic successes. Student success is a victory not just for the child, but for their families as well. We create a partnership with families by engaging with them frequently at different events: Family Orientation, Family Welcome Night, Parent Conferences (3x annually), Family Cafe (each trimester), Winter Workshop performances, and College visits.

### A focus on professional habit development prepares students for college and career success.

Accomplishing our mission of preparing students to access and excel in the high schools and colleges of their choice demands more than mastery of academic skills and content. Data shows that 78% of graduating charter school students are enrolling in and starting college the semester after high school graduation; of these students, 38% graduate within six years.[9] A key reason cited for this significant college drop-out rate is a lack of the professional habits—soft skills, specifically executive and interpersonal skills—that help us navigate a new and challenging environment.[10] To meet our goals, we teach the skills and professional habits our students need to function in a variety of environments beyond Key Collegiate. All students partake in a developmentally and age-appropriate Professional Habits curriculum to assist them in developing these skills during daily AM and PM PREP periods. Each trimester, students take part in a "Professionals Day," where they engage in conversations about careers and current events with professionals and role models from

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[7] Horn, Stacy. "Singing Changes Your Brain." *Time*. 16 Aug. 2013, ideas.time.com/2014/08/16/singing-changes-your-brain/. Accessed 28 Dec. 2016.
[8] Ruppert, Sandra S. "Critical Evidence: How the Arts Benefit Student Achievement." *Critical Evidence: How the Arts Benefit Student Achievement,* www.nasaa-arts.org/Publications/critical-evidence.pdf. Accessed 28 Dec. 2016.
[9] "High School Benchmarks 2016: National College Progression Rates." *National Student Clearinghouse Research Center,* National Student Clearinghouse", 2 Nov. 2016, nscresearchcenter.org/high-school-benchmarks-2016-national-college-progression-rates/. Accessed 8 Dec 2016.
[10] Dynarski, Susan. "How to Help More College Students Graduate." *The New York Times,* 19 Feb. 2016, www.nytimes.com/2016/02/21/upshot/how-to-help-more-college-students-graduate.html?_r=0. Accessed 4 Jan. 2017.

the community, and practice executive and interpersonal skills. This focus on professional habits will be integrated into our school-wide language and norms to continuously reinforce these habits.

### High-quality teaching produces strong academic gains and results.

Teachers are the core drivers of academic excellence; we invest heavily in recruiting, hiring, developing, and retaining our staff. Instruction will be outcomes-oriented and rooted in proven practices from our nation's highest-achieving schools. Teacher development is operationalized through weekly observations, data analysis, and practice-based coaching. Our teacher observation/feedback cycles train and develop teachers to deliver instruction that is targeted, rigorous, and strategic. During summer training, teachers are taught critical instructional skills and given extensive time to practice. Like all trades, practice is necessary before any performance, so we provide time for staff to rehearse before they deliver lessons to students. Our coaching cycle ensures every teacher is observed weekly, receiving feedback and action steps to work towards and on which they will be evaluated the following week. These weekly meetings are complemented by 27 days of professional development focused on creating and maintaining a strong culture and on providing rigorous and engaging instruction to all students every day.

## C. Enrollment, Recruitment, and Retention

In Year 1 of operation, we will enroll 120 students: 60 fourth and 60 fifth graders. In all subsequent years, we will add one new fourth grade of 60 students. At full enrollment in Year 4, and at maximum student capacity, we will serve 300 students in grades 4 through 8.

### Projected Enrollment Table Over the Charter Term

| Grades | Ages | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|---|---|
| 4th | 9-10 | 60 | 60 | 60 | 60 | 60 |
| 5th | 10-11 | 60 | 60 | 60 | 60 | 60 |
| 6th | 11-12 | | 60 | 60 | 60 | 60 |
| 7th | 12-13 | | | 60 | 60 | 60 |
| 8th | 13-14 | | | | 60 | 60 |
| **Totals** | | **120** | **180** | **240** | **300** | **300** |

**Enrollment Rationale.** Our innovative enrollment plan is based on both national data indicating the significant drop off at 4th grade and demand from Brownsville parents for non-traditional school entry points. We believe that to realize our mission for every student, we need sufficient time to implement our strategic academic programming. Our enrollment structure gives us five years to build relationships and work closely with students.

Our **Fourth-Grade Start** is designed to aggressively combat the "fourth-grade slump." We will start with our students, most of whom are designated as low-income, as they begin 4th grade and will implement a rigorous curriculum with a laser-focus on literacy development with individualized supports for remediation and intervention as needed. Research indicates that between birth and age three, a socio-economically disadvantaged child hears approximately 30 million fewer words than a child who is economically advantaged.[11] This gap expands when a student enters the latter half of elementary school, when students make the transition from "learning to read" to "reading to learn." This switch is paramount for students to access higher-

[11] Hart, Betty, and Todd R. Risley. "The Early Catastrophe." *American Federation of Teachers* (Spring 2003): n. pag. Web. 10 Aug. 2016.

level content. This stagnation, predominantly experienced by students living in poverty, is often referred to by teachers as "the fourth-grade slump."[12] The slump significantly impairs a child's ability to learn in subsequent school years, increasing the gap between students in poverty and those from higher socioeconomic backgrounds.[13] In Brownsville specifically, this gap becomes most evident in 5th grade academic scores because students are making the transition from *learning to read* to *reading to learn* later in their educational careers due to the skills-gap that exists prior to formal schooling beginning (i.e., prior to kindergarten). Over the past four years, ELA scores of Brownsville students dropped 50% from 4th to 5th grade, with 21% proficiency in 4th grade to under 10% proficiency in 5th grade. Beginning enrollment with 4th grade is an innovative, evidence-based approach to proactively address this gap in reading proficiency. The fourth-grade start has proven successful in other charter schools around the country. The flagship campus of DC Prep in Washington, DC started with fourth grade, and has outperformed other schools in its district by as much as 40 points on standardized tests. Fourth grade is the ideal time to transition students from the primary grades, and to begin equipping them with college-preparatory skills and habits. We are eager to add to the emerging evidence-base showing that this approach, especially for the most at-risk students, is highly effective in preparing students for success in high school and college.

Perhaps most importantly, our school enrollment plan was significantly informed by community member input. We heard multiple requests for non-traditional entry years. Families who are unhappy with their elementary school are frustrated by having to wait until 5th or 6th grade to transition their child into a different school. When asked when they wanted to pull their children, the common response was "in the middle of elementary school," which informed our 4th grade start. Families were also adamant about wanting a school that has a tight-knit, community feel; they want teachers and staff to know their students. Five years with families and only two classes per grade level provides the necessary elements to build relationships and create a community feel. Through our community outreach, we have garnered significant support for our school, specifically from parents of current 2nd and 3rd graders. Over 150 parents who signed our petition said that they would consider enrolling their children in Key Collegiate's inaugural class.

Using a **Slow Growth Model**, after Y1, we will add one grade each year and we will be fully enrolled in the fall of 2021 with up to 300 students. This is a strategic decision to ensure we can establish a strong school culture, hire and train staff well, and build our standards-based curriculum year by year. This is a best practice from the highest performing charter schools and is more realistic given the challenges and impact associated with recruiting 300 students in a single year.

We will fill any vacant spots due to **Attrition** or retention up to and including 6th grade. We are accounting for a natural annual attrition of 10%, the norm in our target community due to student/family relocation. We recognize that in serving a significant homeless population that is often transient for reasons outside their control, we must work to engage these students and families, address obstacles, and provide solutions to do what we can to keep students enrolled. If there are open seats in grades 4, 5, or 6, we will fill them from the waitlist. We will not enroll students in grades 7 or 8, regardless of whether there are open seats. Our mission and our promise to our families is a big one—to prepare their students for success in high school and college. We feel capable of accomplishing this based on our academic strategy—implementing rigorous content through varied engaging instructional models with necessary scaffolds and interventions to support all students in accessing grade level content. With our unique fourth-grade start, we are

[12] Hirsch, E.D. "Overcoming the Language Gap." *Education Week* (May 2001).
[13] Ibid.

the beneficiary of one additional year of time with our students. Our small grades of only 60 students ensure we can know each student's strengths and areas of challenge well so we can support them throughout their time with us.

We will be intentional and strategic in our **Recruitment and Retention Strategies** to attract and retain students with disabilities, ELLs, economically disadvantaged students (FRL), and students in temporary housing (STH)/homeless. We intend to share the demographics of the local school community: 22% Special Education, 4.5% ELL, 87% FRL, and 15% STH. To recruit local students currently served by the lowest performing CSD in Brooklyn, we will distribute flyers and host information sessions at local community spots including, but not limited to: Brownsville Recreation Center, Stone Avenue Public Library, Gregory Jackson Center, and NYCHA Housing community centers. To retain students, we will engage families to create a community feel through school events—Family Orientation, Family Welcome Night, Parent Conferences (3x annually), Family Cafe (each trimester), Winter Workshop performances, Professional Days, and College field trips. Families will receive weekly Progress Reports that inform them of their students' academic and behavioral performance along with any additional updates, and will be invited to join certain Community meetings to celebrate student academic success.

To recruit **Students with Disabilities,** we will ensure flyers list the supports we offer for students with disabilities and our openness to serving and supporting all learners. We will connect and share information with local elementary schools and non-profits that support students with disabilities for them to share with students. We will provide flyers to local medical centers such as Brownsville Multi-Service Health Center that serve our student population for them to share with patients. To retain these students, we will develop relationships with their families early on to set the foundation for regular communication and to show the student we are united in service of their success. Our Child Study Team will ensure students have the appropriate classroom environment set-up, and the necessary curricular and instructional accommodations/modifications; this team will work with teachers to ensure they are implementing the appropriate interventions to support students in their classroom, including the use of an ICT-model. We will work with the District to ensure students receive all necessary services, including but not limited to speech/language therapy and occupational therapy. Our Child Study Team will regularly evaluate how we are supporting each student and make additional accommodations or modifications as necessary to ensure that every student can be successful within our structured, achievement-oriented environment.

To recruit **English Language Learners**, we will print all flyers, information packets, and applications in English and Spanish. Additionally, information and recruitment sessions will be presented in both languages. Our website is in the process of being translated so that the site is accessible in both English and Spanish.

We implement a structured immersion model with ELLs; they remain part of the general education class, while providing structured scaffolds and differentiation to support language acquisition, including but not limited to graphics, sight word flash cards/word walls, and writing structure templates. We ensure the parents of ELL students feel informed, and will send documents home in Spanish, have Spanish-speaking staff in the Main Office, and have translation services available at parent events.

To recruit **Economically Disadvantaged Students and Students in Temporary Housing**, we will distribute flyers, canvass, and hold information sessions at or around the NYCHA housing developments in Brownsville (Langston Hughes and Marcus Garvey), local shelters (WIN and

CAMBA), and soup kitchens and food banks (St. Johns Bread and Life). To retain these students, we will reduce the financial burden on families by providing most supplies—including pieces of the school uniform—free of charge, extending the school day so parents/guardians can work later, offering field trips free of cost, and working with families to ensure students have what they need to be successful. Per our commitment to trauma-informed school practices, we will ensure students feel safe and have access to supports. We will have a Community Outreach Coordinator on staff who will assist families by connecting them with services they need, including but not limited to medical, child care, and counseling. We will also have at least one social worker who will support students and serve as a family liaison as necessary. For our application, admissions, and enrollment process, including a plan for public lottery, please see **Attachment 1.**

## D. Community to be Served

Brooklyn is the most populated borough in New York, home to more than 2.5 million people, growing 5.3% in the past 5 years.[14] The demographics in Brooklyn have changed over the past 15 years, with the gentrification of many neighborhoods; currently, the Brooklyn population is 35% white, 35% African American, 20% Latino, and 10% Asian.[15]. Gentrification has brought higher levels of academic achievement; 32% of residents have a Bachelor's degree or higher.[16] Median household income is just under $47,000, with 23% living under the poverty line and an 11% unemployment rate. These changing demographics are not representative of the demographics in Brownsville, a community located in the northeast section of Brooklyn and the area in which we are proposing to found Key Collegiate. Brownsville is part of CSD 23, primarily living within the zip codes 11212 and 11233. Brownsville's racial makeup is 76% black and 21% Latino. Currently, Brownsville is home to the largest concentration of public housing within the United States; as of 2010, there were 18 New York City Housing Authority developments (i.e., projects) in Brownsville. Brownsville is the poorest community in Brooklyn and the seventh-poorest in all of New York City, with 37% of Brownsville residents living below the Federal Poverty line and an unemployment rate of 16%, compared to New York and Brooklyn, which have an 11% unemployment rate.[17] Student demographics in Brownsville are like those of the local population. Our Founding Team brings strong ties and commitment to this community, background in urban education with similar populations, and strong network of support of similar schools.

**Student Demographics**. CSD 23 serves approximately 9,500 students: 76% of which are African American/Black and 20% which are Latino/Hispanic. Only 1% of the student population is white, compared to 17% of the Brooklyn student population at large. The percentage of students with disabilities is 22%, approximately 4% higher than the borough average. In this community, 37% of students are living below the federal poverty line; in New York City, 21% of students live below the federal poverty line.[18] **Students with Disabilities.** In Brownsville, 21.9% of DOE students (2,000 students) receive Special Education supports. Key Collegiate is committed to and will be equipped to support these students in accessing our rigorous education. **English Language Learners**. In Brownsville, 4.5% of students are designated as ELL—receiving ESL services (450

[14] "Bronx, Queens and Brooklyn Fastest Growing Boroughs." *The Official Website of the City of New York*, 23 Mar 2016, www1.nyc.gov/office-of-the-mayor/news/302-16/Bronx-queens-brooklyn-fastest-growing-boroughs-nyc-population-all-time-high-8550405. Accessed Dec 18, 2016.
[15] "Bachelor's Degree or Higher, Percent of Persons Age 25 Years_, 2010-2014." *Kings County (Brooklyn Borough) New York Quick Facts from the US Census Bureau,* www.census.gov/quickfacts/chart/EDU685214/36047. Accessed 5 Nov 2017.
[16] Ibid.
[17] King L, Hinterland K, Dragan KL, Driver CR, Harris TG, Gwynn RC, Linos N, Barbot O, Bassett MT. Community Health Profiles 2015, Brooklyn Community District 16: Brownsville; 2015; 40(59):1-16.
[18] Brownsville Neighborhood in Brooklyn, New York (NY), 11212 Detailed Profile. "*Brownsville Neighborhood in Brooklyn, New York (NY), 11211*. www.city-data.com/neighborhood/Brownsville-Brooklyn-NY.html. Accessed 21 May 2016.

students). Most ELLs are found in the early grades, K-2, though there are ELLs in every grade.[19] Key Collegiate will look to mirror the district schools' demographics. **Students in Temporary Housing/Homeless Students**. Homelessness[20] is a growing issue for students in NYC DOE schools. Since 2011, the number of students in temporary housing has gone from just over 50,000 to over 87,000 students, growing 30%.[21] Brownsville's CSD 23 had a homeless student population of 15.2% in 2014-15, the highest in Brooklyn; one out of five students in the District were homeless in the last five years.[22] Per The Institute for Children, Poverty, & Homelessness, there are certain impacts and patterns that homelessness has on student academics: high rates of mid-year transfers and chronic absenteeism, low rates of grade-level proficiency, and higher rates of being held back compared to their low-income peers who never experience homelessness. Key Collegiate is committed to supporting students in transitional housing, and we are working with local shelters and related organizations to implement practices to successfully do so.

**Attendance**. Brownsville ranks highest in New York for the percentage of elementary school students who miss 20 or more school days, coming in at 40%. We at Key Collegiate will make attendance a priority so we can ensure each student is learning every day.

**Student Academic Achievement**. Like all communities, Brownsville deserves great schools. Currently, state test results indicate that Brownsville is the lowest performing district in all of Brooklyn and among the lowest districts in NYC. On average over the past four years, only 14.5% of CSD 23 students in grades 3 through 8 are proficient in ELA and 13.9% are proficient in math. In addition to the low academic performance results, Brownsville also ranks in the bottom for educational attainment, which is determined using early Education Enrollment, Elementary and Middle School Reading and Math Test Pass Rate, and High School Graduation Rate.[23] More than a quarter of Brownsville adults have not completed high school; 18% have a college degree, compared with the more than 40% in New York residents who have a college degree.[24] The need for schools that support students on the path to and through college is critical in Brownsville; Key Collegiate will be one of those schools.

The relationship between academic results and the social health of a community is apparent. Brownsville, unfortunately, has some of the most discouraging community health designations across New York City: poverty, violence, and incarceration. [25] The Citizens' Committee Report (2015) ranked 59 communities across NYC's boroughs based on varied measures of well-being. Brownsville ranks in the bottom 10 percent, 53rd (of 59) most at-risk communities in NY. Addressing these challenges starts with education. We have a strong understanding of the factors our students are up against. Key Collegiate is specifically designed to relentlessly prepare students to excel in high school and college, setting them on a path for lifelong success and fulfillment.

**Demand for Charter Seats**. Key Collegiate is a proposed school for students in grades 4 through 8 in Brooklyn; we aim to provide all families currently on public charter school waiting lists and those seeking alternative choices for their children's education with a high-quality, college

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[19] "NYC Data." *New York City Department of Education*, 26 Aug. 2016. Web. 15. Nov. 2016.
[20] We define Homelessness per the definition in the McKinney-Vento Act definition:
[21] Fessenden, Ford. "A Homeless Epidemic in New York? Thousands Hit the Cold Streets to Find Out." *The New York Times*, 20 Oct. 2015, www.nytimes.com/interactive/2015/10/21/nyregion/new-york-homeless-people.html. Accessed 3 Feb, 2017.
[22] Bautista, Camille. "Bed-Stuy, Brownsville Lead Brooklyn in Homeless Student Population." *DNAinfo New York*, 24 Aug. 2016, www.dnainfo/com/new-york/20160824/bed-stuy/bed-stuy-brownsville-lead-brooklyn-homeless-student-population-study. Accessed 24 Jan 2017.
[23] "Application Risk Rank." *Citizens' Committee for Children,* doi:10.1201/noe0849399831.ax18. Accessed 23 Dec. 2016.
[24] King L, Hinterland K, Dragan KL, Driver CR, Harris TG, Gwynn RC, Linos N, Barbot O, Bassett MT. Community Health Profiles 2015, Brooklyn Community District 16: Brownsville; 2015; 40(59):1-16.
[25] Ibid.

preparatory option. Parent interest in and demand for Key Collegiate is most evident in two data points: (1) the need for charter seats in Brooklyn per the 2016 Lottery data, and (2) the community response to the proposed school. Per NYC Charter Lottery Results, ≈ 44,400 K-12 students in NYC were not selected in the 2016-2017 lottery and, subsequently, these families and students lost a significant opportunity to take advantage of their right to choose and to attend a great public school. In Brooklyn, ≈ 12,600 students who applied for a charter seat were not selected through the lottery. Parents are showing their interest for charter schools through such efforts to enroll their children in charter options, and Key Collegiate is providing another option for quality, choice seats. Our robust community outreach, conducted over the course of ten months, detailed in **Attachments 2/Table 2a a**nd **Attachment 2b,** has revealed there is clear demand for Key Collegiate in the community. We have collected 550 signatures: 400 signatures from community members, 42% of whom have grade-eligible children, who are eager to see Key Collegiate open in Brownsville in the fall of 2018. We have collected over a dozen letters of support (available upon request) including from local community organizations, community schools, and local elected officials supportive of Key Collegiate. Please see **Attachment 2b, Item 21.**

Per the NYS Charter School Law §2850, as amended (the "Act"), Key Collegiate is committed to "increasing learning opportunities for all students, with special emphasis on expanding learning experiences for students who are at-risk of academic failure," particularly students who are designated as having special needs or economically disadvantaged. The relationship between education—specifically college attainment—and social mobility is overwhelming. We commit to addressing the status-quo that currently exists within the community with regards to education and socio-economic mobility by having a singular focus on student learning and achievement.

**Partnering with Public Schools in CSD 23.** At full capacity, we will serve 300 students, but there are 10,000 students in Brownsville who all want, need, and deserve excellent education. We are committed to making Key Collegiate an excellent school, and to working with other schools in the district to ensure that all students in CSD 23 receive a quality education. We are focused on three strategies: building relationships of respect and professionalism, supporting one another in curricular/professional development, and making the community safe for all students—particularly during arrival and dismissal. To most productively work with local schools, we have built the following three relationships. **(1) Community Board (CB) 16.** CB 16 Chair, Genese Morgan, and Community Board 16 Youth Committee Chair, David Alexander, have voiced interest in working to build relationships between Key Collegiate and district public schools. We are currently working together to introduce ourselves to district public school leaders, learn about their schools, and open the lines of communication to create the foundation for productive conversations to take place. **(2) The District-Charter Collaborative at the NYC Department of Education, Office of Interschool Collaborative Learning.** Directed by Paul Byrne, this team is dedicated to bridging the gap between district public and public charter schools across the Boroughs by creating opportunities for staff to work together. We have met with Mr. Byrne, attended a session, and intend to join their collaboration efforts once Key Collegiate is open**. (3) The 73rd Precinct Youth/School Safety Officers Division.** Led by Officer Angel Rodriguez, this team has become our partners in service of keeping our students safe. We met in October 2016 to discuss the issues impacting schools in the community. The unit voiced concerns around school bullying, social media misuse and gangs, as well as truancy and dismissal. We are committed to working with other public schools in the community to address these issues.

## E. Public Outreach

Key Collegiate must be more than just a high-quality school based on best practices from the most successful charter schools in the nation. It must also be fully aligned with and reflective of the needs of the Brownsville community, what people who live here want and need in a great school. We believe in the adage "it takes a village" and in pursuit of this goal, have designed Key Collegiate with a thoughtfulness and attention to all our stakeholders, particularly our students and families. We have taken a three-step approach to community outreach to design the best possible school for the community we intend to serve. **(1) Publicly Informing the Community about Key Collegiate**. We have been deliberate and transparent with the community about our intentions to bring Key Collegiate to Brownsville. We share information regularly and publicly in a variety of ways: attending community events, speaking with community-based organizations, attending and presenting at Community Board meetings, meeting with elected officials, engaging in conversations with community members, specifically families with school-aged children. As we attend community meetings and meet with various individuals within the community, we share our flyers so people can read more about our school, share the information with their networks, and connect with us if they want. **Attachment 2** indicates all dated interfaces and correspondence when we have shared information about Key Collegiate. **Attachment 2b, Item 11** is a list of interactions with elected officials. It has been an asset to the process that Key Collegiate's Lead Founder is a former Brownsville educator, and several board members have ties to the neighborhood. **(2) Community Member Input.** To best serve the community, we have sought input from community members and families about what they want to see in a new school. We have canvassed the community with flyers to market our Information Sessions. The list in **Attachment 2b** indicates the different ways we have engaged the community to receive honest feedback. We have hosted five formal events to gather input from a variety of community members. As evident in **Attachment 2b, Item 15**, community members can speak with us on site, leave a note, visit our website, or email or call the Lead Founder directly. We have also taken advantage of social media for community members to share their thoughts and provide input about our current design and what they would like to see at Key Collegiate. Our website, keycollegiate.org, promotes our events and provides a survey for anyone to leave comments or suggestions. Contact information for the Lead Founder is public to all in the case of questions, feedback, or concerns. **(3) Community Feedback Incorporated into School Design.** As we have listened to and learned from members of the community, we have heard what it is they want to see in a new school. We are committed to creating a partnership with families and to being an engaged stakeholder in Brownsville. We share the same hopes and goals for our young people that their families do and are eager to work together to make it a reality. **Attachment 2b, Item 20** includes a list of the input we have received thus far from community members and parents and how it has impacted the school design proposal. We have spoken with over 100 community members and parents/guardians to hear their feedback and have adapted our proposal to incorporate some of this feedback into our school deign.

**Attachment 2c: Evidence of District Support for Restart/Turnaround.** Not Applicable.

## F. Programmatic and Fiscal Impact

Key Collegiate is committed to having a positive **Programmatic Impact** on the other schools in the community working to serve our students and CSD 23 at large. While there are existing schools serving students in CSD 23 and the surrounding communities, there are not enough schools that

are thoroughly preparing students for academic success in high school and college—as evidenced by the low scores. We will prepare students to successfully navigate high school, college, and the professional world by equipping them with the academic skills and professional habits necessary to succeed. Per the NYC Charter School Education Law 2851 (2)(q), we have provided a thorough assessment of the other middle school options for students in CSD 23: district public, public charter, and independent schools. There are 17 district public middle schools in CSD 23. Over the past four years, these schools have averaged 16.6% proficiency in ELA and 15.1% proficiency in math. There are 6 public charter middle schools in CSD 23. Over the past four years, these schools have averaged 34.7% proficiency in ELA and 49.2% proficiency in Math. Based on our analysis of this data, we believe that the programmatic impact of Key Collegiate Charter School will be a positive one, providing a high-quality college-preparatory option for students in CSD 23 where there is currently a limited number of high-performing schools. Our goal is to provide a high-quality school for students and families in CSD23. Apart from Year One, we will only have 60 seats to fill each year. We intend to recruit heavily across the community and therefore, do not anticipate any one school will be severely impacted.

Key Collegiate expects to enroll 120 students in Year 1 of Operation, FY 2019, resulting in $1,683,240 in per pupil aid and $777,111 in other funds that would otherwise go to the district for these students. This is a projected impact of 0.0107% of the District's operating budget for FY 2019 if the FY 2019 operating budget was equal to FY 2017 operating budget of $23.1 billion. In FY 2022, at full capacity, Key Collegiate intends to enroll up to 300 students, resulting in a projected maximum of $4,208,100 in per pupil aid and $1,371,142 in other funds that would otherwise go to the district. Not knowing what the district's budget will be in FY 2023, using the FY 2017 operating budget of $23.1 billion, the projected **Fiscal Impact** is 0.0246%. Revenue projections do not include any revenue increase year over year, consistent with the assumption regarding the district's operating budget. Any rate increase in revenues for Key Collegiate is likely to be smaller than the district's budget growth, and the impact should continue to be minimal.

### Key Collegiate 5 -Year Fiscal Impact[26]

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|---|---|---|---|---|---|
| **Enrollment** | 120 | 180 | 240 | 300 | 300 |
| **Per Pupil Aid** | 1,683,240 | 2,524,860 | 3,366,480 | 4,208,100 | 4,208,100 |
| **Other Funds*** | 777,111 | 883,032 | 1,177,087 | 1,471,142 | 1,471,142 |
| | | | | | |
| **NYC Operating Budget** | 23,100,000,000 | 23,100,000,000 | 23,100,000,000 | 23,100,000,000 | 23,100,000,000 |
| | | | | | |
| **% of Per Pupil Aid** | 0.00729% | 0.01093% | 0.01457% | 0.01822% | 0.01822% |
| **% of Per Pupil Aid + Other Funds** | **0.01065%** | **0.01475%** | **0.01967%** | **0.02459%** | **0.02459%** |

*Other funds include Per Pupil SPED, Facility Subsidy, NYSTL, NYSLIB, NYSSL, Title 1, Title II, DYCD

[26] This chart assumes maximum fiscal impact with full enrollment in grades 4-8. In our budget, we conservatively assume a 10% attrition in grades 7 and 8. Number variance in FY 2021-2023.

## II. EDUCATIONAL PLAN

### A. Curriculum and Instruction

Key Collegiate is a college-preparatory school and as such, will implement a rigorous curriculum that is aligned with the Common Core Learning Standards (CCLS) and high school Advanced Placement (AP) courses to ensure our students are prepared to excel in high school and college. As a school, we implement a literacy-focused curriculum. We build conceptual understanding through inquiry-based and blended-learning instruction across content to ensure our rigorous curriculum is engaging and accessible to all students. We use approaches shown to be effective with all learners, including those with disabilities and ELLs.

**Rigor.** At Key Collegiate, rigor refers to the difficulty of both the content students are taught—the curriculum—and the process of how they are taught—the instruction. Our curriculum is reverse engineered from grade-level standards to ensure students are interfacing with rigorous content. Rigor shows itself in the texts students are reading, the complexity of the questions of which they are being challenged to respond, and the expectations of the tasks they are assigned. Students will engage with grade-level texts during the Humanities block, and engage with text at their reading level in Book Club and their Independent Reading book to support them in developing the skills to access grade-level content. Students also interact with grade-level text in their Problem Solving block while focusing on learning subject-specific vocabulary. We will build students' high-level thinking using Bloom's Taxonomies; lessons will be scaffolded so students build foundational skills to access the higher-level thinking skills of creating, evaluating, and analyzing.[27]

Instructionally speaking, rigor refers to developing beyond procedural knowledge to conceptual understanding. To access rigor, we implement inquiry-based learning, to push students to investigate a topic and engage in higher levels of Bloom's taxonomy with the support of tools and teachers as references and coaches. To ensure that all students have the skills to access grade-level content, we implement blended-learning to support students in mastering skills at their level in addition to our intervention supports throughout the day.

**Engagement.** We adhere to the definition of engagement as "the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education."[28] Students are engaged when they are appropriately challenged and our grade-level CCLS are certainly demanding. Our instructional model begets engagement. Our blended learning model gives students agency as they work on adaptive, gamified programs so they learn while they play. Inquiry-based learning drives engagement as well, as students have opportunities to collaborate and conduct investigations using manipulatives.

### Curriculum

**A Focus on Literacy.** Currently, statistics on literacy in Brownsville are perilously low; over the past 4 years, on average, 15% of students in grades 3-8 are proficient in ELA.[29] To build high-level readers, students must interact with different types of text constantly across content: ELA (Humanities block: fiction), History (Humanities block: non-fiction), Math, Science, and Coding.

[27] Bloom, B. S., et al. (1956). *Taxonomy of educational objectives*. Handbook I: Cognitive domain. New York: David McKay Company.
[28] Concepts, Liberty. "Student Engagement Definition." *The Glossary of Education Reform,* 18 Feb. 2016, edglossary.org/student-engagement/. Accessed Feb 15. 2017.
[29] "Grade 3-8 New York City Results" *New York City Department of Education*, The New York City Department of Education, 2017, schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.

Our aggressive reading goals are a strategic response to the significant literacy gap that exists when our low-income students begin 4th grade. As noted in research in *American's Child Care Crisis: A Crime Prevention Tragedy*, "The most successful way to improve the reading achievement of low-income children is to increase their access to print." [30] This will benefit our students coming in academically at-risk as well as our ELLs, as quantity of exposure is critical to improving language acquisition and literacy skills. Our commitment to a literacy-focused curriculum is evident in how we use our time, what students are asked to do, and what we value and measure.

**Literacy-Focused Academics.** We dedicate 180 minutes per day to traditional literacy in our Humanities block and Book Club. Students have time dedicated to independent reading as an element of blended-learning during Humanities as well as each day in the morning and afternoon. Literacy is a core component of our Problem Solving block as well. Students engage in inquiry-based learning which challenges them with complex texts in both math and science. We expect all students to learn and use grade-level, content-specific vocabulary to boost their literacy. To encourage students to develop a love of reading, we invest in grade level libraries with books of varying reading levels and genres. We invest both our time and monies into literacy development because we know it is critical to our students' future success.

**Literacy-Focused Culture.** We value reading, and we make this clear in the culture of our school. We will regularly celebrate students who have reached reading benchmarks during Community Meetings and we honor our most active readers with certain school privileges. There will be public trackers in the hallway showcasing students' word counts and promoting different authors' work.

### Curriculum Breakdown

The academic programming at Key Collegiate is separated into two distinct blocks each day: Humanities and Problem Solving. This scheduling decision was made to allow for interdisciplinary work and lesson planning flexibility for teachers.

**Humanities Curriculum.** The ELA and History curriculum are interdisciplinary, aptly referred to as Humanities. The block is dedicated to fiction and relevant non-fiction, allowing ELA and History content and skills to be addressed and developed, respectively, and aligned to CCLS. For example, 4th grade students will read the novel *Eagle Song* by Joseph Bruchac and discuss standards-based literary components. In that same block, students will learn about American History and specifically Native Americans through relevant non-fiction assets and primary sources. The clear connection between the novel and the historical reference will create a deep understanding for students. The Humanities curriculum will be based on existing resources and curriculum from high-performing schools and will be customized to suit our needs. We plan to use components of EngageNY, Ready, and Brooklyn Historical Society (see below). The Head of School, with support from the Academic Advisory Committee, will be responsible for customizing the curriculum for Key Collegiate and providing teachers with their entire curriculum: an annual scope and sequence, assessments, unit plans, and daily lesson plans. The proposed Head of School, Katie Mazer, was a certified secondary English teacher and has written curriculum for students coming in significantly behind grade level, ELLs, and students with disabilities. The Academic Advisory Committee includes experienced educators who have helped found schools in the Brownsville community and have taught, written curriculum, and coached teachers. The final

[30] Newman, Sanford, et all. *"American's Child Care Crisis." Fight Crime: Invest in Kids, 2000.* Accessed 10 Jan. 2017.

component of the Humanities block is a daily 40-minute blended learning session[31] dedicated to continued skill development in reading, comprehension, grammar, vocabulary building, independent reading, and small-group instruction. This time allows students to work at their pace and level, build their professional habits of independence, self-management, and problem-solving, and improve their technological fluency.[32]

### Curricular Resources, Humanities

| Curricular Resource | Details |
|---|---|
| EngageNY | EngageNY's ELA curriculum is aligned with CCLS, and is designed with an emphasis on reading, writing, listening, and speaking using high-quality texts. EngageNY provides "daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources."[33] |
| Ready | The Ready Reading program is standards-based and specifically focused on supporting students in developing their close reading skills with both fiction and non-fiction texts. |
| High-performing charter schools | We have gathered curricular resources including scope and sequences, unit plans, and assessments, from high-performing charter schools across the country and specifically in the NY-region including, but not limited to: Achievement First, Uncommon Schools, Democracy Prep, and South Bronx Classical. These resources are aligned with CCLS and have proven successful in similar school models. |
| Brooklyn Historical Society (BHS) | BHS has a unique and engaging free digital curriculum, including primary sources. The content is relevant to Brooklyn and can align to our Humanities fiction choices and our driving thematic question of the unit. The first unit of each grade will be about local history and BHS' curriculum will serve as a considerable reference. |

Every Humanities Unit will include specific components: six-week unit plan including targeted Common Core Learning Standards; a driving thematic question that students will refer to throughout the unit (i.e., *"How do our personal experiences shape the way we view and respond to others?")*; a grade-level fiction text; non-fiction texts related to the fiction piece (by time period, topic, geographical location); weekly quizzes to assess week's learning (skill-based); an end-of-unit assessment (CCLS-aligned); a writing assignment related to driving question; and a performance task.

### Reading Intervention

**Book Club**. As noted in *The Literacy Principal*, a focus on strategic instruction of reading strategies, modeling strong reading through read-aloud practices, and appropriately pairing students with a book at their level within the context of small group mini-lessons is proven to lead to significant reading growth.[34] Book Club is a complementary period of additional literacy practice and intervention supports, meeting daily for 30 minutes; all grade level teachers and the SSS are responsible for a group of no more than 10 students. All group members are at the same reading level based on Fountas &Pinnell (F&P) assessment results; groups are reevaluated each trimester. Students engage with fiction and non-fiction texts using Guided Reading, an instructional strategy when a teacher works with a small group of students and practices reading

[31] Our blended-learning model will resemble that of other high-performing charter schools, including BES schools Cornerstone Academy Preparatory in San Jose, CA and Liberty Collegiate Academy in Nashville, TN.

[32] See "Instruction" below for details on our blended-learning model.

[33] "New York State ELA Curriculum." *NYS ELA Curriculum. EngageNY*, www.engageny.org/english-language-arts. Accessed 11 Jan. 2017.

[34] Booth, David; Rowsell, Jennifer. "The Literacy Principal". 2nd edition. Page 79.

habits with accessible text that is at their ability level, interesting to them, and has literacy components that they can discuss (i.e., personification, characterization, figurative language, etc.).

A key component of Guided Reading is rereading and referring to the text.[35] Per F&P, this strategy "improves comprehension and fluency" and is particularly relevant to the Common Core standards, as they emphasize text comprehension, which is most effectively taught through close reading and re-reading of texts.[36] Data shows that when F&P Guided Reading is implemented with fidelity multiple times a week, there is significant student growth in literacy that was not evident in students who did not receive these interventions.[37]

**Literacy Intervention**. Students needing additional literacy support will receive intervention during Book Club. We anticipate 55% of students will need intensive literacy support, based on the average number of students scoring a "1" on the district 3rd grade state ELA assessment results.[38] As a complement to F&P, our Student Support Specialist will train teachers working with our lowest-performing readers in Sonday, a reading intervention program based on the Orton-Gillingham model to support students struggling with reading and writing by using a systematic, multisensory approach to teaching phonological awareness, phonics instruction, fluency, vocabulary and comprehension[39] and proven to positively impact student literacy.[40]

### Problem Solving Curriculum

Key Collegiate's Problem Solving block includes math, science, and coding. As evidenced in our staffing model and budget, there is a Math teacher and a Science teacher who share this block. These classes exist under a shared 150-minute block because, while not necessarily functioning as an interdisciplinary set, this scheduling allows for flexibility with lesson planning and teacher needs. These two teachers will plan independently and the expectation is that math instruction and complementary blended learning will take place for, on average, 90 minutes, and science and coding will each receive 30 minutes of instructional time.

**Math Curriculum** is aligned to the CCLS and is based on the outcomes from the National Research Council's 2001 math analysis, stating that while the emphasis for decades of math instruction has been procedural knowledge and rote learning, what students actually need is "an understanding of math concepts."[41] To build this, students in the Lower Academy will have a split curriculum—focused on both continued foundational skill-building using EngageNY math, as well as components from existing inquiry-based curriculum such as Investigations[42] and NRICH.[43] The EngageNY math curriculum is aligned with grade-level standards and includes components of fluency and procedures, conceptual understanding, and application.[44] The foundational side will

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[35] This is a best practice used at some of the highest performing charter schools including Uncommon Schools.
[36] Craft, Theresa. "The Benefits and Limitations of the Leveled Literacy Intervention System." *Education and Human Development,* The College at Brockport: SUNNY, digitalcommons.brockport.edu/cgi/viewcontent/cgi?article=1213&content=ehd_theses. Accessed 1 Dec 2016.
[37] Denton, Carolyn A., et al. "An experimental Evaluation of Guided Reading and Explicit Interventions for Primary-Grade Students At-Risk for Reading Difficulties." *Journal of Research on Educational Effectiveness,* U.S. National Library of Medicine, 3 July 2014. www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/. Accessed 6 Jan 2017.
[38] "Grade 3-8 New York City Results" *New York City Department of Education,* The New York City Department of Education, 2017, schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.
[39] "Research: Orton-Gillingham and the Sonday System." *Winsor Learning. Orton Gillingham Based Reading Intervention,* Winsor Learning, www.winsorlearning.com/research/. Accessed 19 Feb. 2017.
[40] Tessie, Rose, and Perry Zirkel. "Orton-Gillingham Methodology for Students with Reading Disabilities." *The Journal of Special Education,* files.eric.ed.gov/full text/EJ785952.pdf. Accessed 11 Dec. 2016.
[41] Ibid.
[42] "Investigations 3rd Edition." *Investigations,* investigations.terc.edu/. Accessed 1 Mar. 2017.
[43] "Nrich Math." Nrich.maths.org/. Accessed 1 Mar. 2017.
[44] "Eureka Math." *EdReports.org,* www.edreports.org/math/reports/grade-level/eureka-math-d.html. Accessed 6 Feb. 2017.

be taught through direct-instruction and reinforced through blended-learning. The inquiry-based component is dedicated to helping students develop an understanding of math concepts and contributes to our literacy-based curriculum in non-traditional subjects. For students in our Upper Academy (grades 6-8), we will use the Connected Math Project (CMP) curriculum, developed by Michigan State University, "a problem-centered curriculum promoting an inquiry-based teaching-learning classroom environment."[45] As noted in *Educational Studies in Mathematics*, students who learn math with CMP learn the computational skills necessary to navigate traditional middle school math curricula, "and score significantly higher on open-ended problems requiring modeling, mathematical reasoning, and/or articulating their thinking."[46] CMP is literacy intensive and has a clear scope and sequence that prepares students to take Algebra in 8th grade in preparation for the Regents exam, an expectation we have of all 8th grade students.

**Math Intervention** takes place during the designated Math section of Problem Solving. We will offer push-in and pull-out intervention focused on lower-level foundational math skills. If a student is significantly behind, we will implement focusMath Intensive Intervention to support students in accessing basic math skills to accelerate their learning; focusMath has proven to increase academic outcomes for students who receive this curricular intervention.[47] Students will be selected for Math Intervention based on their first assessment scores. These students will receive 40 minutes a week of small-group time with the Math teacher during blended-learning rotations, as well as additional intervention supports with push-in and pull-out services during the Problem Solving block.[48]

**Science** implements an inquiry-based curriculum by Activate Learning. Activate Learning has a curriculum for our Lower (grades 4-5) and Upper Academy (grades 6-8) students that is literacy-intensive, rigorous, and engaging. We believe the purpose of science is to use existing knowledge to uncover new knowledge. Research indicates the value of learning, understanding, and being able to apply "general scientific principles to make sense of data" is far more critical than "knowing a body of facts"[49]; this is what we intend to accomplish using the Activate Learning curriculum.[50] Lower Academy students' inquiry-based curriculum is called Active Science. Teachers will frame a lesson or more commonly, a series of lessons, with a central question, and students will then conduct investigations and develop the problem-solving skills to test their hypotheses and draw conclusions. Upper Academy students' inquiry-based curriculum is called Investigating and Questioning our World through Science and Technology (IQWST).[51] The curriculum remains inquiry-based and students continue to conduct investigations to formalize conclusions.

**Coding** at Key Collegiate functions under a 1:1 computer model. This means that students have their own designated Chromebook to use each day at school; Chromebooks remain at school and do not go home with students. Our 1:1 student to computer ratio allows all students to partake in coding on their Chromebooks in their classroom. The coding curriculum is intended to provide students with access to computer science, a rapidly growing field that the best, wealthiest schools

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[45] "Connected Mathematics Project." *Connected Mathematics Project (CMP)-Michigan State University*, Michigan State University, connectedmath.msu.edu/. Accessed 10 Feb. 2017.
[46] Ben-Chaim, D., Fey, J.T., Fitzgerald, W.M. et al. Educational Studies in Mathematics (1998) 36: 247. doi:10.1023/A:1003235712092.
[47] "Evidence and Best Practices for Strategic Interventions." *Hanover Research*, Aug. 2014, doi:10.7312/bism15982-009, Accessed 18 Jan 2016.
[48] "FocusMATH Intensive Intervention." *Pearsonschool.com: FocusMATH Intensive Intervention*, Pearson, www.pearsonschool.com/index. Accessed 1 Mar. 2017.
[49] Fortus, David, and Barbara Hug. "Sequencing and Supporting Complex Scientific Inquiry Practices in Instructional Materials for Middle School Students." *Sequencing and Supporting Complex Scientific Inquiry Practices in Instructional Materials for Middle School Students*, 2006, www.umich.edu/~hiceweb/papers/2006/NARST2006_Learning_progress.pdf. Accessed 1 Feb. 2017.
[50] "Activate Learning." *Leaders in K-8 Science Curriculum*, Activate Learning, www.activatelearning.com/#home-section. Accessed 8 Feb. 2017.
[51] Ibid.

and districts have adopted. Our coding curriculum is student-driven and engages students in problem-solving and creating, rather than being on the receiving end of knowledge through direct instruction. We value the skills students learn from coding—particularly the professional skills of self-directed learning, independent time management, and problem-solving. Only 40% of schools implement any computer science, but over 90% of parents want their student learning to code, as being computer literate will undoubtedly benefit our students in college and the workforce. This is evident in the current job market, with "527,169 open computing jobs nationwide".[52] This is a market in demand as "last year, only 42,969 computer science students graduated into the workforce." Key Collegiate will provide every student with a foundation in computer science. We are planning to use code.org for curriculum. Code.org has revolutionized computer science in classrooms, enrolling over 17 million students in their programs with over 525,000 teachers signed up to teach their courses.[53] This personalized learning curriculum enables students to master the fundamentals of coding and build up to develop the skills to create objects and designs. Lower Academy students will start the year in Coding with one of the code.org "Fundamentals" activities. We anticipate the four elementary courses taking the entirety of 4th and 5th grade. Lower Academy students will learn conditions, algorithms, binary code, and functions[54]; they will be able to create site patterns, characters, and by the end of Lower Academy—games. Upper Academy students will continue to the Middle School components of code.org that build on the foundational skills developed in the earlier courses. For the few students who join Key Collegiate in 5th or 6th grade, there is an accelerated course they will take to catch them up to their peers in shorter time.

### Co-Academic Curriculum

All non-core academic classes will have clear end-of-year goals, a scope and sequence, and daily objectives to outline exactly what content and skills students will develop because of each class. Our co-academic teachers will have significant autonomy over their curricula, with approval from the Head of School or an appointed academic designee. **Performing Arts**. To successfully fulfill our mission of preparing students with the professional habits and personal drive necessary to be successful, we have strategically selected performing arts as the daily elective course. Performing arts will include components such as reading music, singing, dancing (Tap, African, Ballroom, etc.), public speaking, and improvisation. **Professional Habits Curriculum**: Per a Harvard study, "executive function and self-regulation skills depend on three types of brain function: working memory, mental flexibility, and self-control."[55] Per the research, "Children aren't born with these skills—they are born with the potential to develop them". It is our job as educators to explicitly teach students these integral skills.[56] As defined by the NCBI, interpersonal skills are those that are "required for relating to other people"[57] and have long been recognized as being critically important for success in both school and the workplace.[58] Interpersonal skills may include, but are not limited to, appropriate hand-shakes, eye contact, and language choices, among others. If we are committed to preparing our students for access to and success within academically excellent high schools and colleges, we must prepare them with the necessary skills—both academic and social. All students will engage in a Professional Habits curriculum to assist them in developing

[52] "Promote." *Code.org*, code.org/promote/ Accessed 9 Feb. 2017.
[53] "About Us." *Code.org*, code.org/about/ Accessed 9 Feb. 2017.
[54] "CS Fundamentals for Grades K-5." *Code.org*, code.org/educate/curriculum/elementary-school. Accessed 9 Feb 2017.
[55] "Executive Function & Self-Regulation." *Center on the Developing Child at Harvard University*, developingchild.harvard.edu/science/key-concepts/executive-function/. Accessed 19 Jan, 2017.
[56] Ibid.
[57] http://www.ncbi.nlm.nih.gov/books/NBK84226/.
[58] Ibid.

these skills, specifically during daily AM and PM PREP periods. The curriculum will be created by the Head of School with the support of the Academic Advisory Committee, and adapted each summer as necessary. Each grade's curriculum will be based on its developmental stage and age-appropriate skills. We will design this with the support of existing curriculum and resources based on Peg Dawson's work on executive skill development in youth, as well as components from Habitudes Leadership Curriculum[59], 7 Habits of Highly Effective Teens[60], and the SMARTS curriculum[61]. Students will also take part in a Professional Day each trimester. On these days, professionals from the community will join us at Key Collegiate and students have will an opportunity to learn from and interact with a range of professions—practicing their newly developed habits. We know it takes approximately 66 days for a person to build a new habit[62], and so we incorporate these professional expectations into our daily systems and procedures during arrival, transitions, and dismissal, including but not limited to, professional dress, greetings, language structures, body management, and preparation.

### Curriculum Selection and Development

**Curriculum Planning.** During the planning year, the Head of School, along with the members of the Academic Advisory Committee, will customize the curriculum based significantly off existing curricular programs with complementary components from other high-quality schools. As noted in her resume, proposed Head of School, Katie Mazer, was a secondary English teacher and developed curriculum for a student body similar to what we anticipate enrolling at Key Collegiate including students significantly behind grade level and students with disabilities. Ms. Mazer has experience designing and writing curriculum including differentiation and scaffolding. She is supported by the Academic Advisory Committee members who have complementary skills with varied expertise: math and science, math specifically for students with disabilities, and elementary education (grades 3-5). We have designated funds in the Planning Year to curriculum planning to ensure the Head of School has access to curricular experts as needed, in addition to the Academic Advisory Committee. After Year One, a Dean of Curriculum and Instruction (DCI) will join the staff and collaborate with the Head of School in curriculum development.[63] We will look for a DCI who has expertise in the Problem Solving block skills so s/he can design curriculum and coach these teachers while proposed Head of School, Katie Mazer, can continue designing the Humanities curriculum and coaching those teachers. Key Collegiate will benefit from the follow-on supports provided by Building Excellent Schools; this additional level of capacity support and evaluation will ensure our curriculum is rigorous, engaging, and serves all students.

**Curriculum Resources.** A vertical alignment document frames and guides the curriculum development process across all grade levels. This document provides a high-level outline of what students will learn in each course from fourth through eighth grade and creates a clear learning trajectory. A vertical alignment document ensures we have appropriately backwards planned from the skills and knowledge we want our students to have by the time they complete 8th grade and so that they are building up, year by year, preparing to take and excel on the Algebra Regents exam at the end of 8th grade. Once the vertical alignment document is created, focus will turn to the Lower Academy (grades 4-5) curriculum. The Head of School and Academic Advisory committee

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[59] "Habitudes® Leadership Lesson Plans & Training Curriculum." *Growing Leaders*, growingleaders.com/habitudes/. Accessed 8 Feb. 2017.
[60] "7 Habits of Highly Effective Teens." *7 Habits of Highly Effective Teens*, www.seancovey.com/books/7habits/. Accessed 8 Feb. 2017.
[61] "Executive Function Curriculum." *SMARTS*, smarts-ef.org/curriculum/executive-function-curriculum/. Accessed 8 Feb. 2017.
[62] "How Long Does It Actually Take to Form a New Habit? Backed by Science." *James Clear*, 10 Feb. 2017, jamesclear.com/new-habit. Accessed 18 Feb. 2017.
[63] See **Section IIIC** for details about our staffing and hiring plan.

will create a scope and sequence for Lower Academy grade level subject blocks—Humanities and Problem Solving. In contrast to a vertical alignment document that shows the student learning trajectory over the course of five school years, a scope and sequence shows depth and breadth of content to be taught over the course of a year within one content, in the order in which it should be taught. This will be created during the planning year and provided to all core content teachers.

**Curriculum Sharing with Teachers**. Teachers will be given their entire curriculum including a scope and sequence, assessments, all six unit plans and daily lesson plans. During Summer PD, teachers will review the vertical alignment document to understand the significance their course plays in ensuring students are prepared for success in high school and college. Lesson plans for the entire year will be available on a google drive. We will train teachers how to efficiently read and internalize the curriculum, and how to prepare to execute the daily lessons; this process is to be used for all units and is outlined below.

| Step | Task | Deadline | Notes |
|---|---|---|---|
| 1 | Teachers review entire new unit | 2 weeks before unit begins | Curriculum accessible on google drive |
| 2 | Teachers meet with the Head of School/ their respective coach and discuss the unit | 1.5-2 weeks before unit begins | This occurs during a weekly coaching session |
| 3 | Teachers review lesson plans provided by the HOS one week out and send them to the HOS with notes including: place marks to ask questions or check for understandings, specific students to call on for questions, exemplar responses (verbal or written), anticipated challenges | 1 week before unit begins. Teachers send a week's worth of lessons plan every week by EOD Friday | |
| 4 | HOS returns lesson plans to teacher with any notes or suggestions | 1 week before unit begins. HOS returns weeks' worth of lesson plans to teachers with notes by Sunday PM, 1 week out | |
| 5 | Teacher practices components of lesson and prepares to execute the following week | The Friday PD prior to lesson execution | During Friday PD, designated time for grade level teachers to collaborate and practice lesson components |
| 6 | Teacher executes lesson | | |

We will use google drive to share curricular documents and lesson plans to archive our curriculum, collaborate, and communicate about different components. We will upload exemplars and notes so we can improve the curriculum year after year in service of continual improvement. Curriculum will be formally reviewed annually by the Head of School, in collaboration with the Dean of Curriculum and Instruction, revising and updating our approaches to best serve students' needs.

## Instruction

**Instructional Framework.** We operationalize our curriculum by implementing varied instructional techniques throughout the day to create lessons that are engaging so all students can access and master the rigorous curriculum, predominantly: direct instruction, inquiry-based, and blended-learning rotations. **Direct Instruction** is when a teacher explicitly presents information using predesignated techniques; it is used to introduce new topics, review or re-teach foundational skills or knowledge, etc. To maintain student engagement and challenge them with higher order thinking, we will limit direct instruction so students are an active part of their learning experience.

Data suggests that direct instruction should last no more than 10-15 minutes to maintain engagement.[64] **Inquiry-Based Instruction** is proven to increase engagement and help students develop high-level skills such as analysis and evaluating since students are actively thinking and engaging with material rather than practicing rote memorization. Originally validated by Dewey, teachers use inquiry to help students learn new material by creating a connection to their world.[65] This allows students to identify with characters and to see how their perspectives lie within different interpretations of the text, making it a more powerful learning experience. Key Collegiate's inquiry model allows for both collaborative and hands-on work. In Humanities, our inquiry-based instruction stems from a driving thematic question of each unit. Students use the fiction and non-fiction text from class to draw conclusions, but ultimately they rely on their own personal experiences together with the material they are learning, to understand how this question relates to their own life. Inquiry-based instruction in Problem Solving is more conceptual. Students in the Lower Academy (grades 4-5) engage in inquiry-based learning by engaging with number stories and word problems to understand the real-world application and relevance of the concepts they are learning using manipulatives and tools; explanation below. Instructional strategies will be formally reviewed annually by the Head of School, in collaboration with the Dean of Curriculum and Instruction, revising and updating our approaches to best serve students' needs.

**An Illustration of Inquiry-Based Learning Instruction[66]**

A 4th grade math class is learning about fractions. Instead of a teacher utilizing direct instruction with the common "keep-change-flip" method, students use real-life experiences to understand the topic. Ms. S, as an introduction to dividing whole numbers by unit fractions, poses a question to the class: "I have 2 brownies to share with your table groups of three students. If I want to share these equally, how much brownie will each student get?" Students work together with manipulatives, visuals, or drawings to help them arrive at the correct answer. Then, the teacher performs a "show call"—a strategy that requires her to call on different student groups to present their answer and how they got to it with the class. Students then discuss which strategy was most efficient and which they liked the most. This teaches flexibility by showing that there is more than one way to solve a problem, and enables students to understand the concept of fractions. Using what they learned, students then build up to more difficult problems to learn how to divide fractions.

**Blended Learning Instruction** is when "a portion of the traditional face-to-face instruction is replaced by web-based online learning."[67] Blended learning allows students to have control over the time and pace of their learning, and with adaptive software, the level of the content they are learning. It also allows teachers time to implement small group learning opportunities and conference individually with students while the class works independently. Blended learning takes place for 40 minutes during Humanities and Problem Solving daily, focused on ELA and math respectively. In each block, teachers will assign students to a Blended-Learning Rotation group of no more than five students; these are leveled groups based on their proficiency in that subject.[68] In blended learning during Humanities, students are homogenously-grouped based on F&P levels; groups are subject to change each trimester based on results from the updated F&P benchmark assessment. In Problem Solving, student groups are based on results from the interim math

[64] "The Science of Attention: How to Capture and Hold the Attention of Easily Distracted Students." *InformED*, 27 May 2016, www.opencolleges.edu.au/informed/features/30-tricks-for-capturing-students-attention/. Accessed 8 Feb. 2017.
[65] Myers, Jamie & Beach, Richard. (2001). Inquiry-Based English Instruction. New York, New York: Teachers College Press.
[66] The following schools, all of which are high-performing charter schools, implemented an inquiry-based learning component that has informed our practice: Brooke Charter Schools (Boston, MA); Intrepid College Prep (Nashville, TN); and Boston Prep (Boston, MA).
[67] "What is Blended Learning?" *Blended Learning Toolkit*, 12 Mar. 2015, blended.online.ucf.edu/about/what-is-blended-learning/. Accessed 8 Feb. 2017.
[68] Anticipating 6 groups of 5 students for a class of 30 students.

assessments and subsequently, will also be reevaluated and subject to change each trimester. Blended learning will take place for 40 minutes Monday through Thursday in both blocks; blended learning time is divided into two separate rotations of 20 minutes each. During each 20-minute rotation, all groups are working on different task: one groups will receive direct instruction from the teacher, one will be completing Independent Reading or Math work, and the other four groups will be interfacing with different online software at their own pace. We are currently considering a list of programs because of their respective self-paced and adaptive nature; most of these also provide internal tracking so teachers can analyze students' online learning. These programs all have successful track records with students from similar populations.

| Humanities (ELA) | Problem Solving (Math) |
|---|---|
| • Newsela<br>• No Red Ink<br>• Wordly Wise<br>• Accelerated Reader 360<br>• Achieve3000<br>• FuelEducation | • Khan Academy<br>• Mathalicious<br>• Math IXL<br>• Big Ideas Math<br>• FuelEducation<br>• Fraction Planet |

Below is an example of a blended learning weekly rotation schedule in Humanities.

| Group | Monday | | Tuesday | | Wednesday | | Thursday | |
|---|---|---|---|---|---|---|---|---|
| | Rotation 1 | Rotation 2 | Rotation 1 | Rotation 2 | Rotation 1 | Rotation 2 | Rotation 1 | Rotation 2 |
| A | Small Group Instruction | No Red Ink | Accelerated Reader 360 | Small Group Instruction | Newsela | Wordly Wise | Achieve 3000 | Independent Reading |
| B | No Red Ink | Small Group Instruction | Newsela | Accelerated Reader 360 | Achieve 3000 | Independent Reading | Small Group Instruction | Wordly Wise |
| C | Newsela | Independent Reading | Small Group Instruction | No Red Ink | Accelerated Reader 360 | Achieve 3000 | Wordly Wise | Achieve 3000 |
| D | Wordly Wise | Accelerated Reader 360 | No Red Ink | Achieve 3000 | Small Group Instruction | Newsela | Independent Reading | Accelerated Reader 360 |
| E | Accelerated Reader 360 | Wordly Wise | Newsela | Independent Reading | No Red Ink | Small Group Instruction | Newsela | Achieve 3000 |
| F | Achieve 3000 | Newsela | Independent Reading | Newsela | Wordly Wise | No Red Ink | Accelerated Reader 360 | Small Group Instruction |

## An Illustration of Blended Learning Instruction[69]

Trinity, a 4th grader, is in Group B; Group B is comprised of students who, on the first F&P benchmark of the year, tested 2-3 grade levels behind, but do not have IEPs. It is Monday, so per the chart on the front wall (see above), Trinity knows she starts the blended-learning block on her Chromebook working on No Red Ink, a program to build and improve her grammar and writing skills. Trinity takes out her Chromebook, plugs in her headphones, and begins working. She signs in as she was taught during the first two weeks of school—by clicking on the box that says "4th grade Humanities" and then typing in her log-in information that she memorized in the beginning of the school year; it is also on her folder in case she forgets. Trinity spends the next 20 minutes engaging in grammar practice. She works to identify where certain punctuation marks belong. If she gets it wrong, the program provides an explanation and she continues until she gets it right. After 20 minutes, Trinity's teacher says, "30 seconds to prepare or transition to your next station." Trinity has "Small Group Instruction" so she silently puts her

[69] The following schools, both of which are high-performing charter schools, implemented a blended-learning learning component that has informed our practice: Cornerstone Academy (San Jose, CA) and Liberty Collegiate (Nashville, TN).

Chromebook and headphones back in her desk and takes her class folder to the kidney table in the back where the teacher is sitting. The five students in Group B spend the next 20-minute rotation discussing personification; the standard they are learning in class. Because Trinity's group is one of the lowest two, they receive Direct Instruction twice a week during blended-learning instead of one, to provide the teacher more time with struggling students.

In addition to our three core instructional models, direct instruction, inquiry-based, and blended-learning, we will also regularly implement other instructional practices. **Whole Class Read Aloud.** Humanities teachers regularly implement whole class read aloud, where the teacher reads and students follow along. This is done with grade-level text so students reading below level are being exposed to grade-text. **Small Group Instruction.** To target students' specific needs, we provide small group instruction daily, specifically during blended learning rotations and Book Club. Small group instruction provides targeted instruction to students on specific standards. **Independent Reading.** All students have a self-selected independent reading book that is at or just above their reading level. Students are expected to read for a specific number of minutes every evening and to reach one million words by the end of the school year. **Discussion, Debate, & Socratic Seminar.** Students develop professional habits of discussion through regular practice and feedback. Teachers facilitate these at each grade level; teachers learn how to scaffold these during a staff PD so that their role is more as an observer by the time students reach 7th grade. **Writing Workshops.** In each unit, students engage in a largely student-directed writing workshop focused on writing for different purposes—narrative, informative, or persuasive. **Guided Reading.** Implemented daily during Book Club, students work in small homogenously-based skill groups reading text at their level in a strategic way to improve comprehension. **Integrated Co-Teaching (ICT) Instruction.** ICT is an instructional strategy targeted at supporting students with special needs in accessing grade-level content. We will have an ICT class in each grade. ICT classrooms function under a co-teaching model with two teachers, at least one of whom is designated as "highly qualified" and is trained by our Student Support Specialist (SSS) to support students with disabilities. These two teachers share responsibilities to facilitate daily lessons. This instructional model allows for one teacher to support special populations.[70]

### School-wide Instructional Strategies

As a school, we will have shared instructional strategies aligned with our mission and the key tenets that we emphasize across all content and grade levels. We have selected these instructional practices because, in addition to aligning with our mission and school model, they are proven techniques found in some of the top performing urban charter schools in the country.[71] We will equip our teachers with Lemov's *Teach Like a Champion* (TLAC) practices to ensure students are engaged throughout instruction. Below are four strategies that we will focus on ensuring all teachers are equipped with as a foundation before the school year begins. Once teachers master these four, we will introduce new strategies for them to implement. **100%.** Teachers wait until 100% of students are paying attention and on task. This requires clear directions and expectations, explicit scanning, and patience to wait for every student to be on task. **Strong Voice**. Different techniques to establish authority in the classroom including: economy of language, do not talk over, do not engage, square up/stand still, quiet power. **Positive Framing.** Lemov says that "people are motivated by the positive far more than the negative."[72] This does not mean that we do not address negative behaviors, but rather that we train ourselves to address certain negative behaviors

[70] See **Section IIB** for more details about our ICT model.
[71] Uncommon Schools, Success Academy, Achievement First—three of the highest performing networks in NY.
[72] Lemov, D. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco: Jossey-Bass, 2010. Print.

in positive, constructive ways. Strategies include: live in the now, assume the best, allow plausible anonymity, build momentum, narrate the positive, organize competitions in class, talk about expectations and aspirations. **No Opt Out.** Students are encouraged to show determination to work their way through a problem, however challenging. If a sequence begins with a student unable or unwilling to answer a question, it should end with that student giving the right answer, even if the student is only repeating the correct answer given by another student."[73]

## B. Special Student Populations and Related Services

Key Collegiate is a public school dedicated to serving any student who enrolls. We anticipate our student population will be reflective of the district demographics: 85% of students at risk of academic failure[74]; 22% of students with disabilities; 15.4% of students in temporary housing/homeless[75]; 4.5% ELL. The percentage of students who are academically advanced or gifted will be determined upon student enrollment.

### Students at Risk of Academic Failure

We define students at risk of academic failure as those performing below proficiency on grade level assessments (equal to level 1 or 2 on state assessments). On average, over the past four years, 85% of 3rd graders in CSD 23 have tested below proficient in ELA and 82% in Math. If we are reflective of the district, as we intend, we can assume that ≈ 85% of our rising 4th graders will be designated as "at risk of academic failure."[76] All elements of our school model are holistically designed with this population in mind—our schedule, academic programming, and our culture.

**Schedule**. Extended learning time is necessary to bring our academically underperforming students closer to grade level. Our extended day and extended year model offers 130 minutes of additional learning daily and five added days of learning per year. We dedicate a significant amount of this added learning time to ELA and math instruction and practice—180 minutes of intentional literacy time daily and at least 90 minutes of Math.

**Academic Programming**. Our academic programming choices support academically underperforming students in developing the skills to perform, at a minimum, on grade level. Our 180 minutes of daily literacy instruction implement proven practice to increase learning: small-group work, guided reading, blended learning, inquiry-based learning, and as needed, intervention using Sonday[77], dedicate 150 minutes daily to Problem Solving, with at least 90 minutes of daily math instruction where students will engage with inquiry-based and blended learning instruction. Math instruction allows students to learn and reinforce foundational math skills, develop a conceptual understanding of topics, and if necessary, receive intervention with focusMath curriculum.[78] As detailed in our Annual Calendar (see **Attachment 4c),** we have scheduled 18 days of Saturday School. Each weekend that Saturday School is offered, 10% of students will be selected to attend based on their academic performance on specific standard(s) that the teacher will address during the Saturday School session; this will provide additional learning time to our

[73] Ibid.
[74] Based on 4-year average of state test scores of students scoring 1 or 2, below proficiency, in 3rd and 4th grades; "Grade 3-8 New York City Results." *New York City Department of Education*, The New York City Department of Education, 2017, schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.
[75] As defined by the McKinney-Vento Act.
[76] "Grade 3-8 New York City Results" *New York City Department of Education*, The New York City Department of Education, 2017, schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.
[77] See **Section IIA** for additional details on Sonday.
[78] See **Section IIA** for additional details on focusMath.

academically at-risk students. In addition, our decision to implement a professional habits curriculum, performing arts, and coding, further work to prepare students with skills to close the achievement gap.

**Culture.** We are intent on preparing students for success in college. Students learn about colleges and understand the academic requirements necessary to access and excel in college. We deliver this within a supportive, achievement-oriented culture; we celebrate student growth and success in our weekly Community Meetings and share every academic achievement with students' families so they can support their child(ren)'s success. Our school culture instills a "can do" mindset in students that empowers them to feel capable—knowing that hard work in their classes will lead them to success. Celebrating growth is particularly important for students academically at risk, since their absolute performance may still not be where we want it and which may discourage them from the hard work it will take to reach their ambitious goals. All growth is significant: we nurture students by acknowledging all progress, and encourage them through cultural rituals to succeed.

### Students with Special Needs

We anticipate that ≈ 22% of our students will be designated as special needs; we recognize it could be more, as we have recruitment strategies designated attract these students and families.[79] Our philosophy regarding students with disabilities is that with the right accommodations, modifications, scaffolds, and supports, all students[80] are capable of excelling in our structured, joyful, achievement-oriented community. Specifically, as we think about meeting our achievement indicators towards proficiency, we believe that students with disabilities' academic outcomes can and should mirror our general education results. Our choices around curriculum, instruction, scheduling, and staffing reflect this belief. We will remain in compliance with all Individualized Education Programs (IEPs), and will implement additional supports not specified in an IEP if necessary, to equip *all* students with the skills to access and excel within our rigorous curriculum. We will formally review and continuously improve our special education program annually, informed primarily by the success of our student with disabilities in their growth and absolute scores and in comparison to the success of our general education results, as well as through survey results from our families.

**Identification Processes and Procedures.** Key Collegiate will employ a process to identify, assess, and serve students with special needs—both academic and behavioral.

**Child Find.** We will be vigilant in our observations of students to identify anyone who may have an undiagnosed disability. The Child Find mandate is part of IDEA, requiring that schools identify and evaluate all students who may have disabilities. Since Child Find was passed, there has been a 75% increase in students with disabilities. It is our obligation and legal responsibility to ensure students who require special supports are identified. Prior to referring a student to be formally evaluated for a disability, we will engage in a Response to Intervention (RTI) process led by the Student Support Specialist (SSS). RTI is an implementation of multiple levels of intervention over the course of time to see whether we can effectively support a student in this way.

**The Process.** Once a student has been identified, we collect data from all sources—parents/guardians, teachers, and medical experts that have worked with the student. Then we assess the student, formally and informally, including via testing and classroom observations. Next, the

[79] See **Section IC** for additional information about recruitment.
[80] All students that a traditional district school serves; not including students better served by District 75 schools.

SSS will employ the Child Study Team—a group of professionals within the school including, but not limited to, the Social Worker, Dean of Culture, Dean of Curriculum and Instruction, and at least one of the student's teachers. The Child Study Team, led by the SSS, will meet to create an action plan to support the student, including identifying key interventions. Teachers will implement and document responses to these interventions over a 6-8 week cycle. Teachers will be equipped with the skills to implement different interventions because of summer and regularly-scheduled PD sessions on supporting students with disabilities, led by the Student Support Specialist. The Child Study Team will meet every six to eight weeks, per the student action plan schedule, to assess how the student is responding to the interventions. If things improve, teachers will continue with the intervention. If things do not improve, the Child Study Team will move the student to Tier 2 and implement new, more severe interventions. The same process will repeat and if there is still no improvement, the student would be moved to Tier 3 and additional, more aggressive forms of intervention will be implemented. If, a student completes a cycle at Tier 3 without showing improvement, the SSS may refer the student to the district Committee of Special Education (CSE).

Key Collegiate will engage parents throughout the RTI process. After a student is referred to the CSE, the parent has the right to withdraw consent for evaluation at any time during the initial referral stage. Referring a student to the CSE is the penultimate step in a student acquiring a formal IEP, as the CSE creates the IEP. The Child Study Team will meet regularly to evaluate the progress of all students with IEPs to ensure we are complying and doing all we can to support this student in being academically successful. At least one teacher per grade will be designated as either highly-qualified or certified in special education; this teacher will co-teach in the ICT classroom.

Each student's IEP team is comprised of all providers and teachers that work with the student, including general education teachers. The Student Support Specialist will work to schedule IEP meetings so that all members of the IEP team can attend and participate. All our work with IEPs is in conjunction and full partnership with the CSE.

**ICT Model.** We provide students with disabilities access to our entire general education curriculum through an Integrated Co-Teaching (ICT) classroom. Based on district numbers, we anticipate the class will be approximately 60% general education students and 40% students with special needs. The ICT classroom will have two teachers—one general education and one certified special education teacher or a highly-qualified teacher focused specifically on students with special needs—teaching together in the same classroom to support all students.[81] These two teachers will do pre-lesson internalization and preparation together to ensure they are ready to meet the needs of all students in each lesson. As described in the NYC *Continuum of Services for Students with Disabilities*, Integrated Co-Teaching "ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs are being met."[82] We will serve students based on their needs, and will approach each student with an adaptive mindset so we are flexible in ensuring they have what they need to be successful including, but not limited to, small-group instruction within the ICT model, access to technology when appropriate, manipulatives, trackers, and sensory tools. We will provide specialized

[81] "Integrated Co-Teaching (ICT)." *Integrated Co-Teaching (ICT) | United Federation of Teachers*, www.uft.org/teaching/integrated-co-teaching-ict. Accessed 5 Jan. 2017.
[82] Ibid.

instruction with Special Education Teacher Support Services (SETSS)[83] within the ICT classroom to ensure students with disabilities are receiving their mandated services as specified in their IEP. Students with IEPs will have access to all activities both during and after school. The Child Study Team will review all IEPs immediately upon receiving them and will go through a typical day to ensure the student can access all components. If not, we will identify necessary supports and the SSS will take the lead on accessing the necessary accommodations. Accommodations will vary depending on a student's needs, as outlined in their respective IEP or 504 plan.

**Classroom Environment Accommodations**. Students remain in the same classroom for a significant portion of each day. This benefits our students with disabilities, as we can make environmental accommodations and maintain consistency throughout the day. Classroom accommodations may include anything from purposeful seating charts—placing students with disabilities beside general education students who will model expectations, to sitting a student in the front of the classroom so they are less distracted. For students in wheelchairs, this means ensuring the classroom is accessible and safe. Classroom accommodations may also mean providing stress tools (stress balls, stretchy bands) for students classified as having an Emotional Disturbance or ADHD, so the student has a tool during class to help them focus.

**Instructional Approaches.** With our ICT model, students with IEPs are in a general education classroom with two teachers in all core academic classes. With two staff members in the classroom, teachers can focus on providing direct support based on the specific needs of each student. All students receive instruction in multiple formats: direct instruction, inquiry-based instruction, and blended learning. Our inquiry-based instruction allows students with disabilities time to engage with manipulatives and work in nontraditional ways to access material. Blended learning instruction allows students time to work at their own pace to independently access material.

**District CSE Relationship.** We will build a professional partnership the CSE to support all students in accessing a high-quality education. At least 90 days prior to opening, we will reach out to the CSE to begin developing a relationship; we will encourage in-person meetings and a visit to our school once moved in, to set the tone for monthly check-ins and updates. The Student Support Specialist will communicate directly with the CSE and Child Study Team to ensure teachers know and are prepared to provide all necessary accommodations, modifications, and supports. As we get information about our students with IEPs, we will contact the CSE to schedule the provision of related services. We will send letters 60-90 days in advance of our school year to ensure all necessary services are in place by the first day. The SSS will work with the Operations Manager to ensure billing is done in a timely manner, accurately reflecting services the student received, as designated in IEPs. The Head of School and Operations Manager will conduct monthly audits to ensure the school is receiving the appropriate funding for each student per their required services.

**Record-Keeping.** Maintaining the confidentiality of student records is of the utmost importance as each contains personal information about the student. As noted in section 408 of Regulatory Requirements of the Education Law, "Under FERPA, school districts may disclose personally identifiable information in a student's education records, including the student's IEP, to school personnel with 'legitimate educational interests.'" We will use paper and electronic copies of IEPs,

[83] "Special Education Teacher Support Services Independent Provide Registry School-Age Students with Disabilities." *New York City Department of Education*, schools.nyc.gov/NR/rdonlyres/E2FEA98E-EBB3-4256-99F2-B34344365337/0/IPlistSETSSJanuary2017.pdf. Accessed 2 Jan. 2017.

and as a school, will take specific steps to protect student confidentiality. Consistent with the federal confidentiality requirements, we will:[84]

- Ensure IEP confidentiality during distribution, storage, and destruction stages: Only our SSS will have access to SESIS—providing access to review, update, and print student IEPs; The SSS will provide copies of IEPs to Key Collegiate staff at in-person meetings; Any printed IEPs are to be stored in locked file cabinets in the SSS's office; all other IEPs will be shredded after use.
- Ensure that all persons interfacing with IEPs receive training on FERPA requirements; During Summer PD, the SSS will provide training on students with special needs, FERPA, IEP, and 504 processes and procedures. All IEP/504 plans will come through the SSS, who will have his or her own office with a locked file cabinet.
- Ensure that teachers and related service providers who the district determines to have a legitimate educational interest and who receive a copy of the IEP do not disclose personally identifiable information from the IEP of a student without parent consent. The SSS will be the only person at Key Collegiate with access to share IEPs, and will only share with those who have a direct need to be informed. Per protocol, the SSS will collect parent consent prior to sharing any information.
- Upon request, provide the parents with a list of the types and locations of education records, including the IEPs collected, maintained or used by the school district.

Upon request, we will provide teachers with electronic versions of IEPs so they can readily access student information to refer to and ensure compliance. To maintain confidentiality, we will use SESIS, a secure online system to prevent unauthorized access to the student's IEP.[85]

**Professional Development (PD).** All teachers will receive PD training by the SSS on different topics related to students with disabilities: interventions, accommodations, modifications, FERPA, IEPs, 504 plans, etc. In addition, and, if necessary, individual PD sessions, we will provide teacher collaboration time dedicated to supporting students with disabilities.

**Ancillary Services.** At capacity, we will have 1.5 Social Workers to support students. They will provide counseling, and as needed, engage in family outreach. The Community Outreach Coordinator will build relationships with different community organizations and service agencies and will make introductions to students and families as necessary. The Student Support Specialist will conduct weekly meetings with the Community Support Team (comprised of Social Workers and Community Outreach Coordinator) to ensure we are doing all we can to support students and their families. To ensure each student's IEP is met, Key Collegiate will bring in Occupational and/or Speech Therapists as required; these will be facilitated in by CSE-assigned experts.

### Homeless Students/Students in Transitional Housing

Brownsville's CSD 23 has a homeless student population of 15.2% — the highest in Brooklyn.[86] In CSD 23, one out of five students were homeless in the last five years. As we look to mirror the district in our student population, we anticipate a significant group of students who are homeless; we are committed to thoughtfully serving and supporting this population.

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[84] "Chapter 408 - Amendments to Regulations." *Chapter 408 - Amendments to Regulations*, www.p12.nysed.gov/specialed/publications/policy/chap408final.htm. Accessed 1 Feb. 2017.
[85] *Copies of IEPs*. United Federation of Teachers, www.uft.org/teaching/copies-ieps. Accessed 8 Nov. 2016.
[86] Bautista, Camille. "Bed-Stuy, Brownsville Lead Brooklyn in Homeless Student Population." *DNAinfo New York*, 24 Aug. 2016, www.dnainfo/com/new-york/20160824/bed-stuy/bed-stuy-brownsville-lead-brooklyn-homeless-student-population-study. Accessed 24 Jan 2017.

**Identification**. Per the McKinney-Vento Act, a federal law reauthorized in 2015 as part of ESSA, students are designated as homeless if they "lack a fixed, regular, and adequate nighttime residence." This includes students who: live in a shelter, transitional shelter, motel, campground, in a car, park, public place, bus, train or abandoned building, abandoned in a hospital, or awaiting foster care placement, or if they are doubled up with friends or relatives because they cannot find or afford housing.[87] To identify students who are homeless, we will generate two reports through ATS: the Biographical Roster (RBIR), with an indicator for those in "Temp Hous" and identifies students who live in shelters and a set of reports generated from the Address Report (RADR) and Update Students Code (UPCO) forms. These identify students "doubled up, unaccompanied, or living in another temporary living situation and generate their housing status code."[88]

**Trauma-Informed Teaching Practices.** We will implement trauma-informed practices, recognizing that many students have experienced trauma and may currently be amid this. According to the Massachusetts' Flexible Framework for Trauma-Sensitive Practices in Schools, this means clearly teaching students the school and classroom rules while reinforcing that school is not a violent place, emphasizing positive behavioral supports and behavioral intervention plans, minimizing classroom disruptions, creating consistency in rules and consequences, and when it comes to discipline, enforcing accountability in partnership with restorative conversations.[89] We will provide summer PD to equip staff with the skills and knowledge to implement such practices.

**Ancillary Services.** The Student Support Specialist will conduct weekly meetings with the Community Support Team (Social Workers and Community Outreach Coordinator) to ensure that we are doing everything we can to support this student population. The Community Outreach Coordinator will support homeless students however possible with community organizations and support agencies available to students and families. Per the McKinney-Vento Act, homeless students are guaranteed transportation to and from their original school placement, even if their temporary residency changes.[90] We will offer any homeless student access to regular counseling, regardless of whether they have an IEP that requires this.

**District Support and Collaboration**. We will build relationships with the Brooklyn Students in Temporary Housing (STH) liaison from the Office of Safety and Youth Development, working together to ensure we are supporting our homeless students however possible including finding resources, aggregating data, providing supports, etc.

### English Language Learners (ELLs)

Key Collegiate anticipates mirroring the district in our student demographics. CSD 23 has less than 5% of students designated as ELLs and we expect to matriculate a similar percentage of ELLs.

**Identification.** Students in NYC are identified as ELLs through a Home Language Survey given as part of the enrollment process in any NYC public school. Any students new to the NYS public school system whose families indicate that a language other than English is spoken at home are given the NYS Identification Test for English Language Learners (NYSITELL) within 30 days of enrollment. If the student passes the NYSITELL, s/he is not designated as an ELL. Students who

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[87] "McKinney-Vento Homeless Education Assistance Improvements Act of 2001." *Encyclopedia of Human Services and Diversity*, doi:10.4135/9781483346663.n353. Accessed 22 Dec. 2016.

[88] Ibid.

[89] McInerney, Maura, and Amy McKlindon. "Trauma-Informed Classrooms & Transformational Schools." *Education Law Center*, www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf. Accessed 5 Feb. 2017.

[90] Department of Education. "Education for Homeless Children and Youths Program Non-Regulatory Guidance."*Education for Homeless Children and Youths Program Non-Regulatory Guidance* (2017): n. pag. Department of Education, 27 July 2016. Web. 5 Dec. 2016.

do not meet grade level thresholds on the NYSITELL are classified as ELLs and are eligible for English language development (ELD) services. Following NYSITELL classifications, teachers will receive information about which students are ELLs, their proficiency levels, and the implications for instruction. Teachers working with ELLs will receive appropriate training.[91]

**Academic Programming.** Key Collegiate takes a Structured Immersion approach to support ELLs. This means that our ELLs will remain in the general education setting, but will receive intentional differentiation and scaffolding of content, systems, and processes. Our general education academic program benefits ELLs in a variety of ways. Our overarching literacy-focused curriculum benefits ELLs because it provides extensive opportunities to engage with different texts to grow their vocabulary and reading fluency. Guided Reading in Book Club provides additional group-level intervention and reading practice at the student's level. This small group learning time allows students additional time to read aloud and access to a teacher to grow their literacy skills. Blended learning is effective for ELLs because it is an opportunity to engage with software at their own pace and level, and offers repetition with new skills, increasing the learning curve. Inquiry-based learning encourages collaboration and conversation with peers and pushes students to think about concepts outside of the content; this is beneficial to ELLs since some of the content specific language may be out of reach, but the concept itself is accessible. Our literacy intervention program, Sonday, will also be available to support ELLs in developing their fundamental English language skills. These academic programs are proven to support varied learners and we are confident that ELLs would achieve using these systems.

**ELL Accommodations.** In addition to implementing SIOP strategies[92] in class to support students, ELLs will receive testing accommodations. We will determine and provide ELLs with the testing accommodations to which they are entitled (extended time, native language versions of exams, bilingual glossaries, etc.) as they benefit each individual student.

**Accountability.** ELLs will be monitored to ensure they are achieving English language proficiency within the federally mandated timeline and demonstrating annual yearly progress on state assessments.

**Assessment.** At the end of each school year, all ELLs will take the NYS English as a Second Language Achievement Test (NYSESLAT)—a test of their speaking, listening, reading, and writing skills in English. Students can be classified as Entering, Emerging, Transitioning, Expanding, or Commanding. Once students reach the Commanding level, they no longer receive ELD services, though are entitled to monitoring services as former ELLs.

**Teacher Training.** We will train teachers to implement language supports for ELLs in grade-level content instruction, with supports included in Sheltered instruction observation protocol (SIOP) methodology. SIOP, a research-based immersion model, makes grade-level academic content more accessible for ELLs. It is an intentional practice implemented by the teacher to provide explicit strategies around language to make a lesson more accessible. SIOP strategies begin with lesson preparation and continue through lesson delivery and assessment, building in beneficial supports to ELLs including, but not limited to: reviewing key vocabulary ahead of time in student-friendly definitions, using visuals, linking past learning experiences with new concept, scaffolding student practice, including time for student interaction and wait time to process information, providing manipulatives, and ample review of vocabulary throughout and after the lesson.

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[91] See **Section IIIE** for our details about our Professional Development plan.
[92] See "Teacher Training" below for details on SIOP.

**ELL Family Communication.** Our commitment is to full parent engagement, regardless of a family's preferred language. To ensure we are communicating meaningfully with parents who speak or prefer a language other than English, we will translate documents sent home to ensure parents are fully informed. We will also look to hire staff in our Office who speak Spanish and will ensure we have translators available for parent events and conferences.

### Students Designated as Academically Advanced or Gifted

As defined by the US Department of Education (1993), students who are academically gifted are those "with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment."[93] NCLB (2002) defines them as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities."[94]

**Identification.** As noted on the *National Society for the Gifted and Talented* website, "there are no nation-wide or state-wide standards for identification. Each school district decides which and how many students it can service within its "Gifted and Talented" programs based on its definitions, philosophy, and resources."[95] At Key Collegiate, we will identify these students by their state assessment scores—students who score 4 in both the ELA and Math section.

**Accommodations.** While Key Collegiate does not have specific "Gifted and Talented" programs, we have made intentional choices about our academic programming to find ways to engage and challenge all types of learners, including those that are high-performing or "gifted." For example, our goal of preparing every 8th grade student to take the Algebra Regents was made with our gifted students in mind, knowing that while all students will benefit from Algebra, this population of students will particularly thrive with this challenge. Times when students are homogenously grouped, such as Book Club, allow our highest-performing students to work with others at their level and to be further challenged by their teacher. Blended-learning is an additional opportunity for "gifted" students to work at their own pace and on content that is potentially above grade level and more appropriate and responsive to their needs. Blended-learning time allows for independent conferencing time with teachers, providing an opportunity for the teacher to have a mini-lesson to build on the day's lesson with more complexity to for our gifted students.

## C. Achievement Goals

We anticipate 22% of incoming students will have disabilities, 4.5% will be ELL, and 87% will be FRL. In response to our students' needs, and our ambitious goals for them, Key Collegiate has specific achievement goals that we will use to measure our success in different competencies: educational success, organizational soundness, and faithfulness to the Charter and the law. These goals are identically aligned with the SED Charter Performance Framework. All goals and results will be shared through academic dashboards provided monthly to the Board, which will use results to oversee the decision, allocate resources, and make policy decisions; leadership will gather results and use them to evaluate staff, inform PD needs, and effectively allocate resources and

[93] Gessner, Stephen. "Meeting the Needs of Academically Advanced Students: When School Is Not Enough." 2007, www.giftedstudy.org/resources/pdf/article_gessner_educational_register.pdf. Accessed 1 Mar. 2017.
[94] Ibid.
[95] "Giftedness Defined." *National Society for the Gifted and Talented*, www.nsgt.org/giftedness-defined/#1. Accessed 1 Mar. 2017.

make decisions; results will be shared with teachers in real-time and during Data Days, and staff will use results to improve instruction, revise curriculum, and enhance student supports; results will be shared with families through weekly Progress Reports and regular more formal report cards, and will use the data to measure the success of the school for their child; students will be use data to set personal goals and develop self-advocacy and self-management, executive skills.

**Benchmark 1-Student Performance.** The school has met or exceeded achievement indicators for academic trends toward proficiency and high school graduation.

### Academic Goals

### Absolute Measures

- Each year, 75% of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts and Mathematics exam for grades 4-8.
- At least 65% of all students attending Key Collegiate for two or more years will read at or above grade level as defined by performance on the Fountas and Pinnell (F&P) benchmark assessment. At least 75% will read at or above grade level after year three.
- 75% of students in grade 8 who take the Algebra Regents exam will pass; this means a score of 65 or higher.

### Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts and mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts and Mathematics exams by an Effect Size of 0.3 or above (performing higher than expected to a small degree) per a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts and mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

### Co-Academic Goals

- Students will develop professional habits aligned with college and career success:
  - Students will attend weekly advisory sessions about professional habit development
  - Students will be held accountable to core school values regarding profession habits, executive functioning and interpersonal skills.
  - Students will self-manage their behavior through weekly reflection on their mastery of executive functioning and interpersonal skills.
  - Students will take part in a Professional Exercise each trimester at which time they will engage with professional community members and work on the professional habits they have been practicing at school.
- Students will take a computer science course each year and be proficient in basic computer science coding and conversation.
  - At least 75% of students attending for two or more years will be able to perform basic computer coding functions and complete 2-4 projects a year to showcase these skills

**Benchmark 2 - Teaching and Learning**. Leaders have systems 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 aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so all students experience consistent high levels of engagement, thinking and achievement.

**Benchmark 3 - Culture, Climate, and Family Engagement.** The school has systems in place to support students' social and emotional health and to provide a safe, respectful learning environment. Families, community members, and school staff 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.

- An annual survey at the end of the school year will show that, on average, 85% of families (of 85% of families who respond) are satisfied with our academic program.
- An annual survey at the end of year school year will show that, on average, 85% of families (of 85% of families who respond) are satisfied with our communication.

**Benchmark 4 - Financial Condition**. The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

- Each year, the school meets or exceed GAAP standards as demonstrated through its annual financial audit.
- Each year, Key Collegiate will operate on a balanced budget.

**Benchmark 5 - Financial Management.** 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.

**Benchmark 6 - Board Oversight and Governance**. The Board of Trustees 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 the terms of its charter.

- The Board will conduct a formal annual review of the school leader.
- The Board will conduct an annual self-evaluation to assess strengths/weaknesses.
- The Board will conduct a formal annual review of bylaws and polices.
- The Board will conduct a formal annual review of organizational strengths/weaknesses.

**Benchmark 7 - Organizational Capacity.** 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.

**Benchmark 8 - Mission and Key Design Elements.** The school is faithful to its mission and has implemented the key design elements included in its charter.

**Benchmark 9 - Enrollment, Recruitment, and Retention.** 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 students.

- We will enroll and maintain a class of students equal to projected enrollment every year.
- 90% of students completing the year will re-enroll the following year.
- The school will average 95% or higher daily student attendance each year.

**Benchmark 10 - Legal Compliance.** The school complies with applicable laws, regulations, and the provisions of its charter.

## D. Assessment System

We measure progress towards our mission through the use of rigorous academic performance assessments. To accomplish our goal of preparing students for success in high school and college, we must know how our students are performing academically so we can support them accordingly. We do this through regular data collection using various assessment tools for multiple, real-time formative data points on growth and absolute performance throughout the year. Our assessment system complies with all assessment requirements applicable to all public schools consistent with state law and relevant policies of the Board of Regents including the NYS Testing Program.

**Assessment Types.** We will compile student data daily through exit tickets, weekly quizzes in math and ELA, regular unit in-house unit exams, interim assessments scheduled at the end of each trimester, and state-mandated assessments. We will administer the F&P literacy benchmark assessment four times during the school year to track student reading and literacy progress.

| Assessment | Type | Frequency | Overview & Rationale |
|---|---|---|---|
| Fountas & Pinnell (F&P) | Formative assessment | 4X/school year | F&P is a reliable literacy tool used by hundreds of schools across the country to accurately assess a student's reading level and provide information about a student's reading and comprehension ability. We will use the results to (1) create Book Club groups, (2) identify independent reading levels of each student, and (3) identify specific skills students need to develop to improve their literacy. F&P will be administered by the SSS or Humanities teacher. Administering F&P requires ≈20-30 minutes per student; teachers follow the steps exactly as instructed in the Assessment Guide.[96] |
| Daily Exit Tickets | Internally-created short "Check for Understanding " (CFU) | Daily | Exit tickets are a short check for understanding at end of class period to quickly identify whether a student mastered skill being tested, taking no longer than 5 minutes. Exit slips are checked same day for immediate remediation to clear up any confusion the following class period. Many of the highest-performing schools implement exit tickets including Uncommon Schools, BES schools, and Achievement First. |
| Weekly Classroom Quizzes | Internally created | Weekly | Every Friday in Math and ELA, students will take 25-minute quizzes to assess skill and knowledge of standards learned that week. We use this data to monitor student progress and implement action plans quickly. |
| | | | Trimester exams will be directly based on Common Core NYLS. These give an accurate understanding of where students are and how they will perform on the NYS ELA |

[96] "What Is Benchmark Assessment System (BAS) and How Is BAS Used?" *Fountas and Pinnell*, www.fountasandpinnell.com/bas/. Accessed 25 Jan. 2017.

| | | | |
|---|---|---|---|
| Trimester Exams & Midterm Exams | Internally created | 3X/ school year | and Math assessments. Following each trimester exam, there is a Data Day for staff to dive into the data, analyze results in a variety of ways, and set action plans to address any standards where students need more support. |
| New York State Assessments:<br>• ELA and math<br>• NYSESLAT<br>• Alternative Testing | Norm-referenced assessment | Annually | These are state mandated exams and the data is used to compare schools across the state and to look closely at specific subgroups. |

## Administering Assessments

**Internally-created Assessments** Certain assessments, such as daily exit tickets, weekly quizzes, and midterm and trimester exams will be administered in classes by following specific school-wide protocol. Results from daily exit tickets and weekly quizzes inform the following class' instruction to reteach a particular topic that students did not grasp on target particular students who need additional practice on a topic, evident from the assessment.

**National Assessments.** National and programmatic assessments, such as F&P, will be administered based on instructions explicitly provided by the vendor. As noted above, F&P provides specific directions for administration and a recording form to note results. To ensure F&P is reliable, all teachers are instructed to explicitly follow the instructions provided and they also spend time observing one another in the beginning to ensure consistency amongst them.

**State-Assessments.** State mandated assessments will be administered per the instruction manuals provided to each school. Our Operations Manager, with the support of the SSS, will oversee state assessments, and will ensure that we are fully compliant with all administrative requirements.

## Sharing Results

As described below, it is important to be transparent about our results with our school community at large – our Board of Trustees, staff, students, and families.

**Board.** We share results with our Board of Trustees through our academic dashboards. The Academic Achievement Committee and full Board receive information about our results from interim assessments, F&P assessments, and state assessments. We will share absolute, growth, and comparative results with our board. It is critical that they have this information so they can effectively fulfill their governance responsibilities as board members.

**Staff**. All staff will receive a dashboard with our results from assessments. Teachers will have a chance to review their own results as well as the results of their colleagues. This is part of our commitment to transparency. We know we cannot get better unless we know both our strengths and weaknesses and assessments help us to identify these. Data will be shared at a weekly staff meeting following a set of assessments (mid-term or trimester assessments), and we will review it together. Teachers will then have time to review their own results independently and complete a reflection on this that they will review with their Instructional Leader at their next weekly meeting.

**Families.** We want families to know how their students are performing academically, as this is the key indicator to know whether students are ready to be promoted to the following grade and ultimately, that they are on the path to success in high school and college. We share results from assessments with parents by sending results home and requiring a signature. We also review major

assessment results at parent-teacher conferences at the end of each trimester. If we have major concerns, we reach out to parents to have a phone conversation or in-person conference.

**Students.** We share results from our assessments with students so they understand where they are and where they need to go. Teachers are taught during Summer Staff PD how to frame conversations so students are empowered to continue working hard. Upper Academy students (grades 7-8) track their own results from major assessments in a workbook we provide. This allows them to develop self-motivation as they track their learning growth overtime.

**New York State Law and Board of Regents.** Consistent with New York State law, schools authorized by the Board of Regents are expected to report results and include the measure used to evaluate programs, the year's progress toward attainment of the goal, and if the goal has not been met, what efforts the school is taken to meet the goal.

### Data-Driven Planning

Key Collegiate will use all the data we are collecting to inform key decisions in service of improved academic results. Because our assessments are aligned with the CCLS, results are directly aligned to meeting performance goals, **Benchmark 1**. We will use assessment results to make necessary changes to instruction, curriculum and professional development in service of providing our students with the highest-quality education. Teachers have significant time built into each day to review data and plan strategically around how they will use the information to guide instruction and support each student in accessing content and skills.

**Data Days.** After each set of interim assessments every trimester, there is a Data Day, a full-day, without students, when teachers work together with instructional leaders to document assessment data, assess results, and make action plans. All plans are then shared via a written form with a teacher's Instructional Leader; the Leader refers to these over the following weeks of observation to check for implementation and student achievement growth.[97]

## E. Performance, Promotion, and Graduation Standards

Students will be promoted from one grade to the next based on a demonstrated mastery of our academic standards, informed by and aligned with the Common Core Learning Standards. We detail our approach to and requirements for grading and promotion to teachers annually during our Summer PD. We are committed to supporting every student, and in service of student learning, we are also committed to promotion based on academic readiness and not based on age. Our grading system is organized around state standards. Each portion of a student's work is broken into standards; when grading, teachers enter the performance of the scholar as it pertains to the separate standards addressed within the task or assessment. Teachers can see who has mastered which standard and any deficiencies that need to be addressed. Staff communicate regularly with families; our grading allows conversations to be clear and specific. Teachers will grade students on a 100-point scale, with corresponding letter grades. Classes considered for promotion are ELA and History (the Humanities block) and Math and Science (the Problem Solving block).

### Standards for Promotion (Exit Standards)

For grade-level promotion, students must receive a 70% or higher in their classes. Students who receive lower than a 70% in any of their core courses (ELA, History, Math, and Science) for the

[97] See **Section IIIE** for additional details on Data Days and other data-driven strategies.

academic year are eligible for retention. Families will be informed regularly of their students' academic progress with weekly Progress Reports, parent conferences at the end of each trimester, and regular communication between parents and teachers. Students at risk for retention will be invited to the third and final round of Parent Conferences, to inform parents and share an action plan with specific interventions that will be implemented to support the student in achieving success in the final trimester. The action plan will be set by the Head of School (and in Year 2, Dean of Curriculum and Instruction) and the student's teachers. Students must demonstrate mastery[98] to qualify for grade-level promotion. Exit standards for our 8th grade students are particularly critical, as these are the academic goals they are expected to meet to graduate; see **Attachment 3**. Any student who receives lower than a 70% in one or two core content classes will be invited to attend Summer Academy and may retake the end-of-year exam(s) in the subject(s) needed after the summer remediation provided. The student must pass the exam(s) with a score of 70% or higher to receive credit for the course. The Head of School will make all final promotion decisions. Students with IEPs will be individually evaluated for promotion based upon their satisfaction of schoolwide goals and individual goals as outlined within their IEP. A student may also be retained if s/he is absent for more than 10 days of the school year.[99] We will closely monitor all daily attendance, and meet with families when a student has earned three, six, and then nine absences. We monitor daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child's academic progress. For any student who does not earn promotion, the Head of School and Student Support Specialist will meet with the family and student to develop an individualized plan to support a successful next year.

## F. School Schedule and Calendar

Key Collegiate implements an extended school day and year. Data indicates that most students will be coming to us behind grade level. To close the gap, we need additional learning time.

### Daily School Schedule

Our school day is 8 hours and 15 minutes long, with 465 instructional minutes. Fridays are minimum days; students dismiss early, for a school day that is 6 hours and 15 minutes long, with 275 instructional minutes. Over the course of the year, students receive 1,307 hours of instruction.

Our school day schedule is designed to maximize academic growth. Critical to our mission is developing professional habits and personal drive within each student. We dedicate time throughout the school day for students to develop the necessary professional habits and personal drive to successfully navigate high school, college, and the professional world. We will have daily morning and afternoon PREP focused on our professionalism curriculum, explicitly naming habits and practicing them. These will be in preparation of three annual Professionals Days when community members and professional role models spend time with our students.

To fulfill the final component of our mission, building personal drive within each student, we reinforce students' agency in their own learning and futures throughout the day, including through self-expression during Performing Arts, self-directed learning during Coding, and independent reading. We recognize there is a range of experience levels between a 9-year-old (4th graders) and a 14-year-old (8th graders). To ensure we provide personalized support to all students in our five grades, Key Collegiate will be broken into two academies: Lower Academy and Upper Academy.

[98] Mastery is defined as 70% or higher.
[99] Note: Three tardies equals an absence.

**Academies.** The academic schedule is the manifestation of our mission and vision. We will have two academies within the school—a Lower Academy (4th and 5th grades) and an Upper Academy (6th, 7th and 8th grades). Doors open at 7:25am and the school day starts at 7:45; school is dismissed at 4:00pm M-Th and t 12:45 on Friday. The Lower Academy will function in a half-day split model with a Humanities block, an interdisciplinary study of ELA and History, and a Problem Solving block, with Math, Science, and Coding. One teacher is responsible for Humanities, one for math, and one for science and coding. Students remain in the same classroom while teachers rotate in and out throughout the day. Upper Academy functions in a more traditional middle school model, with students rotating classrooms throughout the day. In addition to transitioning themselves between classes, there will be other cultural differences between the two academies, in terms of expectations and privileges during arrival, enrichment, and dismissal. Also, based on student's readiness in Upper Academy, there will be differentiated professional habit development and strategies to engage each learners' personal drive. Like the Lower Academy, students will have one teacher for Humanities, a teacher for math, and a teacher for science. The schedule indicates classes in the respective Humanities and Problem Solving blocks to allow for flexibility for teachers. See **Attachment 4a** for a sample weekly schedule and **Attachment 4b** for a sample weekly teacher schedule, including the Friday Minimum Day schedule.

### Annual School Calendar

The school calendar is driven by our mission to equip students with the academic skills, professional habits, and personal drive necessary to gain access to and excel within the high schools and colleges of their choice. We operate on a trimester schedule, with 185 days of instruction, 145 of which are regular instruction days and 40 days which are slightly abbreviated days to allow for afternoon PD sessions for staff. In addition to these slightly abbreviated days, there are 27 full-day PD days in the calendar, including 18 days of summer PD before the school year begins and additional days throughout the year to support data analysis and intervention planning each trimester. Saturday Academy will take place on 18 days throughout the year for selective students.

In general, we observe all NYCDOE paid holidays during the year, however these dates are subject to approval by the Board of Trustees through approval of the Key Collegiate Annual Calendar. Per the calendar in **Attachment 4c,** the first day of school in the 2018-2019 school year is August 22nd, 2018 and the last day of instruction is June 18th, 2019. There is no school on Labor Day, Martin Luther King, Jr. Day, Presidents' Day, and Memorial Day. The calendar also indicates breaks for Thanksgiving, the winter holidays, a February break, and spring break. The calendar accounts for assessment days; in addition to midterm and final exams each trimester, students will participate in nationally normed assessments at the start, middle, and close of the year, as well as the state-required NYS Assessments that take place in the Spring. We do have school on certain days when the DOE schools are closed; we have accounted for this in our budget to ensure students receive transportation and meals.

## G. School Culture and Climate

It is our responsibility to create an environment where teachers can effectively teach and students can effectively learn. We believe that children excel in organized, structured, safe, and positive learning environments and have developed a core value system that create this structured, safe ad positive environment.

Our **BIG 5** core values are the foundation of our school culture, our expectations, and discipline system. These values are ones that our entire school community will live by—leaders, teachers, staff, and students—through our behavior, words, and work. We will speak about these values regularly as a community and will explicitly teach, model, and practice these behaviors as a staff, and with our students, so the school community understands and internalizes these values.

**The Big 5": Every day, we as a community commit to demonstrating:**

| | |
|---|---|
| **Determination** | We work hard every day. No matter what. |
| **Respect** | We respect our school, our staff, our peers, and our education. |
| **Kindness** | We treat others the way we want to be treated. |
| **Accountability** | We take responsibility for the choices we make and the subsequent repercussions. |
| **Professionalism** | This is where we come to work and we behave accordingly. |

**Morning Arrival**. Our commitment to safety, structure, professionalism, and positivity begins when students first arrive to school. Students line up and enter the building in a way that creates a calm, safe, and structured arrival. Students greet a school leader before entering the building, and then again when they arrive to their classroom. This sets the tone of professionalism. Their teacher is expected to have a brief check-in with them as they arrive, setting the tone for a positive day.

**Professional Habits.** Our professional habits curriculum implemented during AM and PM PREP, and a focus of the entire day, provides students with explicit actions that align with professional behaviors. This helps build our culture of respect, accountability, and professionalism.

**Community Meeting.** To create a whole school culture with shared values, we have whole-school meetings. Each Friday, we gather as a community to, among other things, celebrate students who are demonstrating the **Big 5** core values.

We believe in a discipline system that provides students with the coaching and support to make good choices in service of their education and that of their classmates. Our system is aligned with our mission and core values and is designed to provide immediate intervention to address a situation in a way that limits disruptions to learning and refocuses a student on the task at hand—their academic success. We acknowledge and celebrate when students make good choices because we know that positive, engaged behavior is directly correlated with academic growth and learning.

### Rewards and Consequences

We believe in all students and recognize that some may, at times, make bad choices, and that it is our role as educators to listen, teach, and support students in making responsible decisions in the future. Our system is restorative: students know that they can make mistakes and make positive changes and return to their community, prepared to be successful. We will spend a significant amount of our summer PD time training our teachers so they understand the **BIG 5** and develop the scanning skills to notice all misbehaviors, both large and small, and address them immediately. Small misbehaviors give way to larger issues and so our staff will work to be thorough and vigilant.

Just as it is important to hold students who misbehave accountable, it is equally important to celebrate and commend those acting in accordance with the **BIG 5.** Students are incentivized with privileges and bonus responsibilities based on behavior and academic performances.

### Rewards

We believe that rewarding our students for positive behavior is a necessary component to maintaining our school culture and helping to engage students in managing their own behavior.

**The KEY Badge.** Every week during Friday Community Meeting, the Head of School, based on student and teacher feedback, will award five students with the KEY Badges, one for each of the **Big 5** core values. The KEY badge ceremony includes a summary of each student's behavior from the week that aligned with the value and why they were nominated. This student will receive the badge to wear the following week which allows them the privilege of leading their class lines to and from lunch and to dismissal. They also have permission to sit in special areas in classrooms. Winners will put their handprint on a wall in the main office and sign their print. **The KEY Scholar.** At the end of each trimester, staff and students will nominate one Key scholar who embodies each core value and they are awarded a sweatshirt that they can wear as uniform. **Class Jobs.** Students will be assigned class jobs each month. Jobs are considered a privilege because it allows students to be out of their seats and the teacher must trust they can do this job. Teachers select students for different jobs based on their behavior and academic performance.

### Discipline

The safety of every student is our primary concern always, and as such, our discipline system is based on our **BIG 5** core values within the framework of a trauma-informed discipline system, in service and support of every Key Collegiate student. Our **BIG 5** core values are: Determination, Respect, Kindness, Accountability, and Professionalism. We will use different discipline systems for our Academies. Lower Academy students (grades 4&5) will engage with a visual tracker in tandem with Class Dojo. This is a leveled system and students, based on their behavior, move levels. These are the same behaviors that will be tracked in Class Dojo, but the visual tracker allows students to see how their behavior impacts them in real time. It also allows for teachers to fluidly move students to different levels as necessary so students can see their progress through the day. Class Dojo is a complement so teachers can track behavior and share updates with parents. Upper Academy students (grades 6-8) will engage exclusively with Class Dojo. The visual is less critical for older students and can lead to worsening behavior. Class Dojo encourages students to take ownership over their behavior as they can track it on their phones and computers at home.

**Trauma-Informed Discipline System.** We will implement trauma-informed practices, recognizing that many of our students have experienced trauma and may during their enrollment. Per the "Massachusetts Flexible Framework for Trauma-Sensitive Practices in Schools," this means clearly teaching students the school and classroom rules while reinforcing that school is not a violent place, emphasizing positive behavioral supports and behavioral intervention plans, minimizing classroom disruptions, creating consistency in rules and consequences, and when it comes to discipline, enforcing accountability in partnership with restorative conversations.[100]

### Key Discipline System

Like the incentives, our discipline system is directly attached to our mission and core values—and all of our behavior expectations are directly tied to our students' academic success. We know that if students are off task and distracted, they are not learning. Our discipline system exists to make sure students are learning as much as possible and taking advantage of each teaching moment.

**Introducing Staff to the Key Discipline System.** To implement our discipline/incentive system with fidelity requires thorough training for and extensive practice with all staff members. This training begins during the first week of summer PD; staff will practice throughout summer training and during the first few weeks of school. Staff will practice responding to behaviors using

[100] Trauma Is Common. "Education Law Center." *Education Law Center*, www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf. Accessed 12 Jan. 2017.

appropriate and consistent language, tone, and body language, and will develop their scanning and non-verbal skills to effectively respond to misbehaviors and engage with Class Dojo accordingly. Staff will practice what this will look like with different types of student behaviors as well as at different times of the school day: arrival, transition, during class, etc. We will work on managing behaviors during whole-school moments as well as when it is just a student and a teacher. Once the school year begins, we will review the way staff implements the discipline system by reviewing and analyzing Class Dojo usage to ensure consistency and alignment.

**Introducing Students to Key Disciple System.** The first week of school for students is Culture Camp, during which students are taught all school systems (arrival, homework turn-in, transition, bathroom, classroom procedures, dismissal, etc.). They also learn the "BIG 5" values and internalize what it means to live up to these expectations. Students will practice these systems and procedures until they become habitual. We will intentionally teach every system, regardless of how basic it may seem, since we do not know what students may be used to from their previous schools. We will conclude our first week of Culture Camp with time for individual students to review the system, ask questions about the rest of the year, and train students to understand Class Dojo and the visual tracker. The Weekly Report allows both students and families to track student behavior over the course of the year.

**Introducing Parents/Guardians to Key Disciple System.** Communication with families is important to upholding and maintaining our strong school culture. We will communicate regularly with families about their child(ren)'s behavior. This starts during Home Visits and continues throughout the school year, with opportunities for reminders during Family Orientation and Family Welcome Night. We will continuously review our expectations in detail so parents clearly know and understand our core values. At the end of the first two trimesters, we will facilitate parent conferences. These will be focused on discussing the student's academic growth, and teachers will discuss behavior if necessary. We will always draw the connection between behavioral concerns and a student's academic success, as our ultimate goal is preparing students for success in high school and college which demands certain academic skills and personal skills. We will have regular conversations with families about specific discipline and rewards. Parents have access to Class Dojo and can track their child regularly, in addition to weekly Progress Reports that are sent home to be reviewed and signed by a parent which includes their weekly Dojo report as well as any school announcements. Losing a certain amount of points on Class Dojo leads to specific consequences. For example, a certain amount of lost points leads to Study Hall. When students receive Study Hall, a note must be signed by parents acknowledging they know about the reason their child received a consequence that day. For any ongoing issues with student behavior, we will engage in regular communication via text, phone calls, email, or in-person meetings. We have a variety of supports to implement depending on the needs of each student. We ask that teachers communicate with families regularly to discuss academic progress as well as student behavior. Staff will reach out to parents to share both concerns and successes. When a student has a great behavioral day, want parent know. When a student masters their first reading comprehension test, we want to share this news with their parents. Positive communication is critical to building our school culture and to ensuring that we have a partnership with families so we can support all students in being successful in high school, college, and beyond.

**Study Hall.** Students who do not bring all their completed homework to school will face a consequence and must attend Study Hall that afternoon. Study Hall meets during the last 45 minutes of the school day and is monitored by the Dean of Culture. Students then complete the

homework that earned them Study Hall. They are not permitted to speak with their classmates or socialize during this time. When a student completes that assignment, they should get started on that evening's homework or read their independent reading book silently. Students who lost a certain amount of points on Dojo that day also must attend Study Hall. If a student is out of uniform or loses more than a certain amount of Dojo points in a day, they are told they have a Behavioral Study Hall and are expected to silently complete a reflection and work on their homework.

**Severe Consequences.** Our Dojo system is set up to track for common behaviors and misbehaviors. If a student makes a decision that is more severe, there are a series of more severe discipline decisions we can make: ranging from in-school reflection to expulsion. These are outlined in **Attachment 4d: Student Discipline Policy**, in accordance with state and local suspension and expulsion laws, and will be provided to students and families in the handbook.

## III. ORGANIZATIONAL AND FISCAL PLAN

### A. Applicant Group Capacity

#### Founding Team and Proposed Board of Trustees

The Key Collegiate Founding Team was intentionally recruited and built to possess a wide range of skills, knowledge, and backgrounds: legal, financial, strategic, human resources, facilities, fundraising, and education. The team united under a shared mission and vision for what they believe in and want for every student in New York City. The Founding Team has been heavily engaged in this work since late 2016, meeting regularly, advising throughout the writing process, and attending community outreach events.

The Founding Team is led by Lead Founder and Proposed Head of School Katie Mazer. She is a Building Excellent Schools ("BES") Fellow and a graduate of the University of Pennsylvania and Harvard's Graduate School of Education. Ms. Mazer has experience in charter school leadership and non-profit management. Her professional career began as a Teach For America corps member and she is unapologetic in her belief that a high-quality education can change a child's life. Through the BES Fellowship, Ms. Mazer has and will continue to study more than 30 of the highest performing schools in the country in addition to completing two intensive Leadership Residencies, working alongside school leaders and teachers at two of the top charter schools in the area. Her January residency was at North Star Middle School. Her full resume is in **Attachment 8b.**

We recognize the value of local support and a wide-breadth of knowledge; in addition to working with Building Excellent Schools, our founding team was also accepted into the New York City Charter Center 'Apply Right' Program and have been working with and learning from their team of experts to ensure Key Collegiate is well-prepared to deliver on its promises. We have greatly benefitted from their assistance and their affiliated consultants, Simeon Stolzberg and CSBM.

**Board Bios.** Except for Ms. Mazer because she is a proposed school employee, all the founding applicant members are proposed board members; founding team/ board member bios are below.[101]

**Jason Cali** is a Real Estate Developer with Cali Futures LLC. Mr. Cali has experience in all phases of real estate development, including zoning and approvals, construction management, financial management, liaising with government, and building maintenance and operations. He

[101] Because there have been no changes in our founding team from the LOI stage, **Table 1a** is not included in this application.

recently completed the first concrete mid-rise apartment building in Bayonne, NJ and is working on approvals for several others. Mr. Cali taught 6th grade mathematics at a public charter school in Washington, DC as a Teach For America corps member. Mr. Cali has lived in NY for six years and resides in Brooklyn. He holds a BA in Political Science from the University of Pennsylvania and a Masters of Education with focus on Secondary Mathematics from American University.

**Nikki Carroll** is a Credit Analyst with Moody's Investors Service where she assesses the financial risk of cities and counties, as well as school districts and charter school networks across the country. Prior to this, Ms. Carroll worked on the financial strategic plans for Newark Public Schools in allocating its $1 billion budget. Ms. Carroll previously worked on the operations team at a charter school in Brownsville, NY: Achievement First Brownsville. There, she facilitated the creation and implementation of a digital learning strategy with the staff of a new middle serving 100 students and designed a rubric for and evaluated the digital learning software for a network of twenty-two K-12 schools. Ms. Carroll is a resident of Crown Heights, Brooklyn and is member of the CAMBA junior board, a multi-service nonprofit in Brooklyn. She holds a BS in Finance from Morgan State University and MBA from NYU. Ms. Carroll is the Treasurer of our Founding Board of Trustees; she was appointed by the Lead Founder due to her expertise in charter school finances.

**Romy Drucker** is the co-founder and CEO of The 74 Media, Inc., a non-profit education media company that produces news, videos, and books about K-12 education in America. Prior to launching The 74, Ms. Drucker worked at the NYC Department of Education on Mayor Bloomberg's transformational Children First reforms. Ms. Drucker served as Chief of Staff for the Division of Portfolio Planning where she worked on citywide school planning efforts including: new district and charter school development and school phase outs; implementation of the Federal School Improvement Grant program; K-12 admissions; and early childhood education. Ms. Drucker also served as Director of Strategy under the Department's Chief Operating Officer, Special Assistant to Schools Chancellor Joel I. Klein, and as deputy to the Chief Executive Officer of the Fund for Public Schools, which has raised several hundred million dollars for innovative educational programs serving NYC's 1.1 million students. She graduated cum laude from Yale College with a BA in Literature and Spanish Language and Literature and earned her MBA from Harvard Business School. Ms. Drucker is the Chair of our Founding Board of Trustees.

**Gillian Francis** is a Senior Strategist at Lockheed Martin Energy Solutions focused on energy efficiency and renewable energy in New York City. Ms. Francis has extensive background in real estate and community development in underserved domestic markets, including the development of Boricua College in the Melrose section of the South Bronx, NY. She is a committed member of the Brooklyn community, serving on various NYC non-profit boards such as Hanson Place Church Development Corporation and Reading Partners New York Advisory Board. Ms. Francis is a first-generation college graduate from the Caribbean and holds a BA in Political Science from Rutgers College and MBA from Tuck School of Business at Dartmouth College. Ms. Francis is the Secretary of our Founding Board of Trustees.

**Lorna Hagen** is the Senior Vice President of People Operations for OnDeck Capital Inc. She oversees their talent strategy and directs all aspects of OnDeck's human capital initiatives, objectives, and programs. Ms. Hagen is responsible for scaling recruitment, talent development, compensation, benefits, internal communications, facilities management, and employee services in a high-speed environment. Under her leadership, OnDeck has been locally and nationally recognized as a great place to work. Prior to working at OnDeck, Ms. Hagen was Vice President

of Human Resources at Ann Inc. and before that, Dow Jones. At both, she oversaw talent and reconfigured policies and systems to be more efficient. Ms. Hagen is a resident of Brooklyn, with her three school-age children. Originally from Puerto Rico, Ms. Hagen moved to NY in her early teens. She received her BS in Hospitality Business Management from Cornell University.

**Athena Hernandez** is Director of Good Help Services with The Brooklyn Chamber of Commerce. She is responsible for providing comprehensive recruitment service to both Chamber members and non-member businesses in the Brooklyn community and throughout the five boroughs. During her time as Director, Mrs. Hernandez has been recognized by the Mayor's Office of Disabilities for her work with jobseekers experiencing barriers to employment. Mrs. Hernandez also served as a mentor for student participants in a Summer Scholars Program with the Department of Education in 2015 and 2016. Previously, Mrs. Hernandez served as an HR Professional and Recruitment Specialist for private companies. Mrs. Hernandez is a resident of Brooklyn, NY and resided in the Brooklyn neighborhood of Brownsville for over 20 years. Through her recruitment career she has had opportunity to work with Brooklyn-based workforce agencies such as The HOPE Program, America Works, Fedcap, and Women in Need. She is currently studying at St. Francis College in Brooklyn and will earn her BS in Business Management in 2017.

**Michael McNally** is a CPA formerly with MUFG Union Bank, N.A., the American Stock Exchange, and Citigroup where he served in a variety of CFO/Controller roles. Over his more than 40 year career his responsibilities have included accounting operations, budgeting and forecasting, financial reporting and analysis, internal controls, and treasury management. Mr. McNally has been involved with New York youth for close to 30 years and was named as Role Model of the Year by the CYO of Nassau/Suffolk Brooklyn in 2014. Mr. McNally is the proud father of four children, all of whom reside in NY. He holds a BA in Accounting from Iona College.

**Ronald G. Russo**, Esq., is Counsel to the Manhattan law firm of Schlam, Stone & Dolan LLC. His practice focuses on White-Collar Criminal Defense, Criminal Defense and Governmental Investigations, representing individuals and business entities who are the subject of investigations and/or prosecutions by a variety of governmental authorities, including the U.S. Attorney's Offices, the NYS Attorney General's Office as well as the Offices of the many other prosecutors in New York State and City. Prior to joining Schlam, Stone, & Dolan LLC in 2008, Mr. Russo served as an Assistant United States Attorney for the Eastern District of New York, ultimately serving as the Chief of the Official Corruption/Special Prosecution Section. Mr. Russo also has served as Adjunct Professor of Law at Brooklyn Law School. Mr. Russo was a founding member of the Board of Directors of the New York Council of Criminal Defense Lawyers, and member of the National Association of Criminal Defense Lawyers, the New York State Bar Association, and the New York City Bar Association where he served on numerous committees. Mr. Russo is a lifelong Brooklyn resident. He currently volunteers at P.S. 217, his neighborhood public school, where he teaches chess to 3rd, 4th, and 5th graders. Admitted to the NYS Bar in 1974, Mr. Russo received his BA from St. Bonaventure University and JD from St. John's University School of Law. Mr. Russo is the Vice Chair of the Key Collegiate Founding Board of Trustees.

While not members of our Founding Board of Trustees, Key Collegiate benefits from the support and expertise of two advisory groups: the Academic Advisory Committee and the Community Engagement Advisory Committee. The Academic Advisory Committee provides guidance regarding curricular and instructional choices, and will join the Board of Trustees Academic Achievement committee each trimester to analyze and discuss student data and results. The

Community Engagement Advisory Committee ensures that community members and families have a voice and are partners in the work to design and sustain Key Collegiate. It is possible that some Advisory Committee members may transition to the governing Board at a later time. Respective Advisory Committee members and relevant information is listed below.

| Academic Advisory Committee | | |
|---|---|---|
| **Name** | **Professional Role & Relevant Work** | **Expertise** |
| Paul Chin | Dean of Curriculum and Instruction, Uncommon Schools; Former Principal, Uncommon Schools | Curriculum Design (Math); Instructional Design; Teaching |
| Krina Shah | Manager- Teacher Leadership Development, Teach For America; Former Founding Teacher, Leadership Prep Brownsville | Curriculum Design, Instructional Coaching, Teaching, Professional Development |
| Brooke Shulman | Learning Specialist, The Packer Collegiate Institute; Former Special Education Coordinator and Teacher, Uncommon Schools; Former Teacher, Success Academy | Curriculum Design, Instruction, Teaching, Students with Special Needs |

| Community Engagement Advisory Committee | | |
|---|---|---|
| **Name** | **Professional Role & Relevant Work** | **Expertise** |
| Mawuli Hormeku | Executive Director, Nehemiah Economic Development; Member, Community Board 16 | Community Outreach |
| Shamona Kirkland | Organizer, Families for Excellent Schools | Community Outreach, Family Engagement, Community Organizing |
| Tammi McIntyre | Community Parent Advocate | Family Engagement and Advocacy |

## B. Board of Trustees and Governance

The charter is granted by the Board of Regents to the Board of Trustees. The Board is responsible for ensuring the school is meeting its legal, fiscal, and academic performance goals, and reporting this information as requested to the Authorizer. The Authorizer is responsible for holding the Board accountable to the commitments set forth in this Charter. The Key Collegiate Charter School ("Key Collegiate") Board of Trustees is currently comprised of eight members with varying professional skills, perspectives and roles, in accordance to New York Education Law ("Education Law") §§ 226(1), 2853(1)(f), New York General Municipal Law ("GML") §§ 800-806 (excluding § 805-b), and New York Not-For-Profit Corporation Law ("N-PCL") §§ 712, 713. The Founding Team—also the Board of Trustees[102]—as evident in their bios above—has relevant expertise that, as a group, equip them with the wide-ranging skills and knowledge to effectively govern Key Collegiate and ensure our financial sustainability, legal compliance, and academic success. Three team members have MBAs and another has been a certified public accountant for over 40 years. One member has been practicing law in New York for over 35 years. Two Founding Team members have experience in public charter schools—one in a teaching role and the other in a support capacity. One of our founding team members worked at the NYC Department of Education on Mayor Bloomberg's transformational Children First reforms. Another member works closely with both public school districts and public charter school networks to manage and assess their

[102] The Founding team will all transition to Founding Board of Trustees members except for Lead Founder, Katie Mazer, who will not be a Board Member because she is a proposed school employee.

finances. Together, with the Lead Founder, the team continues to engage in community outreach and school design work. Seven of the nine founding team members are Brooklyn residents.

### Education Corporation Board Design

**Number of Trustees.** The Board of Trustees ("Board") will have no fewer than 7 and no more than 15 trustees to distribute work effectively and offer a variety of perspectives, while maintaining a manageable size to promote discussion and establish high levels of accountability.

**Term Lengths.** As evident below, the Founding Board of Trustees members will have staggered terms to ensure a smooth transfer of knowledge and responsibility over time. All members intend to serve two terms, which will have service from four years to six years across the team.

### Board Member Term Length

| Trustee Name | Voting Member: Y/N | Position on Board | Length of initial term |
|---|---|---|---|
| Jason Cali | Y | Trustee | 2 years (+ 3-year 2nd term) |
| Nikki Carroll | Y | Treasurer | 2 years (+2nd 3-year term) |
| Romy Drucker | Y | Chair | 3 years (+2nd 3-year term) |
| Gillian Francis | Y | Secretary | 2 years (+2nd 3-year term) |
| Lorna Hagen | Y | Trustee | 1 year (+2nd 3-year term) |
| Athena Hernandez | Y | Trustee | 1 year (+2nd 3-year term) |
| Michael McNally | Y | Trustee | 1 year (+2nd 3-year term) |
| Ron Russo | Y | Vice Chair | 3 years (+2nd 3-year term) |

**Officer Positions**. The Board will have official officer roles of Chair, Vice Chair, Secretary, and Treasurer. Individuals on the team considered the various officer positions needed, and were invited to consider serving in such capacity. Officers have been named for the Founding team, based on expertise and skillset and desire to serve. Upon authorization, the Board officers will be formally elected by the Board. The **Board Chair** is the senior volunteer leader of Key Collegiate who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an ex officio member of all committees of the organization. The Board Chair oversees implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained. The **Vice Chair** is the secondary volunteer leader of the charter school and as such, 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 **Secretary** provides direction for the keeping of legal documents, including minutes of all Board meetings. The Secretary reports to the Chair and the Board of Trustees and supports the member of the staff or volunteer taking minutes. The **Treasurer** provides direction for the financial management of the school and facilitates the Board in meeting its financial oversight responsibilities. The Treasurer serves as the chair of the Finance Committee. The Treasurer reports to the Chair and the Board of Trustees and supports the Head of School, Operations Manager, back office provider, and auditors as necessary.

**Standing Committees.** There will be four standing committees: Governance, chaired by the Board Chair; Finance, chaired by the Treasurer with 1-2 additional members with financial expertise; Academic Achievement, comprised of at least 2 members with education expertise; and Development.

### The Board's Relationship to the Authorizer

Upon authorization, the Board will enter a performance contract with the Authorizer. The Board understands that the Board of Regents authorizes our initial charter and any future charter

renewals, and that the Authorizer will regularly monitor the school through site visits and audits. The Board and Head of School understand that they must respond to all NYCDOE and NYSED requests in a timely manner, and that they are required to maintain all records as outlined in the monitoring plan for evaluation by the Board of Regents and/or their agents.

### Education Corporation Board Roles and Responsibilities

The Board of Trustees will provide effective and sound oversight of the School. School governance will effectively support the essential work of the School to promote teaching and learning. The Board will have several key responsibilities in ensuring the School is executing on its mission:

- Establish and oversee the mission, vision and values as detailed in the charter application
- Hire the Head of School
- Conduct formal annual review to measure effectiveness of Head of School using one formal evaluation per year
- Conduct an annual self-evaluation to assess strengths and weaknesses on the Board
- Annually review the Bylaws and policies and update, as necessary
- Conduct an annual analysis of the School's organizational strengths and weaknesses
- Issue an Annual Report on the academic, fiscal, and organizational health of the School and progress towards goals as established within the charter
- Approve any final agreements related to facility, renovation, and planning before the school opens in August of 2018
- Approve the School's accountability plan

The Board of Trustees will also be responsible for supporting a variety of activities during the start-up and operation phases of the School, outlined in Section IIIL, the Pre-Opening Plan.

### Setting Policies

The Board will be responsible for reviewing and approving all governance, staff, financial, school, and family policies, including but not limited to, financial controls policies, bylaws, code of ethics, staff handbooks that include all personnel policies, and family handbooks that include all school policies, including but not limited to, promotion, attendance, uniform, admissions policies, and complaint policies. Foundational policies related to Board governance (Bylaws, Conflict of Interest, Code of Ethics) will be approved during the first Governing Board meeting upon authorization. Additional Board policies will be approved during the planning year. Board members are expected to function in accordance with specific By-Laws, as indicated in **Attachment 5b** and a Code of Ethics, made explicit in **Attachment 5c**.

### Financial Oversight

The Board is awarded the charter and is the fiscal agent for the school, responsible for all financial oversight including:

- Reviewing and approval the annual budget
- Reviewing monthly financial statements (chart of accounts, projected and actual monthly cash flow, 3-month financial projections, year to actual budgets)
- Reviewing monthly Financial Dashboard (records key indicators regarding finance such as: days of cash on hand, net surplus or deficit compared to budget, fund development)
- Assuring adequate financial resources

- Ensuring the Finance Committee educates all Board members with respect to the organization's budget
- Hiring an auditor, reviewing the annual audit, ensuring action steps and response to audit (as needed)
- Working with the Head of School to complete and ensure submission of all necessary financial records to the authorizer
- Ensuring that the School is following all state and local regulations related to procurement pertaining to charter schools
- Approving all major spending (greater than $5,000) that impact finances of the school, and requiring the signature of the Board Treasurer or Board Chair
- Ensuring school has appropriate bank accounts with appropriate signatories
- Establishing fiscal policy on investment, and training all Board members on the policy

**Budget Building.** The Finance Committee, Treasurer, Back Office Provider, and Head of School will work together from January to May of each year to build the budget for the following fiscal year, and present the budget to the board for review, discussion, and approval. In January, the Head of School will create a proposed budget for the following school year with the support of the Back-Office Provider. In February, the Head of School will present the draft budget to the Finance Committee for its review, and will revise the draft based upon the Committee's input, re-presenting the budget draft to the Committee in March. The Committee will prepare the budget for presentation to the Board for its consideration in April, with the goal of board approval of the budget in May or June of that fiscal year.

**Fund Development.** The Board will be involved in raising money on behalf of the mission of Key Collegiate. Activities will vary from the planning year to the operational years of the school. The Board understands that, in general, charter school Boards raise, at minimum, $150-$300K per year. The Board will be a fully giving Board each year, with all members providing meaningful individual donations each year; member donations will be overseen by the Governance Committee.

### Organizational Performance Review

To monitor organizational performance, the Board will receive a monthly written and/or oral report about the School's progress from the Head of School at each monthly board meeting. The Board will receive formal dashboards including financial, operational, academic, enrollment and other pertinent information. This information will be provided to the Board by the Head of School, with support from the Operations Manager and the Back-Office provider.

- **Academic Dashboards** including assessment data (diagnostic, growth, comparative, formative/summative), teacher retention, student enrollment and wait list, attendance, suspension/expulsion rates, etc.
- **Financial Dashboards** including cash on hand, actual vs. budgeted expenses and revenues, student enrollment actual vs. projected, other key financial information
- **Governance Dashboards** including Board meeting attendance, committee and full Board meeting minutes and agendas, Board composition tracker, slate of new Board members, training material
- **Family Dashboards** including Family participation rates in orientation and conferences and other school events; Family, student, and staff satisfaction rates: annual surveys, collated results completed by management and provided to Board and included in annual report to authorizer and larger school community

### Board Meetings

**Frequency of Board and Committee Meetings.** Key Collegiate will have monthly Board meetings at least 12 times per year, and Board members will be given up to 30 days' notice for each meeting. Committee meetings will take place at least 10 times per year for standing committees, and on an as-needed basis for other committees.

**Procedures for Publicizing and Conducting Monthly Board Meetings.** As detailed in **Attachment 5b: Board By-Laws,** the Board will comply with New York Open Meetings Law and Article 7 of the Public Officers Law.

### Trustee Recruitment and Selection Process and Criteria

The Governance Committee will be responsible for identifying qualified candidates to serve on the Board and presenting these candidates to the Board. Through the selection process, we will seek out members who are mission aligned and fill a skillset deficit that exists on our team. We will look for members specifically from the Brownsville community. Candidates who satisfy these criteria will be invited to meet with the Head of School and the Governance Committee. The Head of School may provide input on the Board's decision on the Trustee candidate but may not vote to select the new Trustee. As outlined in the Bylaws, **Attachment 5b**, new Board members will be selected by a 2/3 vote of the entire Board after the presentation of the candidate.

**New Trustee Orientation Process**. New Trustees will participate in a comprehensive orientation program to allow them to engage in Board activities from the first meeting that they attend. Accepted Trustees will receive the Board Bylaws, Conflict of Interest and Ethics Policy and the charter school application two weeks prior to their first Board meeting in addition to engaging in a thorough, two to three-hour orientation with the Board Chair and Governance Committee.

**Board/Trustee Training and Development.** The Founding Board participated in a Founding Board Retreat in February 2017, and Committees will participate in a Committee Action-Planning Retreat after authorization, implemented with strategic support from Building Excellence Schools' Board governance team.

### Stakeholder Participation

Key Collegiate will have full collaboration and partnership with a wide range of stakeholders to the school, and will create formal and informal opportunities for families and staff, including teachers, to participate in the governance process for the school. The governing Board will engage stakeholders through public comment at every Board meeting, family and staff feedback via annual survey results, and task force participation to provide input on school climate, third party partnerships, and other areas as determined by the Board. Task forces will allow us to receive feedback from community members and ensure that governance decisions are being made with representative feedback.

## C. Management and Staffing

We are driven by the belief that all children deserve a high-quality education that puts them on the path to college, and that they can and will achieve when provided with high expectations, rigorous and engaging curriculum, and an empowering school community. Our management and staffing model is a direct reflection of this belief and what we know we need to accomplish our mission.

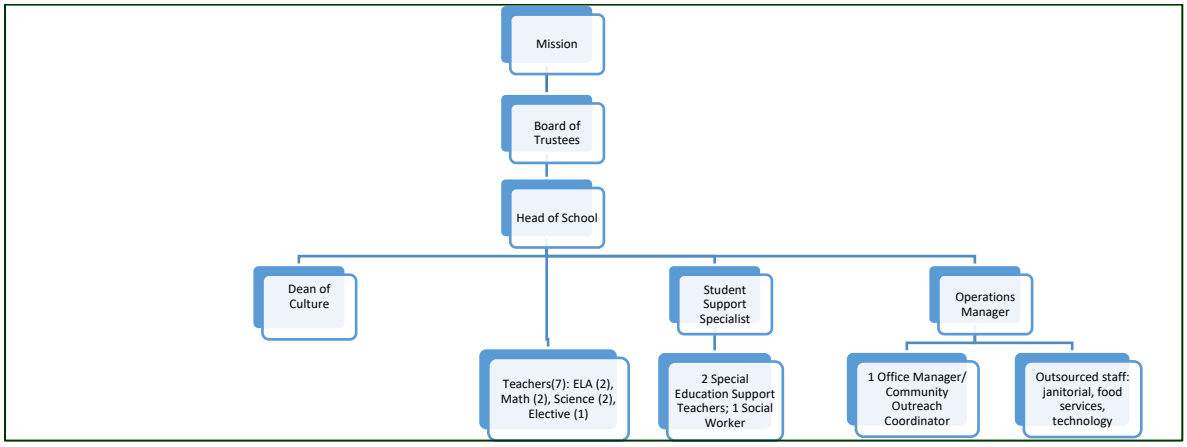
We are committed to recruiting a team of people who are mission-aligned and committed to changing the status-quo that currently exists for most students in this community. To do this, we need a staff committed to academic rigor and success. This requires a commitment to regular data collection and analysis. To ensure we hire the right people, we will implement a data assessment during our interview process to see if staff share our belief in the power of data, and are eager recipients of the feedback that undoubtedly comes with analysis. We continue to use data with our staff to track progress to reflect on student and staff performance. We use data to evaluate our school at large, and our staff members individually; this contributes to their bi-annual evaluations. We work to retain our most data-driven teachers with a proven track record of academic success.

**Organizational Chart Narrative.** Our organizational structure will develop as our school grows to capacity at 300 students in grades 4 through 8 in the fall of 2022.

**Year 1.** As evident in the organizational chart below, above all lives our mission, which drives every decision beginning with the Board. The Head of School (HOS) reports to the Board of Trustees, and is the leader of the school; the proposed Head of School, Katie Mazer, is a proven leader with significant experience in the education sector. See her full resume in **Attachment 8b.**

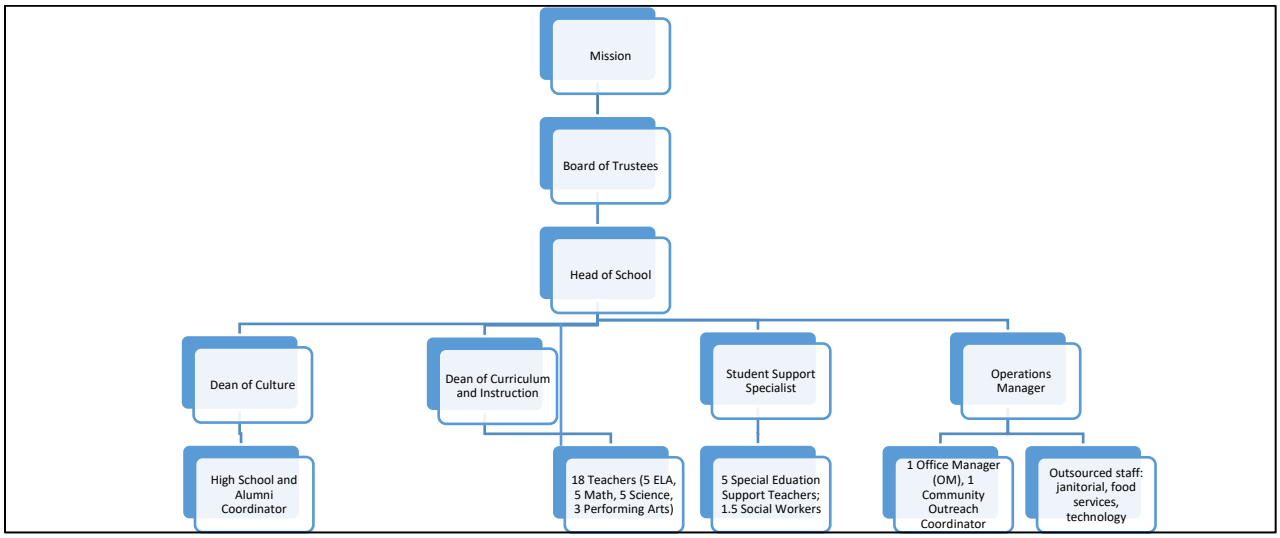
In Year 1, Ms. Mazer will be the curricular and instructional leader for all teachers in the building. In addition, the Head of School will oversee the Operations Manager (OM), Dean of Culture (DOC), and Student Support Specialist (SSS) The Operations Manager will have one direct report, an Office Manager/Community Outreach Coordinator responsible for managing the Main Office, supporting with all operations, and connecting families with necessary supports. The Operations Manager will oversee all contractual staff: janitorial, food service, and others. The Dean of Culture is responsible for building and maintaining school culture, supporting students in finding success, and overseeing all discipline issues, in accordance with our Discipline Policy, **Attachment 4d**. The Student Support Specialist oversees the team that supports our special populations –including the highly-qualified teachers, Special Education Support Teachers, designated to work with students with special needs, and the social worker. The SSS will oversee all legal requirements and paperwork associated with students with disabilities and will work with the Head of School to ensure the ELL population, and the population of students in transitional housing are being adequately served and supported. The SSS will also coach the Special Education Support Teachers. The SS is responsible for training teachers to implement modifications and adaptations to support students with disabilities and ELLs.

## Organizational Chart, Year One




**Year 5.** In Year 5, our school will be fully grown and at capacity with five grades of 60 students, with 300 students in grades 4 through 8. The organizational chart below outlines our ability to effectively support every student. The mission still drives the entire organization, and the Board of Trustees oversees the Head of School. While the school team will grow, the Head of School remains the instructional and operational leader in the building. The Head of School continues to manage the Operations Manager, Dean of Culture, SSS and the Dean of Curriculum and Instruction (DCI). The Head of School remains an instructional coach, but beginning in Year 2, this responsibility is shared with the (DCI). The Operations Team will grow to have two full-time employees - an Office Manager and a Community Outreach Coordinator, in addition to being responsible for contract employees. Our Student Support Specialist's direct reports will expand to five (5) highly qualified teachers to support the population of students with disabilities, and an additional part-time social worker to support the larger population; these numbers are based on projections of the current population. The Dean of Culture will oversee the High School and Alumni Coordinator. The Dean of Curriculum & Instruction will, with the Head of School, directly manage and coach all teachers other than Special Education Support Teachers.

## Organizational Chart, Year Five



## School Leadership Personnel

Key Collegiate functions as one unit, with normed systems, language, and expectations amongst staff members at all grades and across all content teams. Our staff maintains a culture of high-expectations, and delivers quality instruction for every student. This responsibility begins with our leadership team. Finding the right people for the Instructional Leadership team is critical to our success. We will begin a year out to conduct a nationwide recruitment search using all available networks, including but not limited to: the Building Excellent Schools network, Harvard Graduate School of Education, Teach For America alumni network (national & NY region), and Relay Graduate School. We know there is significant local talent, and will partner with local Community Boards and the Brooklyn Chamber of Commerce Good Help services to host local job fairs. The Head of School will recruit and select the staff. We will conduct a national search for people who are mission aligned, respond well to coaching, are comfortable with the hours and expectations, have experience and necessary skills. The Head of School spearheads the recruitment process and extends offers. The roles and responsibilities we will seek to fill in the first five years serve our academic programming, organizational structure, and ultimately—our mission—are below.

The **Head of School (HOS)** is the instructional leader and is responsible for equipping all teachers with the necessary skills, knowledge, and tools to teach every student. The HOS delegates responsibilities to other members of the Leadership Team and staff at large, but is all responsible for the outcomes of students and staff. The HOS oversees all academic programming, curricular decisions, and operational responsibilities, including managing personnel and creating the budget.

The **Operations Manager (OM)** will join the Leadership Team during Year 1. The OM is responsible for managing school operations and logistics including but not limited to: vendor relationships, facility operations, student enrollment, and compliance.

The **Student Support Specialist (SSS)** will join the Instructional Leadership Team in Year 1. The SSS will work to modify and adapt the curriculum for students who are coming in with special needs. As we grow, the SSS will coach Special Education Support Teachers, provide staff trainings about students with disabilities and ELLs, and oversee all legal mandates.

The **Dean of Culture** will join the Instructional Leadership Team in Year 1. The Dean will build and execute incentive systems to empower students towards academic success. S/he is responsible for identifying students who struggle behaviorally. The Dean contributes to the Instructional Leadership Team by coaching teachers regularly in classroom management strategies.

The **Dean of Curriculum and Instruction (DCI)** will join the Instructional Leadership Team during Year Two and, with the Head of School, adjust existing 4$^{th}$ and 5$^{th}$ grade curricula and design 6$^{th}$ grade curriculum. They will work with teachers weekly to continue developing instructional skills to ensure all students are getting high-quality instruction. The Dean will work with teachers to analyze their data and set action plans to respond to their results.

**Teachers** must be driven by our shared mission and believe all children deserve a high-quality education that puts them on the path to college, and they can and will achieve when provided with high expectations, rigorous curriculum, and an empowering school community. Per the NYS law, all teachers must have a Bachelor's Degree and 30% of our teaching staff, or five teachers, whichever is less, can be uncertified.[103] We will provide teachers with a complete curriculum that

[103] "Charter Schools." *SpringerReference*, doi:10.1007/springerreference_69814. Accessed 1 Feb. 2017.

includes a scope and sequence, interim assessments, unit and daily lesson plans. These will be provided during Summer PD and teachers will be trained how to read, process, internalize, adapt, and execute the lessons. Teachers are given a curriculum so that (1) we can be certain that the lessons are common-core aligned and rigorous, and (2) teachers have time to focus on establishing the culture and managing their classroom. We expect teachers to meet expectations with regards to our curriculum and instruction, school culture, professional development and above all, to share our mission and belief that all children, regardless of their background, are capable and deserving of a high-quality education that puts them on the path to college, and that it is the responsibility of us as educators to ensure this happens. In return, we provide a highly professional, collegial environment in which supports and collaboration are sacred and systematized, and compensation that recognizes added responsibilities. Below are the key responsibilities of teachers.

### Curriculum & Instruction

- Implement rigorous and engaging lesson plans aligned to the Common Core standards and designed to drive all scholars to achieve at or above grade level
- Use schoolwide instructional strategies to provide high impact and high engagement lessons every day
- Provide engaging, motivating, and rigorous instruction in whole class, small group, and individual settings
- Use student achievement data on a daily and weekly basis to ensure that students make tangible progress from day-to-day and week-to-week

### School Culture

- Teach and enforce school-wide systems, rules and consequences, and the disciplinary and incentive systems
- Build strong relationships with students and communicate regularly and proactively with families (this includes participation in occasional (4-6) evening/weekend events throughout the year)

### Professional Development

- Participate in weekly leadership-led professional development sessions, including grade-team planning meetings and school wide training on curriculum design, instructional strategy, and data analysis and action planning
- Collaborate with fellow teachers to share curriculum and instructional best practices through modeling, video sharing, and practice sessions

### Qualities

- You are unwavering in your belief that all children can achieve at the highest levels, regardless of their socioeconomic background
- You believe schools are responsible for and should be held accountable for ensuring all students learn
- You are humble, reflective, and eager to constantly improve
- You believe in measuring student academic achievement in tangible ways
- You approach problems with a sense of optimistic determination
- You have the stamina and entrepreneurial spirit required to handle the intensity and challenge inherent in joining the leadership of start-up high-performing charter school

**Hiring and Personnel Policies.** To execute on our mission, we need to recruit and retain a staff that is mission-aligned and shares our belief that all students, when provided with a high-quality, rigorous education, can and will excel. We recognize that recruiting and retaining strong staff members can be a challenge, particularly as we grow quickly. We approach recruitment with our mission in mind and a clear qualitative and quantitative understanding of the candidates we want on our team. We will address human resource challenges by offering competitive salaries, a professional work environment, a team of ambitious and mission-driven colleagues, and opportunities for growth and development. Please see **Attachment 8a: Hiring and Personnel Policies and Procedures** for a description of the policies and procedures for all staff.

### Management and Staffing Budget

As evident in **Attachment 9**, we have drafted a budget to support our management and staffing needs. Below is estimate of expenditures for different roles. Increases are determined by a basic COLA. Should revenue permit, a bonus structure will be created. Salaries were determined by looking at pay scales of district public school teachers and raising it ≈ 10%. We recognize that there is flexibility depending on experience level, certifications, and role specifics.

### Table 3: Proposed Management and Staffing Chart

| Table 3: Proposed Management and Staffing Plan | | | | | | |
|---|---|---|---|---|---|---|
| | | FTE | | | | |
| Positions | Avg. Starting Salary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Head of School | $120,000 | 1 | 1 | 1 | 1 | 1 |
| Dean of Curriculum & Instruction | $80,000 | 0 | 1 | 1 | 1 | 1 |
| Dean of Culture | $80,000 | 1 | 1 | 1 | 1 | 1 |
| Operations Manager | $85,000 | 1 | 1 | 1 | 1 | 1 |
| Student Support Specialist | $70,000 | 1 | 1 | 1 | 1 | 1 |
| Teachers | $62,500 | 6 | 9 | 12 | 15 | 15 |
| Elective Teachers | $45,000 | 1 | 2 | 2 | 3 | 3 |
| Special Education Support Teachers | $62,500 | 2 | 3 | 4 | 5 | 5 |
| Office Manager | $50,000 | 1 | 1 | 1 | 1 | 1 |
| Community Outreach Coordinator | $45,000 | 0 | 0 | 1 | 1 | 1 |
| Social Workers | $60,000 | 1 | 1 | 1.5 | 1.5 | 1.5 |
| High School and Alumni Coordinator | $50,000 | 0 | 0 | 1 | 1 | 1 |

### C1. Charter Management Organizations

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

**C2. Partner Information.** Not Applicable.

**C3. Strategic Business/Growth Plan.** Not Applicable.

### D. Evaluation

Key Collegiate will conduct annual audits to ensure we are meeting the goals and accompanying measures set forth in our charter—academically, financially, and operationally.[104] We will

[104] In accordance with Education Law § 2851(2)(f).

formally evaluate our program annually, and conduct a performance review bi-annually, using these same goals and measures. Our formal administrative review will include a fiscal soundness, internal program, and external audit followed with creation of annual report to publish findings. Evaluations will help in determining what adjustments need to be made the next school year.

**Administrative Audit.** The Board will conduct an annual internal administrative audit, consisting of: (1) Board of Trustees' self-review, (2) Head of School evaluation, and (3) Head of School evaluation of other administrative school roles (Operations Manager, Dean of Culture, etc.)

**Board of Trustees' Self-Review.** The Board will dedicate time during a monthly meeting at least once per year to conduct a formal self-assessment and evaluation of its performance as a body, and as individual members of the Board based on roles and job descriptions as committee members and officers. This process will be led by the Governance Committee and the Board Chair.

**Head of School Evaluation.** The Head of School will be formally evaluated annually by the Board through the work of a subcommittee of the Board prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements, goals, and measures of the school's Accountability Plan. The Evaluation Committee will consist of three members – the Board Chair, and one member each from the Finance Committee and the Academic Achievement Committee. The Evaluation Committee will solicit the input of the entire Board through a survey but will be responsible for conducting and completing the Head of School's annual evaluation. The Evaluation Committee will also solicit input from staff through an anonymous survey. The evaluation form will speak with one voice, with no details about individual evaluations from individual Board or staff members. The Board Chair will deliver the evaluation to the Head of School and will ensure that the evaluation is maintained within the Head of School's personnel file.

**Head of School Evaluation of Other Administrative School Roles.** These school-level evaluations will happen using the management processes and procedures. Reviews will be documented and saved.

**Head of School Evaluation of Teachers and Staff.** Twice annually, in December and May, each teacher and staff member will take part in a formal evaluation process to gather insight about the following criteria: (a) meeting expectations and responsibilities as a staff member, (b) culture alignment, and (c) performance based on data and assessment results. This process will require self-reflection, direct report evaluation (if applicable), and one peer evaluation, and evaluation by a member of the Instructional Leadership Team. This is a practice used by many high performing schools and has two purposes: the Instructional Leadership Team gives a macro-level assessment of the teacher/staff member's work at that point in the year, not just in the classroom, but as a member of the school community and as a natural break in the year is a chance for reflection and to, if necessary, have a fresh start following the holiday break. These school-level evaluations will happen using the management processes and procedures and will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

**Fiscal Soundness Audit.** The Board will form a Finance Committee responsible for selecting an auditor to certify the accuracy and reliability of financial statements, accounting systems, and methods of financial control of Key Collegiate. The Board will ensure internal and external controls are in place to ensure sound fiscal management and prevent fiscal mismanagement. It will ensure the auditor has access to all needed financial and, where required, non-financial records and documents maintained by the school. Preparation for the audit by the school will begin with

preparation, approval, and adoption of the annual budget and continue throughout the year. The list of documents prepared, collected, and provided to auditors to enhance the performance of the annual audit is subject to the auditor's request. The Board will ensure all annual financial goals as outlined in the charter have been met. At the first Board meeting at the end of the academic year, the selected firm will provide the Board with overview of the audit process and timetable for completion, and respond to any comments or questions. This approach will ensure that everyone involved is aware of the auditor's needs and expectations, and helps avoid miscommunication or unnecessary disruptions of the daily operations of the school. Two financial audits will take place each year to ensure we remain fiscally healthy and to ensure all expenses are being documented and organized accordingly, and that all reports are prepared in a timely manner. After the audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrong doing, reckless conduct 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 via existing mechanisms. When relevant, the Board will report a corrective plan to the Board of Regents regarding how the exceptions and deficiencies have been or will be resolved.

**Internal Program Audit.** Our academic program evaluations will happen twice annually—once in December and once in June. Our December audit is intended to identify errors so we can make changes in time to meet our end-of-year goals. Our June audit is a summative reflection of the entire year. Audits will be facilitated by a third-party consultant who will conduct a thorough investigation including classroom visits, staff interviews, and school observations to ensure we are implementing our charter as promised. There also will be surveys given to the following stakeholders: (1) Non-Instructional Staff, (2) Instructional Staff, (3) Students, and (4) Families. Each stakeholder will receive a survey with questions designed to assess programs that impacted them specifically. The audit will provide insight into how aligned our practices are with our charter goals by gathering intel related to staff development, systems, parent engagement, operations, curriculum and assessment materials, and overall satisfaction with Key Collegiate from varied stakeholders. The consultant will present a findings summary from the survey and assessments results to the Academic Performance Committee of the Board. The Committee will analyze the results, summarize, and then present to the full Board. The Board of Trustees will hear the summary and view the data, then make suggestions for improvements to specific areas based on the data. The Head of School will work in collaboration with the School Leadership Team to implement suggestions and new strategies for improving areas where the school fell short.

**Annual Reporting.** Key Collegiate will submit an annual report to the New York State Board of Regents. Our Operations Manager (OM) will oversee this process using the results from our end-of-year internal program audit to report all the necessary information. The annual audit is due August 1 so our OM will compile our state assessment data along with the information from the internal audit to share the following information: Financial health of the organization; Enrollment; Revenues compared to expenditures; Monthly financial reports; Academic health of the organization; Student mastery results; Student growth results; Attrition rates; Detention and suspension rates; Performance of special populations of students (students with an IEP, 504 plan, and/or students identified as ELLs, STH); Organizational outlook; Highlights from the previous year; and Plans for future year on specific issues.

**Result Sharing**. Our annual report will be available on our website and the Board of Regents/NYSED website. We will share all information with our board, staff, and families.

**Ancillary Supports.** Key Collegiate plans to continue working with Building Excellent Schools to provide auditing services for the school. After chartering and during the first two operational years, Key Collegiate will receive support from Building Excellent Schools in the form of Follow-on Services focused on successful start-up and early operation. The Follow-on Services will include, but are not limited to: culture, curriculum, recruitment and hiring, and governance.

## E. Professional Development

We will equip our teachers with thorough instruction regarding our systems, culture, curriculum and instructional practices. Teachers will have 27 days of PD annually broken into 18 days of summer PD prior to the start of the school year[105], seven days during the school year to analyze data, reflect on our school-wide systems, and make necessary improvements to best serve all students, and two days at the end of the school year to reflect and close out appropriately. We will also support staff development through weekly staff PD sessions and individual teacher coaching. Teachers have weekly staff PD, weekly individual coaching sessions, in addition to the time daily dedicated to planning, collaborating or observing other teachers. The Head of School, with input from the Leadership Team, will annually evaluate the efficacy of our PD program through, most importantly our student outcomes both in absolute scores and growth scores, aligned with the goals and measures of our accountability plan, and through survey results from our instructional staff (please see all details below), and based on results will revise and refine the program each year.

### Summer PD

Before our opening year, we will host 18 days of professional staff development for the entire staff. For all subsequent years, we will offer 15 days, with an additional three days on the front end for new staff; see **Attachment 4c** for our annual calendar. Our summer PD is split into four sections: Onboarding (Days 1-3)[106], Orientation, Practice, and Pregame. Comprehensively, this training will ensure that all teachers, including those new to the profession and to our school, are prepared to address the needs of all students, including those with disabilities and ELLs.

**Onboarding.** Staff new to Key Collegiate will have three days of Onboarding. First, staff members will take care of all logistical items: finalize paperwork, acquire school-provided technology, and gain access to programs and software, medical coverage protocol, etc. This operational component of Onboarding is led by the Operations Manager. New staff will have an introduction to the school's Mission and Vision, and to the community of Brownsville led by the Head of School. The new staff will also review contractual details including professional expectations and scheduling.

**Orientation**. During the four days of orientation, staff are (re)introduced to the school design and systems. Led by the Head of School, Orientation is when the goals for the year are shared in measurable ways. Teachers begin to internalize their daily, weekly, and annual responsibilities. Staff receive a high-level overview of school components: systems, culture, and academics.

| Systems | Culture | Academics |
|---|---|---|
| Arrival | Trauma-informed practices | Curriculum |

[105] Three (3) days are dedicated to onboarding and new staff orientation, and three (3) full weeks (15 days) are dedicated to all-staff PD. Every subsequent year, new staff will start 3 days ahead of returning staff; returning staff will have 15 full days.
[106] For new staff only; in Year 1, this will be all staff.

| | | |
|---|---|---|
| Dismissal | Core values | Instruction |
| Meals | Discipline system | Classroom Management |
| Transitions | Culture language | Assessment & Analysis |
| Bathroom | Community systems | Students with disabilities & ELLs |
| Emergency systems | Family engagement | RTI |

Staff spend a short amount of time at the end of each session practicing what they learn but mostly Orientation is about learning and internalization of school-wide norms and practices.

**Practice.** The six-day Practice stage is when staff fully transition to begin implementing what they have learned to develop a comfort and fluency with the systems. Staff members will practice in small groups and receive feedback from one another. Then, they will practice whole-group to learn through observation and additional practice and feedback. Staff will interact with different coaching methods to learn including live coaching, video practice, and repetition strategies.

**Pre-Game.** This is the final stage before students arrive. We dedicate these five days to continued practice to be prepared for students. This will include significant all-staff practice with systems (i.e., arrival, transitions, dismissal). Staff will have extensive time to review their prepared curriculum and dive deeply into their course scope and sequence for the year and specifically Unit 1. Staff will have time to prepare their classrooms and gather any student-specific knowledge necessary to start strong—including information about students with any disabilities or ELLs.

### School Year PD

**Data Days.** Data Days are full days of PD during the year when the staff reflects on and action plans from student performance data. Data Days are scheduled after every series of assessments (mid-term and trimester exams), so staff have dedicated time to analyze, debrief, and action plan based on results. Teachers will work with their content groups (math/science and ELA/history cohorts respectively) to review the results and assess which standards students have mastered and which they have not. We will look at students by class and subgroup and as individuals as we dissect the data. The purpose is to use these results to evaluate our teaching to determine where we were successful and alternatively, where we need to improve. We use this information to create action-plans to address shortcomings. For example, if students demonstrate gaps when attempting reading comprehension questions, our team will direct our instructional focus to this skill in the coming weeks instead of moving to a writing project. If only some students struggled with this, we may work to create a pull-out group during the tutoring block to work on this skill. If a small group of students demonstrate gaps with a specific standard, teachers will prioritize individual tutoring each of these students. Data days are critical to our mission to provide all students with the skills they need to be academically successful and to put them on the path for college.

**Weekly PD.** Weekly PD meetings will take place on Fridays from 1:30 - 4:00PM. These are minimum days for students. Weekly PD meetings will have four components: Shout-outs, Announcements, Deep dive (into specific topic), and Practice. We want our weekly sessions to be a time for staff to come together to build community and rapport and to address a skill we want to isolate and improve. These may be *Teach Like a Champion* skills, practicing a routine that is not working efficiently, or introducing and practicing an instructional skill like charting. The Student Support Specialist (SSS) will observe and coach the Special Education Support Teachers weekly, and once per trimester, the SSS will lead trainings for the entire staff based on best practices for these special populations: students with disabilities or ELLs, including how to read and interpret

an IEP; how to effectively implement interventions, accommodations, and modifications in class; and best instructional practices to serve both populations. The SSS will lead trainings during Summer PD to ensure that staff and teachers are prepared to address the needs of all students.[107]

**Weekly Individual Coaching Sessions.** Key Collegiate believes that high-quality teaching produces strong academic gains and results. It is our responsibility to recruit the right people and then train, coach, and empower them to deliver high-quality instruction daily. We are deliberate in how we coach, supervise, and support our staff. Every teacher in the building will receive at a minimum, 60 minutes of one-on-one coaching time with the HOS weekly throughout the entire year.[108] This means that every teacher receives, at the very least, 2,220 minutes of individual coaching. This remains constant as we grow over time.[109] The 1:1 coaching time will be spent addressing specific growth goals for that teacher. Depending on the needs of the teacher, the action step may be geared towards classroom management or towards instruction and may include real-time live coaching, co-teaching, film and debrief sessions, or a variety of other options—regardless, it is a step that will enhance student engagement and, in some way, student learning. Weekly observation data and subsequent action step towards improving their teaching will be tracked online for them to see as well as for the Instructional Leadership Team to refer to when observing. Notes will be used to track progress over the year and to document the teacher's growth for annual reviews. After Year One, weekly observation and coaching sessions will continue, as will weekly all-staff PD. We will add, however, a bi-weekly content team meeting. This will allow the content teams to formally meet twice monthly to deep dive into their content and the standards that they are all teaching to share best practices and work on new instructional strategies.

### Post-School Year PD

After students' last day of school, staff return for two days of PD. This time is dedicated to ensuring we are best prepared to accurately reflect, adjust, and prepared to be even better the following school year. During this time, staff are expected to clean out their space, have close-out conversations with leadership teams, return technology if they are not returning, complete a written survey reflection, and formally close out as a team.

**PD Evaluation and Review.** We spend a significant amount of time focused on Professional Development, and we want to be sure it is purposeful and effective. To this end, we create systems to evaluate and review our PD sessions. We approach each PD with an agenda and a goal. At the end of the session, recipients take a brief survey to confirm whether they accomplished the predesignated goal. In addition, we will have Building Excellent Schools review some of our PD agendas an observe sessions and provide feedback and coaching.

**Staff-Culture.** We expect the same from our staff that we do of our students: determination, respect, kindness, accountability, and professionalism. We make intentional choices to set the foundation for these behaviors and this overall tone. First, we do this through our adult culture. We work to establish a professional and supportive environment where staff respect one another and are held accountable. As a staff, we want to care about one another as individuals and as educators. We work to build community amongst our staff starting with Summer PD where we facilitate team-building activities, and continue this during the year with our shared-staff space,

[107] See **Section IIIE** for details about Professional Development.
[108] It is likely that the teacher will receive more regular feedback from the HOS or other staff throughout the week, but the weekly session is a scheduled time to ensure the teacher is receiving regular feedback and pushes.
[109] The Dean of Curriculum and Instruction will join the staff in Year 2 and will share coaching responsibilities.

weekly staff-to-staff shout outs, and monthly activities for staff to socialize informally. This will lead to higher staff retention and create a staff workplace that mirrors what we expect from students: determination, respect, kindness, accountability, and professionalism. We also are thoughtful and intentional about building organizational capacity which contribute to our adult culture and is necessary to effectively accomplish our mission. Building capacity allows us to document practices to remain sustainable and continually improve over time, even as our staff may change; we will document these practices in our different google drives—our academic programming on one google drive and our leadership and operational practices and experiences on another. Building capacity also allows our team—as individuals and ultimately as a whole—to develop our mindsets, skills, and overall capacity in service of more effectively accomplishing our mission. In addition to the culture choices we make to create a positive adult culture, we also do this through the systems we create for staff to collaborate. Staff have significant time daily to collaborate during their planning time daily, and for a set time bimonthly during weekly PD. and are encouraged to, hence the shared workspace. Data Days are also designated for collaboration in service of sharing best practices to reach all students. Finally, we have a succession plan in place. A significant component of organizational capacity is the ability to remain successful amid leadership change. If necessary, the Head of School will identify strong leaders and work to support and coach them to be prepared for more significant responsibility in the case of change so there are always people in the building prepared and equipped to step into leadership roles.

## F. Facilities

Key Collegiate is working to secure a facility for our school. We have not yet finalized our facilities plans, but we remain committed to serving the CSD 23 community and we continue to search for a facility that can meet our needs in or nearby this area. During conversations with community members and families, the topic of co-location came up regularly. Community members had negative feelings towards co-location and while they supported the addition of a high-quality, college-preparatory school in their community, they felt strongly opposed to co-location. Subsequently, we are actively pursuing private space in and around CSD 23. We have identified two building that we feel would suit our needs at full-scale and are in conversations to lease the space for the entirety of our 5-year charter agreement. Any selected building will meet the needs of all students, including those with disabilities, and will be ADA compliant.

**Current Facility Status.** While we are taking necessary steps to qualify for public co-location space, we are actively seeking private space and have identified several prospective sites. Our board and facilities team are evaluating them and will move forward accordingly. We are particularly excited about two buildings: 720 Livonia Avenue and 2505 Pitkin Avenue. We are working with the owners and leasing agents to design a timeline to ensure the space is ready for students by late summer, 2018. Our timeline is planned backwards from this late summer, 2018 deadline and we have built in 2X the projected time necessary for each step to ensure we can open on time. Both buildings are prepared for us to sign a lease, contingent on our authorization. Once we are formally authorized, the owners agree to a 5-year lease and will begin the renovations necessary, to include ADA compliance. Both buildings are zoned as schools and only require internal renovations that should, at most, take 9 months, providing us with a 5-month cushion.

We understand that significant work may need to be done for our private space options to be ready in time for our potential August 2018 opening. To ensure we can open on time to serve students who want, need, and deserve a high-quality education in this community, we are also applying for

co-location in a New York City DOE building in CSD 23. Key Collegiate submitted a Request for Co-location, as evident in **Attachment 15,** as required by Section 2853(e) of the Education Law. We have had initial conversations with the NYC DOE Office of District Planning regarding facilities in our target community, and will continue to do so throughout this process.

**Programmatic Needs**. As we look for a facility, we know our spatial requirements, programmatic needs, and budget. We are opening with a slow growth model[110] and will grow one grade level per year until full capacity in Year 4. Our spatial needs will change during each of these growth years. As indicated below, we remain committed to finding space that meets our needs and allows us to fulfill our mission. As a public school and as indicated in IDEA, we will serve any student that enrolls, including students with physical disabilities, so our space must be accommodating. Particularly as we look for private space, we consider hallway width for wheel chairs to navigate, elevators for movement amongst different floors, and easy access into and out of the building with ramps. With growing enrollment numbers in our first four years and subsequent changing spatial needs comes a changing budget. Our goal is to find a facility that suits our needs with our Year One cohort of 120 students, is ADA compliant, and allows us the spatial, financial, and operational flexibility to grow into the space as our numbers increase.

**Spatial Requirements.** We are looking for a space that will fit our student body. We anticipate ≈100 square feet per student; details for space requirements for each year of our charter are below.

| Year | Number of Students | ~ Sq. Ft. |
|---|---|---|
| 1 | 120 | 12,000 |
| 2 | 180 | 18,000 |
| 3 | 240 | 24,000 |
| 4 | 300 | 30,000 |
| 5 | 300 | 30,000 |

**Financials**. As evident in our Budget, **Attachment 9**, we understand the cost associated with facilities leasing, purchasing, and renovating. In addition to facilities and financial experts on our Board, we also have a member who worked at the NYC DOE on the District Planning team and is well-informed about the facilities process. With regards to private space, we will seek a 5-year lease with the option to renew. The budget assumes rental rate of $50/square foot on triple net basis. The budget assumes $53,840, in Year 1, for purchase of equipment and furniture. The leased premises will be fully ADA accessible and meet all life safety requirements. We will allot 2x the required time for any necessary school construction to ensure all renovations are complete before our doors open on August 22, 2018. We have built a contingency plan into our budget should we have unanticipated higher facility costs.

## G. Insurance

Our proposed insurance coverage, as issued by FFB Insurance, including coverage for liability, property loss, and the personal injury of students. The total budgeted annual premium is $15,000. This includes Directors & Officers coverage under Educators Legal Liability when the school is in operations. We plan to procure a Directors & Officers policy to cover the leaders and the board during our Planning Year. Once the school is operational, the D&O coverage is merged

[110] See **Section IC** for details on our slow-growth model.

with the Educators Legal to include failure to educate coverage. The Workers Compensation premium is based on an estimated payroll of $1.5M and this accounts for a quarter of the insurance costs. Key Collegiate and our insurance provider assure that they will notify the Department of Education of any cancellation policy within ten (10) days.

## H. Health, Food, and Transportation Services

### Health Services

Key Collegiate has two health services plans in place, depending on facility. If we co-locate with a district school, we will share the school's health services. If we find private space, we will meet all compliance laws and expectations, as designated in §2853(4)(a) and §912 of Education Law. We will implement a comprehensive set of health, safety, and risk management policies reviewed annually with staff, students, parents/guardians, and the Board. These will also be reviewed and discussed with the school's insurance carriers and include, at minimum, the following items:

- Policies and procedures for response to natural disasters and emergencies including fires and tornadoes.
- 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 chair of the school's governing board.
- 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.).

In Year 1 and 2, we will enroll fewer than 200 students and, therefore, will not have a nurse, unless we have a student(s) with existing medical conditions that requires a nurse. In Year 3, we anticipate enrolling over 200 students, and then, per the NYC DOE Office of School Health, will assign a nurse to our school.[111] During Years 1 and 2, if we do not require a nurse during these years, the Office Manager will be responsible for record keeping, including maintaining emergency contacts, immunization records, medication records, and student health files. All records will be kept in a locked file with access limited to the Head of School, Operations Manager, and Office Manager. The Office Manager will oversee disbursements of any medication during school hours. A student must have a letter from the doctor with a parent authorization form on file to receive any medications while at school. The Operations Manager and the Office Manager will collaborate with the district to schedule all required vision and health screenings for our students from the Department of Health and Mental Hygiene.1 In accordance with Public Health Law 2164, we will make sure that all students have a certificate of immunization at the time of registration or by the

[111] *Office of School Health*. NYC Department of Education, Accessed 1 Feb. 2017.

end of the enrollment period. Required immunizations include: 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). As required by §917 of the Education Law, Key Collegiate will maintain access to external defibrillators (AED). A minimum of two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator.

### Food Services

The food we feed our students is what gives them energy and sustenance to focus and work hard throughout the day. Regardless of whether we are co-located or in private space, we plan to contract with NYC DOE Office of School Food and Nutrition Services to provide daily breakfast and lunch through the Federal school breakfast and lunch program. We will work with their team to ensure our students have access to healthy meals daily and which meet all Federal Nutrition guidelines. As a participant of the Free and Reduced Price Lunch programs, we will follow all applicable regulations regarding eligibility and reporting. The subsidies received by the USDA will be used to pay for our food program only. Our facility will dictate whether the food is prepared n or off site; once we identify our building, we will inform the NYC DOE Office of School Food and Nutrition Services. Breakfast and lunch will be offered to every student each day, regardless of their ability to pay or whether qualify for free lunch. We anticipate having near 90% FRL so the difference is negligible. We have included this in our budget, **Attachment 9,** to ensure that all students receive adequate meals daily. The Free and Reduced Price Lunch forms will be a component of the enrollment process. Every family will receive a Free and Reduced Lunch form with their enrollment packet at Orientation prior to the first day of school. We will encourage every family to complete this form, whether they believe they qualify, and we will incentivize 100% completion of these forms early in the year to ensure the maximum number of students have access to our meal program. Our Operations Manager and the Office Manager will oversee this process and will help parents navigate the paperwork and notify parents who have yet to turn in their forms.

### Transportation Services

Key Collegiate is responsible for ensuring students are safe on travels to and from school. Both identified private spaces are accessible by a variety of public transportation options including Subway Lines 2,3,4,5, L, A and C, and bus lines B14 and B15. In accordance with best practices, Key Collegiate will document the way students will be transported to and from school and note legal guardians who can take students out of school. Key Collegiate will comply with transportation items by all necessary deadlines outlined by state law and NYCDOE guidelines. Per Sections §2853(4)(b) and §3635 of Education Law, all students will receive transportation services for which they are eligible. In compliance with laws and regulations applicable to New York City public schools, all students who live further than two miles away from the school and are not picked up/dropped off by a parent will receive a metro card. For students who live closer than two miles away, we will also offer metro cards as we recognize there are safety concerns in this neighborhood and we want to ensure the safety of all our students to and from school.[112] Per Education Law §3635 1a. and b, transportation coverage for students living closer than two miles may be provided by the district with the approval of qualified voters,[113] or on the basis that "their

[112] Students who live at least ½ mile away.
[113] "New York Education Law - EDN § 3635." *Http://Codes.findlaw.com/Ny/Education-Law/Edn-Sect-3635.Html*, codes.findlaw.com/ny/education-law/edn-sect-3635.html. Accessed 1 Mar. 2017.

most direct walking route to school will traverse a hazardous zone."[114] School transportation is only provided on days that district public schools are in session. Key Collegiate has five additional days of school and therefore, we will seek arrangements to provide transportation for students on those days. As evidenced in our budget, we are prepared to pay for additional transportation services on these days so that students and families are not inconvenienced.

**Students with Disabilities.** Transportation for students with special needs will be provided as detailed in a student's IEP or 504 plan, in compliance with Education Law, §3635. We will ensure that students receive the services set forth in their respective IEPs or 504 plans; our Operations team will coordinate with buses as required.

**Students in Temporary Housing/Homeless.** For our population of STH/homeless, the McKinney-Vento law has specific transportation guidelines available to ensure each student, regardless of temporary housing location, has a way to get to and from the school they were enrolled in prior to moving. Districts will be reimbursed using the same transportation aid ratios as those used for permanently housed students.[115]

## I. Family and Community Involvement

One of Key Collegiate's key tenets is an unwavering belief that parents and community members are our partners in preparing students for future success. Creating this partnership demands an understanding on our end of what families want and need from their school. We have taken proactive steps to engage families and community members in this work from the beginning of the school design process, and will continue our outreach work to ensure that Key Collegiate is and remains a school that is fulfilling community and parent need. All approached are informed by the practices of high achieving, high poverty schools studied through Building Excellent Schools.

### Pre-Authorization

**Information Sessions.** Prior to authorization, Key Collegiate will host community information sessions regularly at local community and public spaces. We will host these sessions at varied locations and times so they are accessible to everyone. We will ensure there are translation services available and that all our information packets are translated into relevant languages. We will inform community members of the information sessions by distributing and posting flyers at all NYCHA, centers, churches, rec centers, bus and train stops, grocery stores, etc.

**Community Outreach.** For six months prior to submitting our application, we have been conducting active community outreach to learn about the students, families, and individuals that live in CSD 23. We have spoken with 100+ parents to understand what they want in a new school. We have met with more 40+ Community-Based Organizations and spoken with several Elected Officials, all to develop the most thorough academic design reflective of the community needs.

### Post-Authorization

**Community Outreach**. After authorization, we will continue to spend time in the community, attending events and meeting with families to continue to learn about the community and begin raising awareness with young parents who have children that would be interested in enrolling.

[114] "New York Education Law - EDN § 3635-b." *Http://Codes.findlaw.com/Ny/Education-Law/Edn-Sect-3635-B.html*, codes.findlaw.com/ny/education-law/edn-sect-3635-b.html. Accessed 8 Mar. 2017.

### Post-Lottery

**Home Visits.** With their permission, every new Key Collegiate family will receive a Home Visit before school starts in August 2018. Families can elect to hold these in a public location (i.e. public library). This goal of the visit is for us to learn more about the families we will be serving—to learn about their hopes and goals for their child, and to build a foundation for a relationship and an open line of communication. We will use this time to briefly discuss what we promise to do on our end and subsequently, what we expect of students and families regarding logistics (uniforms, school hours, pick up/drop off), academics (nightly homework, Progress Reports), and behavior (discipline policies, incentives, and systems). We will answer questions and at the end of the conversation, we will ask, though not require, families sign the Family Contact. We will distribute the Home Language Survey so we can begin to compile information about our ELL population.

**Family Orientation**. We will work to build a culture around college, and it is important that our parents share this goal, and that they do their part to make this a reality for their child. On Family Orientation night, we will engage families in our mission and provide tangible things parents can do at home to help support their child. This event is an opportunity for our Operations Team to distribute and collect paperwork (Free and Reduced Lunch, Home Language Surveys, etc., Medical paperwork, Transportation forms, Handbooks, etc.) and answer lingering questions.

### During the School Year

**Family Welcome Night.** Key Collegiate will host a Welcome Night in September for students and families. We will provide snacks and have child care available to watch young children there with parents and to watch any staff members' children. The goal of Welcome Night is to: (1) formally welcome our families to Key Collegiate; (2) continue to build community amongst families; (3) provide reminders about our academic and behavioral expectations and policies, and to review any logistic and operational pieces that parents need to hear; (4) introduce parents to their child's teachers; and (5) invite families to meet one another and interact with staff for the first time.

**Family Cafe.** Family Cafe is a semi-regular opportunity for parents to be at school, mingle with one another, and speak with the school leader. There will be one breakfast on a Thursday morning each trimester for an hour from 8:30am - 9:30am at the school.

**Parent-Teacher Conferences**. Parent-teacher conferences will be held at school within two weeks following trimester exams. Conferences will occur after school hours to allow for a school day and for parents to come after work. Parents will meet with their child(ren)'s teachers and go over their absolute grades, growth, successes, and any areas of challenge. This is also an opportunity to discuss any behavioral concerns. At Conferences, we will engage parents in our mission and provide tangible things that parents can engage in at home to help prepare their student for college, specifically providing parents key strategies to engage in reading growth with their child. We recognize that Conferences are a strain on staff. To make these more manageable, we will provide staff meals, daycare to assist their family needs, and a pay stipend. All parents are required to attend conferences after the first and second trimester exams (November and March respectively). Only selective parents will be asked to come in for a meeting after the third round of exams at the end of the year, based on concerns around that student's academic performance, and possible retention; these parents will be informed about concerns during previous conferences.

**College Field Trips.** Students will go on annual field trips to colleges. We invite and encourage family members to join, helping to build a shared understanding around the value of college and

ensure that our students are on the right path. We will share data about college statistics (projected salary with and without a college degree, poverty levels, etc.) and the statistics of our community.

**Annual Survey.** Twice annually, we will distribute satisfaction surveys to parents. These surveys are intended to provide insight about family satisfaction with the school in a variety of ways, and we will use this feedback to reflect on our staff, systems, and practices. Results will be provided to the Board, and will be used to continuously evaluate and improve the school.

### Parent Involvement

As noted in **Section IIIB, Board Governance**, parents and community members have an opportunity to be involved in the Key Collegiate development through the standing and ad hoc committees as well as participating in different task forces. These roles are all advisory but we value parent and community feedback and welcome their participation in this capacity.

### Community Involvement

We value community involvement in our school and are working with specific organizations to grow our support base and to leverage resources to support the implementation of our school programs. Brownsville is small—with only 10,000 residents in less than 1.136 square miles. We are grateful to have the full support of community centers and hubs in the community[116]: Brownsville Recreation Center, the Stone Avenue Public Library, Brownsville Partnership, Nehemiah ED, Dream Big Foundation, Pitkin Ave BID, and other schools in the community. We also are excited to potentially partner with a few local organizations in our academic programming; we have had conversations with each of the below organizations:[117]

- **Purelements:** Dance organization to support our performing arts program
- **Brownsville Heritage House**: Non-profit to support local history non-fiction curriculum
- **Stone Avenue Library:** Library to support students in literacy goals and development
- **Brownsville Rec Center**: Non-profit to support in providing after school programming
- **Urban Youth Corps:** Non-profit to support in providing after-school programming

## J. Financial Management

Key Collegiate recognizes that, if authorized, it will be charged with the responsibility of not only educating students, but also of ensuring that public funds are used appropriately and effectively. Key Collegiate Founding Team members are aware of the number of charter schools that fail or close due to financial mismanagement. We recognize the importance of financial systems and expertise. Our Founding Team has significant financial management experience. Key Collegiate has four board members with financial expertise, one licensed CPA with more than 40 years of experience, and two members who have and/or currently work in district and charter school finance.[118] Per our bylaws, there are systems in place to manage and oversee our financials. To implement and maintain strong financial management practices, Key Collegiate will use a back-office provider. Key Collegiate is currently considered two back-end providers: EdTec (www.edtec.com), and CSBM (http://www.csbm.com). EdTec is a financial and operational consulting firm, exclusively for charter schools, with experience and expertise nationally and locally in NY. Founded in 2001, EdTec has honed its systems and processes over the last 16 years

[116] See **Attachment 2b, Item 21** for a list of Letters of Support.
[117] Three of these community partners have provided Letters of Support at time of this petition.
[118] See **Sections IIIA** and **IIIB** for additional information about our Founding Team.

to provide CFO and back-office services to charter schools of all sizes and scale, particularly during start-up years. CSBM is a financial consultancy that supports charter schools in all phases of development, from start-up through growth. CSBM provides financial and operational supports to ensure schools are fiscally responsible and sustainable over time. Founded in 2006 by Raj Thakkar, CSBM focuses on informing school teams about their financials by providing regular onsite support. In addition to experience and expertise, one of the compelling reasons to contract with a back-office provider in general is the segmentation of duties and responsibilities that is otherwise not possible for a smaller school with limited staff. Both back-office providers we are considering, EdTec and CSBM, supply different staff on their end with different permission levels for the various back-office functions. For example, the staff member who pays vendors is unable to reconcile banking activity. Conversely, the accountant reconciling the banking activity has no access to be able to cut checks. Depositing revenue and purchasing is done by school staff and the entry and recording is done by the back-end provider, which creates a segmentation of duties and responsibilities that limits opportunity for financial mismanagement.

Key Collegiate is proposing to implement a robust set of financial policies and procedures that EdTec currently recommends for its clients and have otherwise been reviewed by several audit firms. These policies and procedures rely on and incorporate generally accepted accounting principles and have been developed in close consideration of the NYSED audit guide. Prior to formal adoption, Key Collegiate will review its financial policies and procedures to ensure they are still adequate considering updates to the NYSED audit guide, as well as formally seek an auditor review of its policies and procedures as part of the initial controls review.

Key Collegiate is committed to meetings its financial management obligations; this starts with a strong budget and strong budget development process. The annual budget for the school will be developed by Key Collegiate Charter School's Head of School and Operations Manager, in conjunction with back-office provider. The Head of School will solicit stakeholders for budget input and facilitate planning meetings each year to ensure the budget is aligned to the mission and intended outcomes. The back-office provider will conduct analysis and provide knowledge and expertise around charter school funding, observed spending trends, and other industry benchmarks, and will help to bring the technical work together of the budget pro forma each year.

The budget cycle will start in January with a working draft developed by the Head of School, with the support of the Operations Manager and the back-office provider, and then brought to the Finance Committee of the Board of Trustees for their review in February. The Finance Committee will analyze the budget draft and provide a recommendation to the school's governing board for presentation in March or April, and then approval in May or June at a board meeting. Per authorizer requirements, Key Collegiate shall prepare and provide a copy of its annual budgets and cash flow projections for each fiscal year to NYSED no later than June 30 of the immediately preceding fiscal year. The Head of School and Operations Manager, with support from the back-office provider, will develop policies and processes to track enrollment, attendance, free and reduced lunch eligibility, and special education services—among others—that are directly connected to our budget. Our system will be based on best practices from other fiscally-sound charter schools in the area and expertise of board members currently working in finance for NYC charter schools.

The key fiscal role and responsibility of the Governing Board will be to adopt a balanced budget that adequately meets and addresses the strategic vision and mission of the school, as laid out within the charter application and input and information from school leadership and consulting

parties. As part of that responsibility, the Governing Board will be responsible for ensuring the budget reflects all compliance requirements with respect to federal and state resources, including but not limited to, whether something is a prudent and reasonable use of public funds. The Governing Board will have the responsibility of accountability, ensuring that the school team is acting in a manner consistent with the adopted budget, priorities, and restrictions. The school administration, including our back-office provider, is the responsible to execute the budget as noted, respecting the operating and spending parameters around which day-to-day decision making will be managed. School administration and the back-office provider will have the responsibility to inform the Governing Board of changes in information, conditions, and other matters that might otherwise inform the governing board, in service of this accountability framework.

Key Collegiate recognizes the value of using independent parties to assist with its financial management. We will use independent parties to evaluate our financial statements and financial management and will work with 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 for audit and select the audit firm, which will report directly to the Governing 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 any other conditions or criteria required by the 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.

**Fiscal Soundness Audit**. The Key Collegiate Board of Trustees will form a Finance Committee responsible for selecting an auditor to certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Key Collegiate. The Board will ensure that internal and external controls are in place to ensure sound fiscal management and prevent any fiscal mismanagement. It will ensure the auditor has access to all needed financial and, where required, non-financial records and documents maintained by the school. Preparation for the annual audit by the school will begin with preparation, approval and adoption of the annual budget and continue throughout the year. The list of documents prepared, collected and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor.

## K. Budget and Cash Flow

Key Collegiate Charter School has developed a pre-opening and 5-year budget plan that aligns with the school mission, vision, and programmatic design; see **Attachment 9** for our budget. Key Collegiate generated this budget with the assistance of charter school financial experts, using conservative revenue, expense assumptions, and projections. The budget is largely sustainable on recurring public revenues alone and does not require any significant infusion of unsecured fundraising or grants. In every fiscal year, operating income is projected to be positive with the fund balance continuing to grow every year until finally reaching a cash balance of $677,401.

| | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|---|---|---|---|---|---|---|
| **Total Revenue** | 425,000 | 2,696,177 | 3,653,433 | 4,448,270 | 5,381,200 | 5,381,285 |
| **Total Expenses** | 302,524 | 2,513,094 | 3,480,431 | 4,404,331 | 5,265,979 | 5,341,607 |
| **Operating Income (EBIDA)** | 122,477 | 183,083 | 173,002 | 43,939 | 115,221 | 39,678 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Beginning Fund Balance** | - | 122,477 | 305,560 | 478,562 | 522,501 | 637,723 |
| **Ending Fund Balance** | 122,477 | 305,560 | 478,562 | 522,501 | 637,723 | 677,401 |
| **Operating Income as % of Total Revenues** | 28.81% | 6.79% | 4.73% | 0.98% | 2.14% | 0.73% |
| **Fund Balance as % of Total Revenues** | 28.81% | 11.33% | 13.09% | 11.74% | 11.85% | 12.59% |
| **Total Revenue Per Student** | N/A | $22,468 | $20,297 | $19,010 | $19,015 | $19,015 |
| **Total Spending Per Student** | N/A | 20,942 | 19,336 | 18,822 | 18,608 | 18,875 |

## Revenue Projections

The budget plan is based on an opening enrollment of 120 students in grades 4 and 5, adding 60 new students each year to reach a final enrollment of 300 students in grades 4 through 8. For revenue and programmatic purposes, Key Collegiate has budgeted for 10% attrition in 7th and 8th grade that would otherwise not be back-filled. Recurring public revenue projections are based on the most recent funding and rate assumptions available to charter applicants, and when otherwise unavailable, the assumptions in use for schools operating during FY 2017. The main per pupil rate has been budgeted at $14,027, though we recognize the likelihood it will be higher in FY 2019. Per pupil enhancements for students receiving a certain level of special education services are tied to special education populations in the district, CSD 23. Key Collegiate has assumed that 22% of students will have an IEP, but that only half of these students will receive services that trigger the 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 Key Collegiate 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. Key Collegiate is also aware that this may otherwise increase to 30%, per Governor Cuomo's recent proposal.

Key Collegiate also included conservative assumptions for several state and federal categorical programs. We budgeted for Title I and Title II allocations which have been tied to an assumption of free and reduced lunch students, estimated at 87%, the district norm. IDEA funding was also projected at $900 per eligible student, with eligibility being a subset of all special education students. Key Collegiate has projected NYSTL, NYSSL, and NYSLIB allocations and the restricted offsetting expenses to demonstrate that these revenues have an intended, restricted use. Key Collegiate also included a one-time DYCD allocation in the 1st year to support initial furniture and equipment purchasing, based on a fixed award of $135K plus $450 per each student in grades 4 and 5. Finally, E-rate was estimated at a 75% reimbursement of telecommunication services with some potential for more.

The budget does not overly rely on any non-public and non-recurring revenues sources. During the startup period and the first two years, the budget plan reflects an anticipated Walton Family Foundation (WFF) Start-Up Grant of $325,000 pursuant to partnership with Building Excellent Schools; see our letter of fiscal guarantee in **Attachment 10**. We also anticipate that Key Collegiate will be eligible for the Charter School Program Grant of $550,000. For all revenue assumptions in future years, Key Collegiate did not incorporate any sort of increase year over year as without guaranteed funding rates or funding levels, any assumption around increases would be arbitrary. Moreover, planning around a flat funding environment allows Key Collegiate to have more budget capacity should revenue rates grow.

The spending that has been earmarked for Walton Family Foundation and CSP funds in the budget reflect ≈ $875K in one-time funding. If these funds were not to materialize, Key Collegiate will revise its proposed budget scenarios. From pre-opening through the 2nd year of operations, Key Collegiate anticipates building a reserve of $478,562; Key Collegiate could address more than half of the budget gap if $875K does not materialize without any change to spending behaviors. Key Collegiate would also look to revise its staffing plan, to reduce or eliminate non-instructional roles, and renegotiate or scale back non-mandatory vendor services and materials. Our team would commit to an aggressive fundraising model to supplementing our revenue.

### Expense Projections

As its largest area of expense, personnel and the associated employer liability and tax expenses make up approximately half of the anticipated spending in each budget plan year. On average, each year this comes to a little over $10K per student.

Instructional roles comprise anywhere from 60 to 70% of the personnel spending in each year. Teachers are the largest part of the personnel spending plan, and have been budgeted at an anticipated starting salary of $62.5K. During the first year of Operation, there will be 15 total staff, eventually growing to a final FTE count of 32.5 in our 4th year of operations. For benefits and employer taxes, Key Collegiate has included a 3% assumption for employer contributions to retirement, as well as a competitive assumption of Key Collegiate contributing $7,000 per employee toward medical, dental, and vision benefits. Key Collegiate also accounted for contributions to Social Security, Medicare, and state unemployment insurance at the current respective rates. Workers compensation insurance was also budgeted 1.25% of total wages.

Budgets for items in contracted services and school operations have been developed in consultation with vendors, existing charter schools, and charter school support organizations. Key Collegiate has assumed a 2% year over year expense increase after 2018-19 to account for the impact of inflation. These expenses include a budget for the required audit, legal representation, back office financial services, assessment and evaluation costs, instructional materials, classroom technology materials, textbooks, contracted instructional services, and other education program expenses.

Food service was budgeted under the assumption that Key Collegiate will participate in the NSLP program through NYCDOE. We expect to be billed for students otherwise not qualifying for free or reduced lunch; but as a school, have made the decision not to charge any student for meals, regardless of whether they qualify for free or reduced lunch. Key Collegiate has budgeted for public transportation for students for the 5 additional school days when NYCDOE is not open and transportation is not available. We anticipate most students will live in the immediately surrounding area of the school, but will look to add additional spending in transportation to cover Metro card costs for students farther than 0.5 miles from the school on an as needed basis. Overall, Key Collegiate will spend less than 1% of its budget towards these two areas. On a dollar basis, Key Collegiate plans to spend less than $200 per student per year across these two categories.

While facilities options are still being explored, Key Collegiate has budgeted a generous $50/square foot assumption for a move-in ready facility. At that price point, Key Collegiate will have a tremendous amount of flexibility to make a variety of facility scenarios work. Janitorial services and utilities have been budgeted at $3 and $4 per square foot, respectively, based on different quotes and observed facility setup.

Key Collegiate has also budgeted to fund a dissolution set-aside of $75,000 in the first 2 years of operation, to be maintained in an escrow fund or non-liquid savings account with the singular purpose of funding dissolution activities.[119] These funds will be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.

### Solvency and Financial Stability

In addition to a budget plan that projects positive operating income and a growing fund balance, Key Collegiate has also put together a cash flow plan for during the pre-opening period and Year 1 that is positive each month. There is no reliance on any sort of borrowing, whether to fund a structural budget deficit or to fund a short-term cash flow need. If Key Collegiate encounters any financial difficulties that produce a budget gap or cash flow need, Key Collegiate will look for ways to re-balance its budget immediately. Likely, a budget shortfall would come from a missed enrollment target - this is one of the largest areas of risk for new charter schools. Under that circumstance, Key Collegiate would refer to its contingency plan. After capturing any of those natural areas of savings, there would be a review of the staffing plan to ensure it is still appropriate considering the budget challenges and, if possible, realign it and lower costs. The priority would be to preserve core educational programming elements and instead scale back on otherwise discretionary or non-mission critical elements of the budget. We would likely invest more effort in pursuing more aggressive fundraising and philanthropic initiatives as well.

## L. Pre-Opening Plan

Our Pre-Opening Plan includes all tasks needing completion prior to 2018 opening. BOT - Board of Trustees; HOS – Head of School; OM – Office Manager; SSS – Student Support Specialist.

| Action | Begin | Complete | Owner |
|---|---|---|---|
| **Governance** | | | |
| Founding Board Transitions to a Board of Trustees | Aug 2017 | Oct 2017 | BOT, HOS |
| Vote to approve bylaws | Aug 2017 | Oct 2017 | BOT |
| Sign COE/COI policy | Aug 2017 | Oct 2017 | BOT |
| Elect Officers | Jan 2017 | | BOT |
| Hire School Leader | Aug 2017 | Oct 2017 | BOT |
| File articles of incorporation | Aug 2017 | Sept 2017 | HOS |
| Apply for tax-exemption, 501c3 | Aug 2017 | Sept 2017 | BOT/HOS |
| Create Board calendar for all future meetings | Aug 2017 | | BOT |
| Approve purchase of D&O Insurance for planning year | Oct 2017 | | BOT |
| ***Board Expansion*** | | | |
| Identify potential new Board members | Sept 2017 | Nov 2017 | BOT |
| Vote in new Board members | Nov 2017 | | BOT |
| Train new board members (Governance committee) | Dec 2017 | | BOT |
| ***Board Structure*** | | | |
| Identify committees and define responsibilities | Aug 2017 | Oct 2017 | BOT |
| Identify steering committees and define responsibilities | Aug 2017 | Oct 2017 | BOT |
| Create and approve job descriptions for board, officers, and committee chairs. | Aug 2017 | Oct 2017 | BOT |
| Adopt document that defines relationship between school leader and board. | Aug 2017 | Oct 2017 | BOT |

[119] See **Section IIIM** for more information.

| | | | |
|---|---|---|---|
| Adopt standards of conduct for board members | Aug 2017 | Oct 2017 | BOT |
| Create and approve board member handbook | Aug 2017 | Oct 2017 | BOT |
| Send Trustee information to the DOE for each trustee - trustee financial disclosures, trustee information form, and resume | Aug 2017 | Oct 2017 | BOT |
| ***Board Meetings*** | | | |
| Abide by Open Meeting Law | Aug 2017 | Oct 2017 | BOT |
| Create formal meeting minutes; outside party review compliance/accuracy | Aug 2017 | Oct 2017 | BOT |
| Create systems to track policies, timelines, board meeting productivity | Aug 2017 | Oct 2017 | BOT |
| ***School Leader*** | | | |
| Approve school leader job description | Aug 2017 | Oct 2017 | BOT |
| Approve benchmarks and evaluations measures of school leader | Aug 2017 | Oct 2017 | BOT |
| **Facilities** | | | |
| Follow up with NYC DOE co-location request letter | Apr 2017 | | HOS |
| If co-location is not approved, consider additional options for private space | Oct 2017 | | HOS |
| Work with real estate expert to identify, evaluate, and assess space | Mar 2017 | | HOS/BOT |
| Negotiate lease of private space | Mar 2017 | | HOS/BOT |
| Review lease with legal counsel | Sept 2017 | | BOT |
| Review lease with Board | Oct 2017 | | HOS/BOT |
| Board approves and school signs lease | Nov 2017 | | BOT |
| Secure Certificate of Occupancy from the landlord | Nov 2017 | | HOS/BOT |
| If necessary, complete renovations | Nov 2017 | Mar 2018 | HOS/BOT |
| Secure property insurance, as required by lease | Nov 2017 | Mar 2018 | HOS/BOT |
| Organize city and state inspections of space | Nov 2017 | Mar 2018 | HOT |
| Receive occupancy certificate | June 2018 | | HOT |
| **Fund Raising/Development** | | | |
| Develop development strategy | June 2017 | Sept 2017 | HOS/BOT |
| Write need statement | Aug 2017 | Oct 2017 | HOS |
| Write & submit proposals to foundations and government sources | Aug 2017 | | HOS |
| Identify potential individual donors | June 2017 | | HOS/BOT |
| Implement strategy to solicit and secure donations | June 2017 | | HOS/BOT |
| Cultivate relationships with individual donors | June 2017 | | HOS/BOT |
| **Student Recruitment & Enrollment** | | | |
| ***Marketing*** | | | |
| Design marketing materials | Aug 2017 | Oct 2017 | HOS/OM |
| Update website with recruitment and enrollment information | Sept 2017 | Oct 2017 | HOS/OM |
| Identify and partner with community organizations to generate awareness | Aug 2017 | | HOS |
| Facilitate wide-scale recruitment campaign: (newspapers, online, etc.) | Oct 2017 | Apr 2018 | HOS |
| Organize community canvassing with volunteers to share information | Oct 2017 | Apr 2018 | HOS |
| Request invitation to and attend charter school fairs | Oct 2017 | Apr 2018 | HOS |
| ***Enrollment*** | | | |
| Create and translate student enrollment form | Sept 2017 | | HOS/OM |
| Share enrollment form with community and post on our website | Oct 2017 | | HOS/OM |
| Track enrollment data | Oct 2017 | Apr 2018 | HOS/OM |
| ***Information Sessions*** | | | |
| Confirm locations for sessions | Sept 2017 | Dec 2017 | HOS |
| Identify translator for sessions | Sept 2017 | Feb 2018 | HOS |
| Facilitate information sessions | Nov 2017 | Mar 2018 | HOS |

| | | | |
|---|---|---|---|
| Provide enrollment support | Nov 2017 | Apr 2018 | HOS/OM |
| Collect enrollment forms | Nov 2017 | Apr 2018 | HOS/OM |
| ***Admissions Lottery*** | | | |
| If necessary, identify and secure lottery location | Feb 2018 | | HOS/OM |
| If necessary, identify and secure lottery facilitator/announcer | Feb 2018 | | HOS/OM |
| Post lottery information on website | Mar 2018 | | HOS/OM |
| Share lottery information with community | Mar 2018 | | HOS |
| Inform lottery participants of lottery information | Mar 2018 | | HOS |
| Review lottery process | Mar 2018 | | HOS |
| Conduct lottery | Apr 2018 | | HOS |
| Notify families of admission status | Apr 2018 | | HOS/OM |
| If necessary, create waitlist | Apr 2018 | | HOS/OM |
| Share enrollment report with NYC DOE | Apr 2018 | Aug 2018 | HOS |
| ***Admitted Students*** | | | |
| Create student welcome packet | Jan 2018 | | HOS |
| Create parent information packets | Jan 2018 | | HOS |
| Get parent information packets translated | Feb 2018 | | HOS |
| Home visits to students who accept their seat | May 2018 | Aug 2018 | HOS |
| Distribute student and parent packets | May 2018 | Aug 2018 | HOS |
| Request student records from NYC DOE | Apr 2018 | Aug 2018 | HOS/OM |
| **Personnel** | | | |
| Finalize org chart and job descriptions | Sept 2017 | | HOS |
| Implement a standardized method to track and document hiring process | Oct 2017 | | HOS |
| Post job descriptions on multiple job websites and school website | Oct 2017 | | HOS |
| Post applications on our website | Oct 2017 | | HOS |
| Attend hiring fairs | Oct 2017 | Aug 2018 | HOS |
| Prepare hiring packet: contract w/ salary, benefits, handbook, etc. | Sept 2017 | | HOS |
| Prepare handbook for legal review and approval by Board | Sept 2017 | | HOS |
| Hire a community outreach coordinator | Oct 2017 | | HOS |
| Hire Year 1 staff | Oct 2017 | Aug 2018 | HOS |
| Perform background checks on employees | Oct 2017 | Aug 2018 | HOS |
| Complete benefit and payroll requirements | Oct 2017 | Aug 2018 | HOS |
| Plan summer PD | Jan 2018 | | HOS |
| Facilitate summer PD | July 2018 | Aug 2018 | HOS/OM |
| ***Contract Personnel*** | | | |
| Hire janitorial services | June 2018 | | HOS/OM |
| Identify personnel we may need: electrician, handyman, plumber | June 2018 | | HOS/OM |
| Work with CSE to identify speech pathologist and occupational therapist | May 2018 | Aug 2018 | HOS |
| **Academic Programming** | | | |
| ***Curriculum Development*** | | | |
| Identify curricular models for academic subjects | Jan 2017 | Mar 2018 | HOS |
| Visit schools that use these curricular models | Sept 2017 | Mar 2018 | HOS |
| Finalize curricular plans | Mar 2018 | | HOS |
| Create vertical and grade level scope and sequence | Nov 2017 | | HOS |
| Purchase curricular materials | Jan 2018 | | HOS |
| ***Assessments*** | | | |
| Create all assessments for the year: interims, midterms, unit tests, etc. | Jan 2018 | | HOS |

| | | | |
|---|---|---|---|
| Purchase diagnostic and benchmark assessments | Jan 2018 | May 2018 | HOS |
| Give diagnostics to new students during New Student Orientation | July 2018 | Aug 2018 | HOS |
| Track diagnostic assessment data | July 2018 | Aug 2018 | HOS |
| **Special Education** | | | |
| Reach out to CSE | May 2018 | | HOS/SSS |
| Hire Student Support Specialist (SSS) | June 2018 | | HOS |
| Equip SSS office with necessary locked cabinets and shredder | Aug 2018 | | HOS/OM |
| Identify students with special needs-SESIS | July 2018 | | HOS |
| Confirm schedules for IEP reviews | Aug 2018 | | HOS/SSS |
| Plan Summer PD sessions for teachers on special education | Mar 2018 | | HOS/SSS |
| **School Culture** | | | |
| Finalize discipline policies | Dec 2017 | | HOS |
| Finalize rituals and routines | Dec 2017 | | HOS |
| **Transportation** | | | |
| Identify how students get to and from school | May 2018 | Aug 2018 | HOS/OM |
| Determine transportation needs for students with disabilities per IEPs | May 2018 | Aug 2018 | HOS/OM/SSS |
| Order metro cards for all students | July 2018 | | OM |
| **Food Services** | | | |
| Organize NYC DOE food services | Jan 2018 | | HOS/OM |
| Identify students who have allergies | Aug 2018 | | OM |
| Facilitate food service schedule and logistics | May 2018 | | OM |
| **Health and Safety** | | | |
| Follow all state reporting requirements | July 2018 | | OM/HOS |
| Prepare space for school nurse | Aug 2018 | | OM |
| Systematize record-keeping for all health issues | July 2018 | | OM |
| Provide first-aid training for staff | Aug 2018 | | HOS/OM |
| Purchase first-aid materials | July 2018 | | HOS |
| Create systems and expectations for emergencies | Jan 2018 | | OM/HOS |
| Make introduction to local police and fire departments | June 2018 | | HOS |
| Undergo fire inspection | June 2018 | | HOS |
| Undergo building inspection | June 2018 | | HOS |
| Abide by all routine checks with Board of Health | July 2018 | | OM |
| Create and publish fire drill policy and routes | July 2018 | | OM |
| Develop additional school safety plans as mandated by the state/city | May 2018 | | OM |
| Prepare emergency bags for each classroom | July 2018 | | OM |
| **Communication** | | | |
| Work with graphic designer to update website and translate to Spanish | Mar 2017 | | HOS |
| Develop system to store student records | Mar 2018 | | OM |
| Develop communication procedures with families | Nov 2017 | | HOS/OM |
| Develop communication procedures and norms with staff | Nov 2017 | | HOS/OM |
| Develop visitors' procedures | Jan 2018 | | HOS/OM |
| Select and set up internet | June 2018 | | OM |
| Set up phone systems, extension lines, and answering machines | June 2018 | | OM |
| **Community Outreach** | | | |
| Continue to identify community partnerships | Mar 2017 | | HOS |
| Meet with potential afterschool partner organizations | July 2017 | | HOS |
| **Parents and Families** | | | |

| | | | |
|---|---|---|---|
| Draft Family Handbook | July 2017 | | HOS |
| Have Family Handbook legally reviewed | Aug 2017 | | HOS |
| Board approve handbook | Oct 2017 | Dec 2017 | BOT |
| Distribute final copies to families in either English or Spanish | Apr 2018 | Aug 2018 | HOS/OM |
| **Financial Management** | | | |
| Identify the school systems used to track daily operational finances | Mar 2018 | June 2018 | HOS |
| Identify role of back-end provider/check-approving and writing | Sept 2017 | Nov 2018 | HOS |
| Create financial reporting templates and policies | Sept 2017 | | HOS/OM |
| Create process forms and policies | Sept 2017 | | OM |
| Set up bank accounts | Sept 2017 | Nov 2018 | HOS |
| Decide on financial strategies with Board | Sept 2017 | Nov 2018 | HOS/BOT |
| **Purchasing** | | | |
| Create a list of all items that need to be purchased. | Sept 2017 | Mar 2018 | HOS/OM |
| Issue RFPs for classroom FFE | Nov 2017 | | HOS/BOT |
| Purchase office, staff, and classroom furniture and equipment | June 2018 | | HOS/OM |
| Purchase supplies (restroom, cleaning, office, classroom) | July 2018 | | OM |
| Purchase signage | July 2018 | | OM |
| Purchase library materials | July 2018 | | OM |
| Purchase medical supplies for office | July 2018 | | OM |
| **Technology** | | | |
| Finalize technology needs for school | Sept 2017 | | HOS |
| Approve technology budget and plan | Nov 2017 | | BOT |
| Issue RFP for technology support | Nov 2017 | | HOS/BOT |
| Purchase 4 iPads (1 per class) | June 2018 | | OM |
| Purchase computers for staff | July 2018 | | OM |
| Purchase walkie-talkies for LT | July 2018 | | OM |
| **Uniform** | | | |
| Decide on school uniform | Jan 2018 | | HOS |
| Issue RFP for uniforms | Feb 2018 | | BOT |
| Identify school uniform vendor | May 2018 | | BOT |
| Share vendor information with families | July 2018 | | OM |
| Purchase one uniform top and sweater per student | June 2018 | | OM |

## M. Dissolution Plan

In the event of dissolution of Key Collegiate, the Board will delegate to the Head of School the responsibility to manage the dissolution process in accordance with Education Law §2851(2)(t), 219 and 220 and any Closing Procedures specified by SED. The process will include notification to parents of children enrolled at Key Collegiate. Additionally, an enrollment roster will be sent to NYCDOE, with Key Collegiate transferring student records to NYCDOE and notifying parents and/or legal guardians. Unrestricted assets of Key Collegiate, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within the school district or directly to NYCDOE. Key Collegiate has budgeted $25,000 each year, Years 1 through 3, to be set aside and maintained in an escrow fund to total $75,000, specifically for any dissolution of the charter. These funds will be set aside in perpetuity, and will only be used in the event of dissolution, specifically to pay for legal and audit expenses associated with dissolution, along with any debts or unmet financial obligations.

# Table 1: Applicant Group Information

Created: 02/13/2017
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 | Katie Mazer [redacted] | Fellow, Building Excellent Schools | Relevant Experience: school leadership, school design<br><br>Applicant Role: Lead Founder; led Proposal writing | Proposed Head of School | ex officio, non-voting member |
| 2 | Jason Cali [redacted] | Real Estate Developer and Project Manager, Cali Futures LLC | Relevant Experience: charter school teaching experience, real estate<br><br>Applicant Role: Contributed to the educational plan and facilities sections of the application. Engaged in community outreach. | Trustee | Trustee |
| 3 | Nikki Carroll [redacted] | Associate Analyst, Moody's Investors Service | Relevant Experience: charter school experience in Brownsville, finance & school budget analysis<br><br>Applicant Role: Contributed to the educational plan, finance, | Trustee | Trustee; Treasurer |

| | | | | | |
|---|---|---|---|---|---|
| | | | and budget sections of the application. Engaged in community outreach. | | |
| 4 | Romy Drucker [redacted] | Co-Founder & CEO, The 74 Media | Relevant Experience: New York education policy, board management, fundraising<br><br>Applicant Role: Contributed to the bylaws section of the application and reviewed all sections. Engaged in community outreach. | Trustee | Trustee; Board Chair |
| 5 | Gillian Francis [redacted] | Sr. Strategic Planner & Project Finance Manager, Lockheed Martin | Relevant Experience: finance, strategy, fund raising, facilities<br><br>Applicant Role: Contributed to the finance, budget, and facilities sections of the application. Engaged in community outreach. | Trustee | Trustee; Secretary |
| 6 | Lorna Hagen [redacted] | Senior Vice President, People Operations, OnDeck | Relevant Experience: professional development, HR, recruitment and retention, contract design<br><br>Applicant Role: Contributed to the staffing, recruitment / retention, and PD sections of the application. Engaged in | Trustee | Trustee |

| | | | | | |
|---|---|---|---|---|---|
| | | | community outreach. | | |
| 7 | Athena Hernandez [redacted] | Director, Good Help Services, Brooklyn Chamber of Commerce | Relevant Experience: community outreach, recruitment<br><br>Applicant Role: Contributed to the community outreach and staff recruitment / retention sections of the application. Engaged in community outreach. | Trustee | Trustee |
| 8 | Michael McNally [redacted] | Certified Public Accountant, Consultant | Relevant Experience: finance and accounting<br><br>Applicant Role: Contributed to the budget, finances, and facilities sections of the application. Engaged in community outreach. | Trustee | Trustee |
| 9 | Ron Russo [redacted] | Attorney, Schlam Stone & Dolan | Relevant Experience: law, board oversight, community outreach<br><br>Applicant Role: Contributed to the bylaws, COI, and governance policies section of the application. Engaged in community outreach. | Trustee | Trustee; Board Vice 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).

No member of this applicant group has ever applied for a charter.

**Table 2: Public Outreach Information**

| Public Outreach Information | | | | | | |
|---|---|---|---|---|---|---|
| **Date(s) of Outreach** | **Target Stakeholder Group** | **Description of Outreach** | **Location of Outreach** | **Input Obtained** | **Action Taken on Input** | **Number of Attendees** |
| 09/20/16 | Brooklyn community members | Presented to a group of 60+ Brooklyn company owners; distributed flyers | Brooklyn Chamber of Commerce | Need students to have professional skills to enter and successfully navigate the workforce | Key Collegiate is committed to preparing students with the professional habits to succeed in the workforce. We will have an explicit curriculum dedicated to building professional habits including executive and interpersonal skills. | 70 Brooklyn residents and entrepreneurs |
| 09/21/16 | Brooklyn community members | Presented to the committee of WMBE; distributed flyers | Brooklyn Chamber of Commerce | Need to serve students who are most at-risk | Key Collegiate is proposing to locate in CSD 23, the lowest performing district in Brooklyn. We will be strategic about our recruitment plans to target at-risk families and students by focusing on certain NYCHA houses, shelters, and non-profits working with at-risk students. | 12 WMBE Brooklyn residents and entrepreneurs |
| 09/25/16 | Brooklyn families | Handed out flyers at the Atlantic Antic Avenue Festival; spoke with families and representatives from BBBS & CAMBA | Atlantic Avenue, Brooklyn | Need to make the application process easy to access | Key Collegiate will publicize information sessions about the school in both English and Spanish and provide application instructions on our website and all flyers. Our Community Engagement Advisory Committee and our Community Outreach Coordinator will support in this work to ensure all interested families have the opportunity to apply. | 50 parents of Brooklyn K-5 students |
| 09/27/16 | Community Board 16 members | Shared information with community members; left flyers at the | CB16: 444 Thomas Boyland St., Brooklyn | Need to be open to all families and not be selective | Key Collegiate is a public school and as such, will educate any student who enrolls. In an effort to be accessible to all families, we will recruit widely across the community, will publicize our information and application in English and Spanish, and will make it | 40 Community Board 16 members |

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| | | community information table | | | clear that we offer services for students with special needs. | |
| 09/28/16 | Brooklyn families | Spoke with families about their charter school experience and their decision to apply for a charter school seat | Prospect Park, Brooklyn | Need to provide seats to students that are not in traditional charter-entry grades: K/1 and 5. | Key Collegiate will begin in 4th grade and will therefore provide an opportunity for 4th graders who want a charter seat to apply for one a year earlier than most others. We will also accept students for any open seats in grades 5 and 6. | 80 charter school parents and students |
| 09/29/16 | Brooklyn non-profit leaders | Presented to group of non-profit people, set follow-up meeting with Robin Hood, SUS, and Brooklyn Chamber of Commerce | St. Francis College, Brooklyn | Need to have clear goals and clear ways to measure programmatic success | Key Collegiate has both growth and absolute goals in each core subject as well as co-academic goals. We will refer to these regularly with our Board and will use these to measure our annual success. | 100+ people who work in non-profits across New York City |
| 09/30/16 | Community leaders | Met with Founder, Quardean (Q) Lewis-Allen to discuss how he is supporting the student community and engaging them in entrepreneurial work. | 3 Black Cats Café, Brownsville | Need more options for low-income students to have access to STEM and computer science | Key Collegiate will provide daily coding lessons. | 1 |

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| 09/30/16 | Community leaders | Met with Director, Jerry Childs. Discussed his priorities and what he believes our students need in a great school. | Brownsville Recreation Center, Linden Blvd, Brooklyn | Need for students to have places to go instead of hanging out on the street | Key Collegiate is 130 minutes longer than traditional public schools and as such, students will be in school until 4pm. We will partner with after-school organizations in the community so students have somewhere to go after dismissal. We are currently in conversations with East New York Urban Youth Corps and the Brownsville Rec Center. | 1 |
| 10/15/16 | Community leaders | Met with Richard Ross, Director of Real Estate Development at Bridge Street Development Brooklyn, to share information about Key Collegiate and left flyers for him to distribute to community members about our upcoming Community Meeting | Bridge Street Development, Brooklyn | Need for schools in areas where there is concentration of public housing and need to recruit locally, not from more affluent areas | Key Collegiate is proposing to locate in Brownsville, which has the highest concentration of public housing in the United States. We will recruit locally by working with community centers: Gregory Jackson, Brownsville Recreation Center, and the different NYCHA housing developments. | 1 |
| 10/19/16 | Community leaders | Met with "We Run Brownsville" Co-Founder, Dionne Grayman, to discuss her community organizing and to speak with her and the youth in her group | Brooklyn, NY | Need to offer opportunities for students to learn about their community | Key Collegiate students will engage with their local community regularly during Professional Days each trimester. Students will take field trips to establishments in the community such as the Brownsville Heritage House. | 1 |

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| 10/19/16 | Educators | Presented to TFA and HGSE alumni groups about Key Collegiate | TFA Office, NYC | Need to retain staff talent in the school and limit turnover | Key Collegiate has created a school schedule that allows teachers time every day to plan, grade, and collaborate. We have a clear plan for professional development to support our staff in continuous learning. | 25 current and past teachers |
| 10/20/16 | Brownsville community development leaders | Presented Key Collegiate to NYCHA representatives to discuss promoting Key Collegiate to the families living in NYCHA housing in the area | New York, NY | Need to support the growing number of STH/homeless students | Key Collegiate is working with shelter staff to effectively recruit and support all students in transitional housing. | 6 NYCHA staff members |
| 10/21/16 | Youth organization leaders | Spoke with Green Earth Poets Café CEO, Curtis Harris, and presented Key Collegiate to his staff | "The Campus", Howard NYCHA Houses, Brooklyn | Need an outlet for students to be expressive | Key Collegiate students will have performing arts each day where they will practice music, dance and improvisational techniques to have an outlet to express themselves. | 5 Brownsville community leaders |
| 10/21/16 | St. John's Bread & Life Soup Kitchen | Met with, Community Liaison, Jennifer Stephen, to discuss the community and to learn more about the needs of displaced or homeless families. | St. Johns Bread & Life, Brooklyn | Need a school to support STH/homeless population | Key Collegiate is working with shelter staff to recruit and support all students in transitional housing effectively. | 25 families in transition housing |

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| | | Presented to parents eating at the center and answered questions | | | | |
| 10/21/16 | Brownsville families | Presented Key Collegiate to parents and families interested in learning more. Handed out flyers | "The Campus": P.S. 298/Brownsville Collaborative Middle School (BCMS) 85 Watkins St., Brooklyn | Need for students to have access to computer science and other enrichment opportunities | Key Collegiate students will have daily coding lessons and there will be enrichment opportunities during the final block of the day for students not in Study Hall. | 35 Brownsville parents |
| 10/23/16 | Haitian families in Brooklyn | Spoke with Haitian families and handed out flyers | Friends of Haiti Charity Event, Brooklyn | Need for students to learn about different cultures | Key Collegiate will offer a Humanities block with a curriculum that examines a variety of cultures each year with accompanying fiction and non-fiction resources. | 23 Brooklyn families |
| 10/24/16 | Education activists | Met with Families for Excellent Schools Chief of States, Abena Agyemang to share information about Key Collegiate; distributed flyers | Families for Excellent Schools, NYC Office | Need for parents to understand their options regarding school choice | Key Collegiate will host information sessions for parents at locations convenient to them and will provide information sessions in both English and Spanish. Our Community Engagement Advisory Committee will support us in ensuring all parents are informed about the different options for their child's education and will support local families in navigating the complicated system. | 1 |

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| 10/25/16 | East New York/Brownsville parent activists | Met with a group of six parent advocates who wanted information about school choice. Shared information about Key Collegiate and passed out flyers | 3 Black Cats Café, Brownsville | Need for parents to understand their options regarding school choice | Key Collegiate will host information sessions for parents at locations convenient to them and will provide information sessions in both English and Spanish. Our Community Engagement Advisory Committee will support us in ensuring all parents are informed about the different options for their child's education and will support local families in navigating the complicated system. | 6 K-12 parents |
| 10/25/16 | Community stakeholders and parents | Presented to Brooklyn stakeholders and discussed educational opportunities currently available | St. Francis College, Brooklyn | Need for more successful schools in Brownsville | Key Collegiate has set clear benchmarks for what a "successful" school is based on academic and co-academic goals. | 15 Brooklyn community activists |
| 10/25/16 | Elected officials from the Brownsville community | Presented Key Collegiate to elected officials and their teams to inform them and ask for their input: Shelton Davis -office of public engagement for Senator Jesse Hamilton; Spoke with Assemblywoman Latrice Walker (55th district) | CB16: 444 Thomas Boyland St., Brooklyn | Need to be transparent with the community about your school | Key Collegiate has a website with the Lead Founder's contact information that is public and will continue to expand full access to the school and its details as we develop over time. All board meeting dates will be posted at least two weeks ahead of time, and they will follow open meeting law, which means anyone can attend; meetings will be held in easily accessible location with opportunities for public comment. As noted in our handbook, any issues or complaints will follow the predesignated system, "Filing a Complaint"; complaints must be submitted in writing to the Head of School. The Head of School will respond within one week. If it is not handled by the School, the written complaint must then be filed with the Board who has until one week after the next board meeting to respond to the complaint. | 6 community liaisons from different Elected Officials' offices |

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| | | Community Liaison, Keith Tubbs; Spoke with Community Liaison for Darlene Mealy, Shawn Francis; | | | | |
| 10/25/16 | Brownsville education community | Shared information with Ascends DOI and MD to inform them about Key Collegiate and answer questions | Ascend School, Brownsville | Need to provide more seats for students in high-performing charter schools | Key Collegiate will provide 300 additional charter seats to students in the community. | 2 Brownsville educators |
| 10/25/16 | Brownsville education community | Shared information with Uncommon' s DOI, Principal, and DOO to inform them about Key Collegiate and answer questions | Brownsville Collegiate Charter School, 364 Sackman St., Brownsville | Need to share information amongst schools and create an open line of communication | Key Collegiate will collaborate with other schools in the community. We have started to build a relationship with the DOE District-Charter Collaborative and will continue to develop relationships with local charter schools as well. | 3 Brownsville educators |
| 10/26/16 | Brownsville families living in shelters | Presented Key Collegiate at WIN shelter (Women in Need) to the families that live there. | WIN Shelter, Brooklyn | Need to offer supports to families who want to help their students but don't know strategies | Key Collegiate will have monthly opportunities for parents to come to school. We will share practices for parents to support their children with their learning. | 35 parents of K-12 students in Brooklyn living in shelters |

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| 10/27/16 | Brooklyn families | Presented Key Collegiate to the community members and handed out flyers | BRIC, Brooklyn | Need to provide supports for families who want to apply but don't speak English | Key Collegiate will translate all documents into Spanish and have a Spanish-speaking staff member available to support prospective non-English speaking families throughout the recruitment process. | 20 Brooklyn K-12 parents |
| 10/27/16 | Community educators | Met with Chris Durosinmi, NYC DOE, CSD 23. Shared information about Key Collegiate and answered questions | The Campus, Howard Houses, Brooklyn | Need to develop a relationship with district public schools to work in service of the same goal of academic success for all students | Lead Founder is working with PS/Charter Collaborate through NYC DOE and has proposed a district-charter school collaboration with the CB16 youth committee. | 1 Brownsville resident and education activist |
| 10/27/16 | Community leader | Met with Executive Director of Nehemiah Economic Development, Mawuli Hormeku and his team. Shared information about Key Collegiate and gave him flyers for the housing developments he works with | Stone Avenue Public Library, Brownsville | Need to engage the community in the school | Key Collegiate is committed to engaging the community in our school design and throughout the school's life. We will have a Community Engagement Advisory Committee; we have extended an offer to Mawuli to serve on this Advisory Committee, which he accepted. | 1 CB16 member and community activist |

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| 10/29/16 | Brownsville families and children | Set up a table at the Halloween parade and distributed flyers and answered questions about Key Collegiate | Belmont Ave, Brooklyn | Need for students to have unique learning experiences and opportunities | Key Collegiate students will engage in different learning experiences: blended-learning, inquiry-based learning, and conceptual learning. | 55 K-12 Brooklyn families |
| 10/29/16 | Brooklyn families | Distributed flyers and answered questions about Key Collegiate at Brooklyn BRIDGE Park Harvest Festival | Brooklyn Bridge | Students need to build habits that prepare them for success in the workforce-not just for school and tests. | Key Collegiate is committed to preparing students with the professional habits to succeed in the workforce. We have an explicit curriculum dedicated to building professional habits including executing and interpersonal skills. | 25 K-12 Brooklyn parents |
| 10/31/16 | Brownsville families and children | Handed out flyers at the Brownsville Public Library | Brownsville Public Library (Glenmore Branch) | Need to inform families of the option to apply before the charter school lottery closes. | Key Collegiate will recruit regularly at popular community centers in the area and will post flyers in English and Spanish about how to enroll. | 20 K-12 Brownsville parents |
| 10/31/16 | Brownsville families and children | Handed out flyers at the Stone Avenue Public Library | Brownsville Public Library, Stone Avenue Branch | Need to improve student literacy skill | Key Collegiate will offer 180 minutes of literacy instruction each day. This will include small group learning time and, if necessary, remediation and intervention supports. Students will have an independent -reading book at all times with the goal of reading one million words over the course of the school year. | 18 K-12 Brownsville parents |

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| 11/01/16 | Brooklyn families in transitional housing | Met with Executive Director, Anthony (Tony) Butler; Head Case Worker, Wilfredo Hernandez; and Assistant Executive Director, Sister Caroline Tweedy. Shared information about Key Collegiate and distributed flyers to families | St. Johns Bread & Life, Brooklyn | Need to support the growing number of STH/homeless students | Key Collegiate is working with shelter staff to effectively recruit and support students in transitional housing. | 30 K-12 parents in Brooklyn receiving meals and services from the center |
| 11/01/16 | Brooklyn community members | Shared information about Key Collegiate at the Community Board 8 meeting | CB8 | No comments | N/A | 10 engaged community members |
| 11/02/16 | Parents from East New York/Brownsville | Attended the job placement recruitment event to share information about Key Collegiate with families | Stone Avenue Public Library, Brooklyn | Need school to have longer hours to fit working parents' schedules | Key Collegiate doors will open at 7:25am and close at 4pm, which is over two hours longer than the traditional public school day. We are working to partner with after school programs that could pick students up and take them for additional enrichment and care daily after school ends. | 16 K-12 parents in Brownsville/ East New York |

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| 11/03/16 | Brownsville families | Presented about Key Collegiate to families at the Brownsville Public Library and left flyers on the table | Stone Ave Public Library, Brooklyn | Need to support students who come behind grade level | Key Collegiate will support all students who enroll at our school. We will assess students' literacy level upon enrollment and provide any necessary remediation or intervention. Staff will have training on different interventions and differentiation strategies to support all students. Our small group rotations and daily Book Clubs are homogenously grouped so students get targeted instruction. Students will use technology daily and will engage with adaptive software to get additional practice in ELA and Math. | 16 K-12 parents in Brownsville |
| 11/04/14 | Brownsville parents and children | Tutored students and shared information about Key Collegiate | Stone Ave Public Library, Brooklyn | Need a curriculum that prepares all students to read on grade level and that offers on-site homework help | Key Collegiate will have 180 minutes of literacy instruction per day and, if necessary, interventions and remediation supports. | 12 K-12 parents/ guardians in Brownsville |
| 11/04/16 | Brownsville parents and children | Shared information at the Brownsville Rec Center with families and children attending the Center | Brownsville Recreation Center, Linden Blvd, Brooklyn | Need schools to build community connections | Key Collegiate will work to engage the community, particularly on our Professional Days, when we will ask members from the community to engage with students and discuss their careers. | 25 K-12 parents/ grandparents in Brownsville |
| 11/05/16 | Brooklyn community activists | Presented Key Collegiate to the youth committee members of CB8 | CB8 | No comments | N/A | 8 community activists |

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| 11/05/16 | Brownsville families and children | Attended the Uncommon Charter School fall rally and shared information about Key Collegiate | Brownsville | Need a variety of different charter school options in Brownsville--not just a few charter school networks. | Key Collegiate will be an independent public charter school in the community that is not part of any network. | 25 5-8 parents in Brownsville |
| 11/07/16 | Education reformers | Shared information about Key Collegiate with staff and students at Prep for Prep to receive feedback and hear insight | NY Office | Need for low-income students to have access to rigorous curriculum and test prep | Key Collegiate students will have a rigorous curriculum based on Common Core standards. Upper Academy curriculum will be planned backwards from AP level courses. All students will take Algebra in 8th grade. | 3 education activists |
| 11/10/16 | Brownsville community activists | Presented Key Collegiate to members of the Community Solutions and Brownsville Partnership team. Handed out flyers | Gregory Jackson Building, Brownsville | Need to support students who come in behind grade level | Key Collegiate will support all students who enroll at our school. We will assess students' literacy level upon enrollment and provide any necessary remediation or intervention. Staff will have training on different interventions and differentiation strategies to support all students. Our small group rotations and daily Book Clubs are homogenously grouped so students get targeted instruction. Students will use technology daily and will engage with adaptive software to get additional practice in ELA and Math. | 10 Brownsville-based community organization representatives |
| 11/10/16 | Brownsville families and children | Canvassed the Brownsville community to share information about Key Collegiate; handed out flyers | Belmont Ave, Brownsville | Need for seats that are not only available during the K,1 or 5th grade year | Key Collegiate will begin in 4th grade and will therefore provide an opportunity for 4th graders who want a charter seat to apply for one a year earlier than most others. We will also accept students for any open seats in grades 5 and 6. | 50 K-12 parents in Brownsville |

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| 11/16/16 | Brooklyn at-risk student organizations | Presented to Good Shephard's staff to inform them about Key Collegiate and discussed ways to support their student community | Brownsville | Need ways to engage the high-risk student population | Key Collegiate will work closely with families to keep students focused and performing well in classes. We will also offer a daily performing arts elective, coding, and after-school enrichment opportunities. | 1 community organization representative |
| 11/17/16 | Brooklyn at-risk youth | Presented Key Collegiate to Boys House Girls House leadership staff | Boys House Girls House, Brooklyn | Need for more high-quality schools in Brownsville that support our most impoverished students | Key Collegiate will reduce the financial burden on families by providing most supplies including components of the school uniform, extending the school day so parents/guardians can work later, offering field trips free of cost, and working with all families to ensure students have what they need to be successful. We will have a Community Outreach Coordinator and a social worker who will support students and families as necessary. | 1 community organization representative |
| 11/17/16 | Brownsville community leaders | Presented Key Collegiate to Community Board Manager, Ms. Green-Walker and Youth Committee Chair, David Alexander, to answer questions and provide additional information | CB16: 444 Thomas Boyland St., Brooklyn | Need to clarify how "high-quality" and "high-performing" are measured | Key Collegiate will have clear academic and co-academic measures of success. We will use state assessments to measure academic proficiency, and will use other measures such as attendance and retention to identify co-academic success. | 3 community leaders in Brownsville |

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| 11/18/16 | Brownsville community leaders | Presented Key Collegiate to the CB16 youth committee & took questions/ feedback. Attendees: CB16 Chairperson, Genese Morgan, CB16 Youth committee chair person, David Alexander + members | CB16: 444 Thomas Boyland St., Brooklyn | Need to accept any student, not "cherry pick" | Key Collegiate will be open to any student who wants to attend. We are committed to serving any student that enrolls. | 5 community leaders in Brownsville |
| 12/01/16 | Brownsville community leaders | Met with 73rd Precinct to share information about Key Collegiate and learn about how to best support their efforts | 73rd Precinct, Brownsville | Need parent engagement at schools to keep students safe in and out of school | Key Collegiate has a robust family engagement plan that includes regular communication between staff and parents to ensure students are safe and successful. | 5 Precinct members; 3 with K-12 children in East New York |
| 12/01/16 | Brownsville families and children | Attended the Pitkin Ave BID Tree Lighting to share information about Key Collegiate, distribute flyers, and collect input | Pitkin Ave BID corner, Brownsville | Need a school that families and students in the community take pride in | Key Collegiate will engage families and community members through school events—Orientation, Back to School night, Parent Conference nights (3x annually), monthly Family Breakfasts (8x annually), Holiday performances, and College Night. In doing this, we intend to create a sense of community for students and families. | 55 K-12 parents in Brownsville |
| 12/03/16 | Elected officials from the Brownsville community | Presented Key Collegiate to Council Person Darlene Mealy, 41st District and | Darlene Mealy Office, Brooklyn | Need for great schools that prepares students for college | Key Collegiate will be unapologetically focused on college success. We will create a college culture beginning in 4th grade and will work to prepare students with the academic skills, professional habits, and | 3 staff members from Council Person's office |

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| | | her team. Asked for input and left flyers on her community table | | | personal drive to gain access to selective high schools that will continue to support them on the path to college. | |
| 12/03/16 | Brownsville youth | Presented Key Collegiate to Groundswell, a youth organization in Brownsville. Shared information and asked for input | Stone Ave Public Library, Brooklyn | Need opportunities for youth to express themselves | Key Collegiate students will have performing arts each day where they will practice music, dance and improvisation to have an outlet to express themselves. | 3 members from a community organization |
| 12/16/16 | Homeless families with children in Brooklyn | Volunteered at Holiday event at Women in Need (WIN) Shelter and distributed gifts to families; shared information about Key Collegiate with families and distributed flyers | WIN Shelter, Brooklyn | Need for more high-quality schools in Brownsville to support students in transitional housing | Key Collegiate will work closely with shelter staff and DOE staff to ensure all students have their needs met. We will work to ensure students have transportation to and from school, access to supplies, and free uniform pieces. | 40 K-12 parents living in Brooklyn-based shelter |
| 12/17/16 | Brownsville families and children | Met with families, shared information, distributed flyers | Brownsville Recreation Center, Linden Blvd, Brooklyn | Need for more schools that prepare students for college | Key Collegiate will be unapologetically focused on college success. We will create a college culture beginning in 4th grade and will work to prepare students with the academic skills, professional habits, and personal drive to gain access to selective high schools that will continue to support them on the path to college. | 30 K-12 parents in Brownsville |

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| 12/17/17 | Brooklyn families in transitional housing | Presented to families eating meals and collecting holiday food at the food bank. Shared information about Key and gathered input about what they want to see in a new school. | St. Johns Bread & Life, Brooklyn | Need to support students who are dealing with problems at home | Key Collegiate will employ, at a minimum, one full time Social Worker, as well as a Community Outreach Coordinator, to be sure we are supporting students however necessary. | 32 K-12 parents/ grandparents in Brooklyn receiving services from the Center |
| 12/20/16 | CSD 23 educators | Spoke with a group of parents at the CSD 23 meeting to share information about Key Collegiate and gather input about what they want in a school | PS/IS 323, Chester St., Brooklyn | Need to build relationships between district public schools and public charter schools | Lead Founder is working with PS/Charter collaborate through NYC DOE and has proposed a collaboration with the CB16 youth committee. | 10 K-12 parents in Brownsville |
| 12/20/16 | Brownsville community members | Handed out flyers at the end of the community meeting and directed people to our survey to gather input about what community members want to see in a school | CB16: 444 Thomas Boyland St, Brooklyn, | Need to maintain public school buildings for traditional district public schools | Key Collegiate is looking for facilities options other than co-located space. | 15 community activist |

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| 12/20/16 | Brownsville community activists | Met with Community Outreach team liaison, Gary Burns, to share information about Key Collegiate and together, we presented to community members and distributed flyers around the community | 3 Black Cats Café, Brownsville | Need to engage students in their education and make them want to be at school | Key Collegiate is committed to helping students to find their personal drive and fight for their education. We will offer performing arts, coding, and enrichment opportunities after school to help students learn about different interests. We will also bring in a diverse population of professionals during Professional Days for students to learn about different career paths. | 35 community members; 18 parents of K-12 students in Brownsville |
| 12/21 | Brownsville community leaders | Met with Community Solutions team to discuss ways to share information with parents who want to be informed about school choice | Brownsville, BK | Need for parents to be informed about school options | Lead Founder volunteered to facilitate or take part in a parent meeting about school choice. | 3 members of community-based organization in Brownsville |
| 12/27/16 | Brownsville community leaders | Presented Key Collegiate to the leaders of the 75th Precinct to discuss opportunities to build a great school in the community | East NY, NY | Need for safe schools in Brownsville | Key Collegiate will work to create a safe school for its students. We will also communicate regularly with local schools and the 73rd and 75th Precincts to ensure we are doing everything we can to remain vigilant and keep all children safe. | 4 members of the Precinct; all 4 are K-12 parents in Brooklyn |

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| 12/28/16 | Brownsville community leaders | Presented Key Collegiate to the Pitkin Ave BID | Pitkin Ave BID Office, Brownsville | Need to engage the community | The Community Engagement Advisory Committee will support us in proactively engaging the larger Brownsville community, including inviting community members to Professional Day and other school activities. | 1 community leader |
| 01/17/17 | Brownsville families and children and community members | Hosted a canvassing event with 30 volunteers to share information about Key Collegiate with occupants of Brownsville housing developments and local residents in stores and shops. Handed out flyers and pins, and collected signatures | Brownsville, BK | Need for more high-quality schools in Brownsville | Key Collegiate will look to collaborate with other local schools to share best practices and work together in service of providing all students in Brownsville with a high-quality education. | 300 Brownsville community members; 219 are K-12 parents/ grandparents in CSD 23 |
| 01/21/17 | East New York community leaders and representatives from different political offices in Brooklyn | Met with five community leaders in East New York who are concerned about educational opportunities in the community | 759 Hendrix St, East New York | Need families to know about school choice options | Key Collegiate will have a Community Engagement Advisory Committee to ensure families in the area know about their school options; we have extended an offer to two of these community leaders to serve on this Advisory Committee, and both accepted. | 5 community leaders in East New York; 3 are guardians of K-12 students in the community |
| 01/24/17 | Dream Big Foundation, Brownsville | Met with the Executive Director of Dream Big Foundation, | 3 Black Cats, Brownsville | Need to inspire our young people to stay in school | Key Collegiate is a college-preparatory school; we are committed to equipping every student with the foundational skills and knowledge to be prepared to excel in college. We will take our students on college | 1 community leader |

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| | | Pernell Brice, to discuss ways to engage young people in the community | | | visits and engage them in conversations about their goals, and the steps required to succeed. | |
| 01/24/17 | Community Board 16 | Left fliers on the community table and spoke with parents about school choice | CB16: 444 Thomas Boyland St, Brooklyn | Need to explain school choice better and provide clear direction about how to select particular schools in the area | Key Collegiate is committed to school choice and to offering parents an option for their child's education. We have a Community Engagement Advisory Committee that will support us in hosting conversations about school choice and supporting families through the school selection process each year. | 23 community members; 10 K-12 parents |
| 02/14/17 | Elected Official, Brooklyn | Met with Reginald Belon, District Representative from Representative Yvette Clarke's office | 222 Lenox Road, Brooklyn | Need a school culture that engages students | Key Collegiate will implement a curriculum that is engaging: students will use manipulatives to solve problems in groups, students will engage with technology daily, and students will develop conceptual understanding of material. The material will be culturally relevant and accessible. Key Collegiate students will take part in Performing Arts class daily where they will practice singing, dancing, improvisation, and public speaking. Students will also have a daily coding course, to particularly engage students who are interested in technology and computer science. | 1 Elected Official representative |
| 02/14/17 | Elected Official, Brooklyn | Met with Raul Rothblatt, Director of Public Affairs from Senator Jesse Hamilton's office | 1669 Bedford Ave, Brooklyn | Need to build relationships between elected officials and schools | Key Collegiate will invite elected officials to visit our school and will work together in service of student success. | 1 Elected Official representative |

# 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

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| | **Key Collegiate Charter School** |
| Contact Name: | Katie Mazer |
| 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 |

# Key Collegiate 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.**

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| **Total Revenue** | **425,000** |
| **Total Expenses** | **302,524** |
| **Net Income** | **122,477** |
| **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 | | 100,000 | portion of $550K base allocation |
| Other | | - | |
| Other | | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 100,000 | |
| **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** | | **425,000** | |

| | | | |
|---|---|---|---|
| **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 equivalent)*** |
| Executive Management | 1.00 | 120,000 | full time head of school during startup year |
| Instructional Management | - | - | |
| Deans, Directors & Coordinators | - | - | |
| CFO / Director of Finance | 0.50 | 42,500 | operations manager starting January 2018 |
| Operation / Business Manager | - | - | |
| Administrative Staff | 0.50 | 25,000 | office manager/recruitment starting January 2018 |
| TOTAL ADMINISTRATIVE STAFF | 2.00 | 187,500 | |
| **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** | 2.00 | 187,500 | |
| **PAYROLL TAXES AND BENEFITS** | | | |
| Payroll Taxes | | 15,738 | 6.2% SSI, 1.45% Medicare, 4.1% of first $11,000 for SUI |
| Fringe / Employee Benefits | | 16,344 | $7K average per FTE for health benefits; 1% WC Insurance |
| Retirement / Pension | | 5,625 | 3% contribution towards 403b or 401k; will cover 401k match at fiscal year end |
| TOTAL PAYROLL TAXES AND BENEFITS | | 37,707 | |
| **TOTAL PERSONNEL SERVICE COSTS** | 2.00 | 225,207 | |
| **CONTRACTED SERVICES** | | | |
| Accounting / Audit | | 3,000 | to contract with audit firm for required initial statement of controls review |
| Legal | | 10,000 | for various startup legal needs (work agreements, handbooks) |
| Management Company Fee | | - | |
| Nurse Services | | - | |

| | | |
|---|---|---|
| Food Service / School Lunch | - | |
| Payroll Services | 500 | $42/month to process payroll |
| Special Ed Services | - | |
| Titlement Services (i.e. Title I) | - | |
| Other Purchased / Professional / Consulting | 28,000 | $10K BES; $18K back-office financial support during startup, starting September 2017 |
| TOTAL CONTRACTED SERVICES | 41,500 | |
| **SCHOOL OPERATIONS** | | |
| Board Expenses | 3,200 | $100 monthly budget plus set aside for training |
| Classroom / Teaching Supplies & Materials | - | |
| Special Ed Supplies & Materials | - | |
| Textbooks / Workbooks | - | |
| Supplies & Materials other | - | |
| Equipment / Furniture | - | |
| Telephone | - | |
| Technology | 3,000 | three computers |
| Student Testing & Assessment | - | |
| Field Trips | - | |
| Transportation (student) | - | |
| Student Services - other | - | |
| Office Expense | 1,200 | $100/month for various materials |
| Staff Development | 2,000 | funds for various professional development for school leadership |
| Staff Recruitment | 15,000 | $1k per FTE |
| Student Recruitment / Marketing | 8,917 | collateral materials and website development/hosting, anticipate mass recruitment mailing |
| School Meals / Lunch | - | |
| Travel (Staff) | - | |
| Fundraising | - | |
| Other | - | |
| TOTAL SCHOOL OPERATIONS | 33,317 | |
| **FACILITY OPERATION & MAINTENANCE** | | |
| Insurance | 2,500 | policy for during startup period for basic D&O and general liability |
| 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** | **302,524** | |
| **NET INCOME** | **122,477** | |

| | |
|---|---|
| **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** | **-** |

28.8%

# 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 | - | - | - | - | - | 20,000 | - | - | - | - | 80,000 | 425,000 |
| **Total Expenses** | 29,412 | 15,412 | 15,412 | 20,412 | 17,412 | 17,412 | 32,425 | 30,925 | 30,925 | 30,925 | 30,925 | 30,925 | 302,524 |
| **Net Income** | 295,588 | (15,412) | (15,412) | (20,412) | (17,412) | (17,412) | (12,425) | (30,925) | (30,925) | (30,925) | (30,925) | 49,075 | 122,477 |
| **Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | 295,588 | 280,175 | 264,763 | 244,350 | 226,938 | 209,525 | 197,101 | 166,176 | 135,251 | 104,326 | 73,401 | - |
| **Net Income** | 295,588 | 280,175 | 264,763 | 244,350 | 226,938 | 209,525 | 197,101 | 166,176 | 135,251 | 104,326 | 73,401 | 122,477 | 122,477 |

| | No. of Positions | 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 | | - | - | - | - | - | - | 20,000 | - | - | - | - | 80,000 | 100,000 |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | | - | - | - | - | - | - | 20,000 | - | - | - | - | 80,000 | 100,000 |
| **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** | **-** | **-** | **-** | **-** | **-** | **20,000** | **-** | **-** | **-** | **-** | **80,000** | **425,000** |
| **EXPENSES** | | | | | | | | | | | | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Executive Management | 1.00 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 120,000 |
| Instructional Management | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CFO / Director of Finance | 0.50 | - | - | - | - | - | - | 7,083 | 7,083 | 7,083 | 7,083 | 7,083 | 7,083 | 42,500 |
| Operation / Business Manager | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Administrative Staff | 0.50 | - | - | - | - | - | - | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 4,167 | 25,000 |
| TOTAL ADMINISTRATIVE STAFF | 2.00 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 21,250 | 21,250 | 21,250 | 21,250 | 21,250 | 21,250 | 187,500 |
| **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** | 2.00 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 21,250 | 21,250 | 21,250 | 21,250 | 21,250 | 21,250 | 187,500 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | | | | | | | |
| Payroll Taxes | | 839 | 839 | 839 | 839 | 839 | 839 | 1,784 | 1,784 | 1,784 | 1,784 | 1,784 | 1,784 | 15,738 |
| Fringe / Employee Benefits | | 872 | 872 | 872 | 872 | 872 | 872 | 1,852 | 1,852 | 1,852 | 1,852 | 1,852 | 1,852 | 16,344 |
| Retirement / Pension | | 300 | 300 | 300 | 300 | 300 | 300 | 638 | 638 | 638 | 638 | 638 | 638 | 5,625 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 2,011 | 2,011 | 2,011 | 2,011 | 2,011 | 2,011 | 4,273 | 4,273 | 4,273 | 4,273 | 4,273 | 4,273 | 37,707 |
| **TOTAL PERSONNEL SERVICE COSTS** | 2.00 | 12,011 | 12,011 | 12,011 | 12,011 | 12,011 | 12,011 | 25,523 | 25,523 | 25,523 | 25,523 | 25,523 | 25,523 | 225,207 |
| **CONTRACTED SERVICES** | | | | | | | | | | | | | | |
| Accounting / Audit | | - | - | - | 3,000 | - | - | - | - | - | - | - | - | 3,000 |
| 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 | | 833 | 833 | 833 | 2,833 | 2,833 | 2,833 | 2,833 | 2,833 | 2,833 | 2,833 | 2,833 | 2,833 | 28,000 |
| TOTAL CONTRACTED SERVICES | | 10,875 | 875 | 875 | 5,875 | 2,875 | 2,875 | 2,875 | 2,875 | 2,875 | 2,875 | 2,875 | 2,875 | 41,500 |
| **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 | | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 2,000 |
| Staff Recruitment | | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 15,000 |
| Student Recruitment / Marketing | | 743 | 743 | 743 | 743 | 743 | 743 | 743 | 743 | 743 | 743 | 743 | 743 | 8,917 |
| School Meals / Lunch | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Travel (Staff) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | | 4,026 | 2,526 | 2,526 | 2,526 | 2,526 | 2,526 | 4,026 | 2,526 | 2,526 | 2,526 | 2,526 | 2,526 | 33,317 |
| **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** | | **29,412** | **15,412** | **15,412** | **20,412** | **17,412** | **17,412** | **32,425** | **30,925** | **30,925** | **30,925** | **30,925** | **30,925** | 302,524 |
| **NET INCOME** | | **295,588** | **(15,412)** | **(15,412)** | **(20,412)** | **(17,412)** | **(17,412)** | **(12,425)** | **(30,925)** | **(30,925)** | **(30,925)** | **(30,925)** | **49,075** | **122,477** |
| **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** | | **295,588** | **(15,412)** | **(15,412)** | **(20,412)** | **(17,412)** | **(17,412)** | **(12,425)** | **(30,925)** | **(30,925)** | **(30,925)** | **(30,925)** | **49,075** | **122,477** |
| **Beginning Cash Balance** | | - | 295,588 | 280,175 | 264,763 | 244,350 | 226,938 | 209,525 | 197,101 | 166,176 | 135,251 | 104,326 | 73,401 | - |
| **ENDING CASH BALANCE** | | **295,588** | **280,175** | **264,763** | **244,350** | **226,938** | **209,525** | **197,101** | **166,176** | **135,251** | **104,326** | **73,401** | **122,477** | **122,477** |

# Key Collegiate 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** | | **2,504,380** | **191,797** | **-** | **-** | **-** | **2,696,177** |
| **Total Expenses** | | **1,794,603** | **190,059** | **-** | **-** | **523,431** | **2,508,094** |
| **Net Income** | | **709,777** | **1,738** | **-** | **-** | **(523,431)** | **188,083** |
| **Actual Student Enrollment** | | **120** | **-** | | | | **120** |
| **Total Paid Student Enrollment** | | **120** | **-** | | | | **120** |

| | | 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 | 1,683,240 | | - | - | - | 1,683,240 | 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) | | - | - | - | - | - | - | |
| | | 1,683,240 | - | - | - | - | 1,683,240 | |
| Special Education Revenue | | - | 180,097 | - | - | - | 180,097 | est. 8 sped at 20-60% @ $10,390 and 5 sped at greater than 60% @$19,049 each |
| Grants | | | | | | | | |
| Stimulus | | - | - | - | - | - | - | |
| Other | | - | - | - | - | - | - | |
| Other | | 336,648 | - | - | - | - | 336,648 | $2,805 per student facility subsidy |
| TOTAL REVENUE FROM STATE SOURCES | | 2,019,888 | 180,097 | - | - | - | 2,199,985 | |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | |
| IDEA Special Needs | | - | 11,700 | - | - | - | 11,700 | $900 per SPED count in greater than 20% categorization |
| Title I | | 52,200 | - | - | - | - | 52,200 | $500 per FRL count |
| Title Funding - Other | | 4,176 | - | - | - | - | 4,176 | Title II Part A of $40 per FRL count |
| School Food Service (Free Lunch) | | - | - | - | - | - | - | estim. meal reimbursements for 97% FRL per FY 2017 rates; $1,041 avg per student |
| Grants | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | 225,000 | - | - | - | - | 225,000 | Year 1 installment of the total $550K for startup, years 1 and 2 |
| Other | | - | - | - | - | - | - | |
| Other | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 281,376 | 11,700 | - | - | - | 293,076 | |
| **LOCAL and OTHER REVENUE** | | | | | | | | |
| Contributions and Donations, Fundraising | | - | - | - | - | - | - | |
| Erate Reimbursement | | 4,579 | - | - | - | - | 4,579 | 75% of telecom expenses |
| Interest Income, Earnings on Investments, | | - | - | - | - | - | - | |
| NYC-DYCD (Department of Youth and Community Developmt.) | | 189,000 | - | - | - | - | 189,000 | $135K base entitlement+ $450 per inaugural enrollment |
| Food Service (Income from meals) | | - | - | - | - | - | - | no charge to students |
| Text Book | | 9,538 | - | - | - | - | 9,538 | $79.48 per student in NYSTL, NYSLIB, NYSSL in kind allocations through FAMIS |
| OTHER | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 203,116 | - | - | - | - | 203,116 | |
| **TOTAL REVENUE** | | **2,504,380** | **191,797** | **-** | **-** | **-** | **2,696,177** | |

***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 | | - | - | - | 122,400 | 122,400 | 1 FTE Head of School |
| Instructional Management | - | - | - | - | - | - | - | |
| Deans, Directors & Coordinators | 2.00 | 153,000 | - | - | - | - | 153,000 | 1 FTE Dean of Culture and 1 FTE Student Support Specialist |
| CFO / Director of Finance | - | - | - | - | - | - | - | |
| Operation / Business Manager | 1.00 | - | - | - | - | 86,700 | 86,700 | 1 FTE Operations Manager |
| Administrative Staff | 1.00 | - | - | - | - | 51,000 | 51,000 | 1 FTE Office manager with comm. Outreach responsibilties |
| TOTAL ADMINISTRATIVE STAFF | 5.00 | 153,000 | - | - | - | 260,100 | 413,100 | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Teachers - Regular | 6.00 | 386,100 | - | - | - | - | 386,100 | 6 FTE classroom teachers |
| Teachers - SPED | 2.00 | - | 127,500 | - | - | - | 127,500 | 2 FTE Special Education Support Teachers |
| Substitute Teachers | - | - | - | - | - | - | - | |
| Teaching Assistants | - | - | - | - | - | - | - | 1 FTE Teaching Fellow |
| Specialty Teachers | 1.00 | 45,900 | - | - | - | - | 45,900 | 1 FTE Elective Teacher |
| Aides | - | - | - | - | - | - | - | |
| Therapists & Counselors | 1.00 | 61,200 | - | - | - | - | 61,200 | 1 FTE Social worker |
| Other | - | - | - | - | - | - | - | |
| TOTAL INSTRUCTIONAL | 10.00 | 493,200 | 127,500 | - | - | - | 620,700 | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | - | |
| Custodian | - | - | - | - | - | - | - | |
| Security | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | |
| TOTAL NON-INSTRUCTIONAL | - | - | - | - | - | - | - | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 15.00 | 646,200 | 127,500 | - | - | 260,100 | 1,033,800 | |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | |
| Payroll Taxes | | 51,591 | 10,179 | - | - | 20,766 | 82,537 | 6.2% SSI, 1.45% Medicare, 4.1% of first $8,500 for SUI |
| Fringe / Employee Benefits | | 76,992 | 15,191 | - | - | 30,990 | 123,173 | $7K average per FTE for health benefits; 1% WC Insurance |
| Retirement / Pension | | 19,386 | 3,825 | - | - | 7,803 | 31,014 | 3% contribution towards 403b or 401k |
| TOTAL PAYROLL TAXES AND BENEFITS | | 147,969 | 29,195 | - | - | 59,559 | 236,723 | |
| **TOTAL PERSONNEL SERVICE COSTS** | 15.00 | 794,169 | 156,695 | - | - | 319,659 | 1,270,523 | |
| **CONTRACTED SERVICES** | | | | | | | | |
| Accounting / Audit | | | - | - | - | 21,000 | 21,000 | annual required audit cost |
| Legal | | - | - | - | - | 10,175 | 10,175 | |
| Management Company Fee | | - | - | - | - | - | - | |
| Nurse Services | | - | - | - | - | - | - | $50/student |
| Food Service / School Lunch | | - | - | - | - | - | - | participating in NYCDOE |
| Payroll Services | | - | - | - | - | 1,820 | 1,820 | $158/month |
| Special Ed Services | | - | 25,305 | - | - | - | 25,305 | $800 per sped student supplemental wraparound services otherwise not provided by NYCDOE or on school staff; $3,750 NYCCSC SPED Collaborative |
| Titlement Services (i.e. Title I) | | 3,000 | - | - | - | - | 3,000 | contracted support for Consolidated Application |
| Other Purchased / Professional / Consulting | | 55,119 | - | - | - | 88,000 | 143,119 | $88K back-office services,$24K tech services, $4K -erate consulting, $15K remediation software, $11K SIS system, BES at $10K |
| TOTAL CONTRACTED SERVICES | | 58,119 | 25,305 | - | - | 120,995 | 204,419 | |
| **SCHOOL OPERATIONS** | | | | | | | | |
| Board Expenses | | - | - | - | - | 5,916 | 5,916 | $76/month; $5K for trainings |
| Classroom / Teaching Supplies & Materials | | 30,525 | - | - | - | - | 30,525 | $275/student |
| Special Ed Supplies & Materials | | - | 8,059 | - | - | - | 8,059 | $300/sped student |
| Textbooks / Workbooks | | 21,315 | - | - | - | - | 21,315 | $250/student plus $7K in additional curriculum |
| Supplies & Materials other | | 21,748 | - | - | - | - | 21,748 | $180/student; includes in kind NYSTL, NYSLIB, NYSSL spending through FAMIS |
| Equipment / Furniture | | 53,840 | - | - | - | - | 53,840 | $150/student for desks; $5K per classroom additional, $5K for office furniture |
| Telephone | | 7,937 | - | - | - | - | 7,937 | $650/month for phone, internet, cell phones |
| Technology | | 58,254 | - | - | - | - | 58,254 | student computers($350 perstudent); teacher computers ($1,400 per staff) |
| Student Testing & Assessment | | 12,667 | - | - | - | - | 12,667 | various assessment kits/licenses |
| Field Trips | | 3,053 | - | - | - | - | 3,053 | $25/student |
| Transportation (student) | | 3,600 | - | - | - | - | 3,600 | calendar |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Student Services - other | - | - | - | - | - | - | |
| Office Expense | - | - | - | - | 26,862 | 26,862 | monthly spend of $1,800 for supplies and copier lease |
| Staff Development | 11,121 | - | - | - | - | 11,121 | $10/day/staff member for food for 27 days; 4 days with trainer at $750; 8 days with trainer at $500 |
| Staff Recruitment | | - | - | - | 10,000 | 10,000 | $1k per 6 new FTE hire and possible 4 replacements |
| Student Recruitment / Marketing | 8,518 | - | - | - | - | 8,518 | collateral, website, other marketing materials |
| School Meals / Lunch | 4,113 | - | - | - | - | 4,113 | $1.50/day, 185 days, per paid student at 95% attendance; chargeback from NYCDOE |
| Travel (Staff) | - | - | - | - | - | - | |
| Fundraising | - | - | - | - | - | - | |
| Other | 500 | - | - | - | - | 500 | |
| TOTAL SCHOOL OPERATIONS | 237,188 | 8,059 | - | - | 42,778 | 288,024 | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | |
| Insurance | - | - | - | - | 15,000 | 15,000 | based on similarly sized charter schools in first year; D&O and General Liability |
| Janitorial | 45,788 | - | - | - | - | 45,788 | $3/square foot; 100 square feet per student; add. $75/student for custodial supplies |
| Building and Land Rent / Lease | 610,500 | - | - | - | - | 610,500 | $50/square foot; 100 square feet per student |
| Repairs & Maintenance | - | - | - | - | - | - | none assumed given rental rate assumed |
| Equipment / Furniture | - | - | - | - | - | - | amounts budgeted within furniture and equipment in school operations |
| Security | - | - | - | - | - | - | none assumed given rental rate assumed |
| Utilities | 48,840 | - | - | - | - | 48,840 | $4/square foot; 100 square feet per student |
| TOTAL FACILITY OPERATION & MAINTENANCE | 705,128 | - | - | - | 15,000 | 720,128 | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | $0 | - | - | - | $25,000 | 25,000 | 1/3rd of dissolution escrow set aside |
| **TOTAL EXPENSES** | **1,794,603** | **190,059** | **-** | **-** | **523,431** | **2,508,094** | |
| **NET INCOME** | **709,777** | **1,738** | **-** | **-** | **(523,431)** | **188,083** | |

| **ENROLLMENT - *School Districts Are Linked To Above Entries*** | **REGULAR EDUCATION** | **SPECIAL EDUCATION** | | |
|---|---|---|---|---|
| NYC | 120 | | | 120 |
| School District 2 (Enter Name) | | | | - |
| School District 3 (Enter Name) | | | | - |
| School District 4 (Enter Name) | | | | - |
| School District 5 (Enter Name) | | | | - |
| **TOTAL ENROLLMENT** | **120** | **-** | **-** | **120** |
| **REVENUE PER PUPIL** | **20,870** | **-** | **-** | **22,468** |
| **EXPENSES PER PUPIL** | **14,955** | **-** | **-** | **20,901** |

# Key Collegiate Charter School
## PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
### July 1, 2018 to June 30, 2019

| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | **366,664** | **37,500** | **366,664** | **56,292** | **378,364** | **37,500** | **366,664** | **56,292** | **376,202** | **226,500** | **366,664** | **60,871** | **2,696,177** |
| **Total Expenses** | **336,428** | **187,526** | **190,773** | **197,106** | **190,773** | **190,773** | **199,420** | **193,859** | **193,859** | **193,859** | **193,859** | **239,859** | **2,508,094** |
| **Net Income** | **30,236** | **(150,026)** | **175,891** | **(140,814)** | **187,591** | **(153,273)** | **167,245** | **(137,567)** | **182,343** | **32,641** | **172,805** | **(178,988)** | **188,083** |
| **Cash Flow Adjustments** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Beginning Cash Balance** | **122,477** | **152,712** | **2,687** | **178,578** | **37,764** | **225,355** | **72,082** | **239,327** | **101,760** | **284,102** | **316,743** | **489,548** | **122,477** |
| **Net Income** | **152,712** | **2,687** | **178,578** | **37,764** | **225,355** | **72,082** | **239,327** | **101,760** | **284,102** | **316,743** | **489,548** | **310,560** | **310,560** |

*** 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 | 280,540 | - | 280,540 | - | 280,540 | - | 280,540 | - | 280,540 | - | 280,540 | - | 1,683,240 |
| School District 2 (Enter Name) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 3 (Enter Name) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 4 (Enter Name) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 5 (Enter Name) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | | 280,540 | - | 280,540 | - | 280,540 | - | 280,540 | - | 280,540 | - | 280,540 | - | 1,683,240 |
| Special Education Revenue | | 30,016 | - | 30,016 | - | 30,016 | - | 30,016 | - | 30,016 | - | 30,016 | - | 180,097 |
| Grants | | | | | | | | | | | | | | |
| Stimulus | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | 56,108 | - | 56,108 | - | 56,108 | - | 56,108 | - | 56,108 | - | 56,108 | - | 336,648 |
| TOTAL REVENUE FROM STATE SOURCES | | 366,664 | - | 366,664 | - | 366,664 | - | 366,664 | - | 366,664 | - | 366,664 | - | 2,199,985 |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | | | | | | | |
| IDEA Special Needs | | - | - | - | - | 11,700 | - | - | - | - | - | - | - | 11,700 |
| Title I | | - | - | - | 17,400 | - | - | - | 17,400 | - | - | - | 17,400 | 52,200 |
| Title Funding - Other | | - | - | - | 1,392 | - | - | - | 1,392 | - | - | - | 1,392 | 4,176 |
| School Food Service (Free Lunch) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grants | | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | - | 37,500 | - | 37,500 | - | 37,500 | - | 37,500 | - | 37,500 | - | 37,500 | 225,000 |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | | - | 37,500 | - | 56,292 | 11,700 | 37,500 | - | 56,292 | - | 37,500 | - | 56,292 | 293,076 |
| **LOCAL and OTHER REVENUE** | | | | | | | | | | | | | | |
| Contributions and Donations, Fundraising | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Erate Reimbursement | | - | - | - | - | - | - | - | - | - | - | - | 4,579 | 4,579 |
| Interest Income, Earnings on Investments, | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| NYC-DYCD (Department of Youth and Community Developmt.) | | - | - | - | - | - | - | - | - | - | 189,000 | - | - | 189,000 |
| Food Service (Income from meals) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Text Book | | - | - | - | - | - | - | - | - | 9,538 | - | - | - | 9,538 |
| OTHER | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | - | - | - | - | - | - | - | - | 9,538 | 189,000 | - | 4,579 | 203,116 |
| **TOTAL REVENUE** | | **366,664** | **37,500** | **366,664** | **56,292** | **378,364** | **37,500** | **366,664** | **56,292** | **376,202** | **226,500** | **366,664** | **60,871** | **2,696,177** |
| **EXPENSES** | | | | | | | | | | | | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | No. of Positions | | | | | | | | | | | | | |
| Executive Management | 1.00 | 10,200 | 10,200 | 10,200 | 10,200 | 10,200 | 10,200 | 10,200 | 10,200 | 10,200 | 10,200 | 10,200 | 10,200 | 122,400 |
| Instructional Management | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Deans, Directors & Coordinators | 2.00 | 12,750 | 12,750 | 12,750 | 12,750 | 12,750 | 12,750 | 12,750 | 12,750 | 12,750 | 12,750 | 12,750 | 12,750 | 153,000 |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | 7,225 | 7,225 | 7,225 | 7,225 | 7,225 | 7,225 | 7,225 | 7,225 | 7,225 | 7,225 | 7,225 | 7,225 | 86,700 |
| Administrative Staff | 1.00 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 51,000 |
| TOTAL ADMINISTRATIVE STAFF | 5.00 | 34,425 | 34,425 | 34,425 | 34,425 | 34,425 | 34,425 | 34,425 | 34,425 | 34,425 | 34,425 | 34,425 | 34,425 | 413,100 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Teachers - Regular | 6.00 | 32,175 | 32,175 | 32,175 | 32,175 | 32,175 | 32,175 | 32,175 | 32,175 | 32,175 | 32,175 | 32,175 | 32,175 | 386,100 |
| Teachers - SPED | 2.00 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 127,500 |
| Substitute Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Specialty Teachers | 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 |
| Aides | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Therapists & Counselors | 1.00 | 5,100 | 5,100 | 5,100 | 5,100 | 5,100 | 5,100 | 5,100 | 5,100 | 5,100 | 5,100 | 5,100 | 5,100 | 61,200 |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | 10.00 | 51,725 | 51,725 | 51,725 | 51,725 | 51,725 | 51,725 | 51,725 | 51,725 | 51,725 | 51,725 | 51,725 | 51,725 | 620,700 |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custodian | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 15.00 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 86,150 | 1,033,800 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | | | | | | | |
| Payroll Taxes | | 6,878 | 6,878 | 6,878 | 6,878 | 6,878 | 6,878 | 6,878 | 6,878 | 6,878 | 6,878 | 6,878 | 6,878 | 82,537 |
| Fringe / Employee Benefits | | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 10,264 | 123,173 |
| Retirement / Pension | | 2,585 | 2,585 | 2,585 | 2,585 | 2,585 | 2,585 | 2,585 | 2,585 | 2,585 | 2,585 | 2,585 | 2,585 | 31,014 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 19,727 | 19,727 | 19,727 | 19,727 | 19,727 | 19,727 | 19,727 | 19,727 | 19,727 | 19,727 | 19,727 | 19,727 | 236,723 |
| **TOTAL PERSONNEL SERVICE COSTS** | 15.00 | 105,877 | 105,877 | 105,877 | 105,877 | 105,877 | 105,877 | 105,877 | 105,877 | 105,877 | 105,877 | 105,877 | 105,877 | 1,270,523 |
| **CONTRACTED SERVICES** | | | | | | | | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | - | - | - | - | - | - | 21,000 | 21,000 |
| Legal | | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 10,175 |
| Management Company Fee | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Nurse Services | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service / School Lunch | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Payroll Services | | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 1,820 |
| Special Ed Services | | - | - | 2,531 | 2,531 | 2,531 | 2,531 | 2,531 | 2,531 | 2,531 | 2,531 | 2,531 | 2,531 | 25,305 |
| Titlement Services (i.e. Title I) | | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 3,000 |
| Other Purchased / Professional / Consulting | | 11,927 | 11,927 | 11,927 | 11,927 | 11,927 | 11,927 | 11,927 | 11,927 | 11,927 | 11,927 | 11,927 | 11,927 | 143,119 |
| TOTAL CONTRACTED SERVICES | | 13,176 | 13,176 | 15,707 | 15,707 | 15,707 | 15,707 | 15,707 | 15,707 | 15,707 | 15,707 | 15,707 | 36,707 | 204,419 |
| **SCHOOL OPERATIONS** | | | | | | | | | | | | | | |
| Board Expenses | | 493 | 493 | 493 | 493 | 493 | 493 | 493 | 493 | 493 | 493 | 493 | 493 | 5,916 |
| Classroom / Teaching Supplies & Materials | | 2,544 | 2,544 | 2,544 | 2,544 | 2,544 | 2,544 | 2,544 | 2,544 | 2,544 | 2,544 | 2,544 | 2,544 | 30,525 |
| Special Ed Supplies & Materials | | 672 | 672 | 672 | 672 | 672 | 672 | 672 | 672 | 672 | 672 | 672 | 672 | 8,059 |
| Textbooks / Workbooks | | 21,315 | - | - | - | - | - | - | - | - | - | - | - | 21,315 |
| Supplies & Materials other | | 1,812 | 1,812 | 1,812 | 1,812 | 1,812 | 1,812 | 1,812 | 1,812 | 1,812 | 1,812 | 1,812 | 1,812 | 21,748 |
| Equipment / Furniture | | 53,840 | - | - | - | - | - | - | - | - | - | - | - | 53,840 |
| Telephone | | 661 | 661 | 661 | 661 | 661 | 661 | 661 | 661 | 661 | 661 | 661 | 661 | 7,937 |
| Technology | | 58,254 | - | - | - | - | - | - | - | - | - | - | - | 58,254 |
| Student Testing & Assessment | | 6,333.44 | - | - | 6,333 | | | - | - | - | - | - | - | 12,667 |
| Field Trips | | - | - | 305 | 305 | 305 | 305 | 305 | 305 | 305 | 305 | 305 | 305 | 3,053 |
| Transportation (student) | | 3,600 | - | - | - | - | - | - | - | - | - | - | - | 3,600 |
| Student Services - other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Office Expense | | 2,239 | 2,239 | 2,239 | 2,239 | 2,239 | 2,239 | 2,239 | 2,239 | 2,239 | 2,239 | 2,239 | 2,239 | 26,862 |
| Staff Development | | 5,560 | - | - | - | - | - | 5,560 | - | - | - | - | - | 11,121 |
| Staff Recruitment | | - | - | - | - | - | - | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 10,000 |
| Student Recruitment / Marketing | | - | - | - | - | - | - | 1,420 | 1,420 | 1,420 | 1,420 | 1,420 | 1,420 | 8,518 |
| School Meals / Lunch | | - | - | 411 | 411 | 411 | 411 | 411 | 411 | 411 | 411 | 411 | 411 | 4,113 |
| Travel (Staff) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 500 |
| TOTAL SCHOOL OPERATIONS | | 157,364 | 8,462 | 9,179 | 15,512 | 9,179 | 9,179 | 17,825 | 12,265 | 12,265 | 12,265 | 12,265 | 12,265 | 288,024 |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | | | | | | | | |
| Insurance | | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 15,000 |
| Janitorial | | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 3,816 | 45,788 |
| Building and Land Rent / Lease | | 50,875 | 50,875 | 50,875 | 50,875 | 50,875 | 50,875 | 50,875 | 50,875 | 50,875 | 50,875 | 50,875 | 50,875 | 610,500 |
| Repairs & Maintenance | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Equipment / Furniture | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Security | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Utilities | | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 4,070 | 48,840 |
| TOTAL FACILITY OPERATION & MAINTENANCE | | 60,011 | 60,011 | 60,011 | 60,011 | 60,011 | 60,011 | 60,011 | 60,011 | 60,011 | 60,011 | 60,011 | 60,011 | 720,128 |
| **DEPRECIATION & AMORTIZATION** | | - | - | - | - | - | - | - | - | - | - | - | 25,000 | 25,000 |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL EXPENSES** | | **336,428** | **187,526** | **190,773** | **197,106** | **190,773** | **190,773** | **199,420** | **193,859** | **193,859** | **193,859** | **193,859** | **239,859** | 2,508,094 |
| **NET INCOME** | | **30,236** | **(150,026)** | **175,891** | **(140,814)** | **187,591** | **(153,273)** | **167,245** | **(137,567)** | **182,343** | **32,641** | **172,805** | **(178,988)** | **188,083** |
| **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** | | **30,236** | **(150,026)** | **175,891** | **(140,814)** | **187,591** | **(153,273)** | **167,245** | **(137,567)** | **182,343** | **32,641** | **172,805** | **(178,988)** | **188,083** |
| **Beginning Cash Balance** | | 122,477 | 152,712 | 2,687 | 178,578 | 37,764 | 225,355 | 72,082 | 239,327 | 101,760 | 284,102 | 316,743 | 489,548 | 122,477 |
| **ENDING CASH BALANCE** | | **152,712** | **2,687** | **178,578** | **37,764** | **225,355** | **72,082** | **239,327** | **101,760** | **284,102** | **316,743** | **489,548** | **310,560** | **310,560** |

# Key Collegiate 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** | | **2,696,177** | **3,653,433** | **4,448,270** | **5,381,200** | **5,381,285** |
| **Total Expenses** | | **2,513,094** | **3,480,431** | **4,404,331** | **5,265,979** | **5,341,607** |
| **Net Income (Before Cash Flow Adjustments)** | | **183,083** | **173,002** | **43,939** | **115,221** | **39,678** |
| **Actual Student Enrollment** | | **120** | **180** | **234** | **283** | **283** |
| **Total Paid Student Enrollment** | | **120** | **180** | **234** | **283** | **283** |
| | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| | | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| | | ***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 | 1,683,240 | 2,524,860 | 3,282,318 | 3,969,641 | 3,969,641 |
| School District 2 (Enter Name) | - | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - | - |
| | | 1,683,240 | 2,524,860 | 3,282,318 | 3,969,641 | 3,969,641 |
| Special Education Revenue | | 180,097 | 277,072 | 353,267 | 429,462 | 429,462 |
| Grants | | | | | | |
| Stimulus | | - | - | - | - | - |
| Other | | | | | | |
| Other | | 336,648 | 504,972 | 656,464 | 793,928 | 793,928 |
| TOTAL REVENUE FROM STATE SOURCES | | 2,199,985 | 3,306,904 | 4,292,048 | 5,193,031 | 5,193,031 |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | |
| IDEA Special Needs | | 11,700 | 18,000 | 22,950 | 27,900 | 27,900 |
| Title I | | 52,200 | 78,300 | 101,790 | 123,105 | 123,105 |
| Title Funding - Other | | 4,176 | 6,264 | 8,143 | 9,848 | 9,848 |
| School Food Service (Free Lunch) | | - | - | - | - | - |
| Grants | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | 225,000 | 225,000 | - | - | - |
| Other | | - | - | - | - | - |
| Other | | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 293,076 | 327,564 | 132,883 | 160,853 | 160,853 |
| **LOCAL and OTHER REVENUE** | | | | | | |
| Contributions and Donations, Fundraising | | - | - | - | - | - |
| Erate Reimbursement | | 4,579 | 4,659 | 4,740 | 4,823 | 4,908 |
| Interest Income, Earnings on Investments, | | - | - | - | - | - |
| NYC-DYCD (Department of Youth and Community Developmt.) | | 189,000 | - | - | - | - |
| Food Service (Income from meals) | | - | - | - | - | - |
| Text Book | | 9,538 | 14,306 | 18,598 | 22,493 | 22,493 |
| OTHER | | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 203,116 | 18,965 | 23,339 | 27,316 | 27,401 |
| **TOTAL REVENUE** | | **2,696,177** | **3,653,433** | **4,448,270** | **5,381,200** | **5,381,285** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **EXPENSES** | | | | | | | *List exact titles included in the position category, if different from description, and staff FTE"s ( Full time equivalent)* |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | **No. of Positions** | | | | | | **2% COLA** |
| Executive Management | 1.00 | 122,400 | 124,848 | 127,345 | 129,892 | 132,490 | 1 FTE Head of School |
| Instructional Management | - | - | - | - | - | - | |
| Deans, Directors & Coordinators | 2.00 | 153,000 | 239,292 | 244,078 | 248,959 | 253,939 | 1 FTE Dean of Culture and 1 FTE Student Support Specialist; addition of 1 FTE Dean of Curriculum |
| CFO / Director of Finance | - | - | - | - | - | - | |
| Operation / Business Manager | 1.00 | 86,700 | 88,434 | 90,203 | 92,007 | 93,847 | 1 FTE Operations Manager |
| Administrative Staff | 1.00 | 51,000 | 52,020 | 100,815 | 102,831 | 104,888 | 1 FTE Office manager with comm. Outreach responsibilities |
| TOTAL ADMINISTRATIVE STAFF | 5.00 | 413,100 | 504,594 | 562,440 | 573,689 | 585,163 | |
| **INSTRUCTIONAL PERSONNEL COSTS** | **No. of Positions** | | | | | | |
| Teachers - Regular | 6.00 | 386,100 | 592,425 | 803,106 | 1,025,580 | 1,045,876 | 6 FTE classroom teachers in Year 1; year over year addition of 3 FTE Teachers in Years 2, 3,4 up to 15 FTE Teachers; also includes some stipends |
| Teachers - SPED | 2.00 | 127,500 | 195,075 | 265,302 | 338,260 | 345,025 | 2 FTE Special Education Support Teacher in Year 1; year over year addition of 1 FTE Teacher in years 2, 3, and 4 up to 5 FTE |
| Substitute Teachers | - | - | - | - | - | - | |
| Teaching Assistants | - | - | - | - | - | - | 1 FTE Teaching Fellow in perpetuity |
| Specialty Teachers | 1.00 | 45,900 | 93,636 | 95,509 | 146,128 | 149,051 | 1 FTE Elective Teacher in Year 1, with an addition of 1 additional FTE in Year 2 and another FTE in Year 4 for a total of 3 FTE by Year 4 |
| Aides | - | - | - | - | - | - | |
| Therapists & Counselors | 1.00 | 61,200 | 62,424 | 95,509 | 97,419 | 99,367 | 1 FTE Social worker in Year 1; addition of half FTE starting in Year 3 |
| Other | - | - | - | 53,060 | 54,122 | 55,204 | 1 FTE alumni/high school coordinator starting Year 3 |
| TOTAL INSTRUCTIONAL | 10.00 | 620,700 | 943,560 | 1,312,486 | 1,661,509 | 1,694,523 | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | **No. of Positions** | | | | | | |
| Nurse | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | |
| Custodian | - | - | - | - | - | - | |
| Security | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | |
| TOTAL NON-INSTRUCTIONAL | - | - | - | - | - | - | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 15.00 | 1,033,800 | 1,448,154 | 1,874,926 | 2,235,198 | 2,279,686 | |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | |
| Payroll Taxes | | 82,537 | 114,112 | 147,622 | 175,615 | 178,402 | 6.2% SSI, 1.45% Medicare, 4.1% of first $8,500 for SUI |
| Fringe / Employee Benefits | | 123,173 | 180,169 | 246,279 | 304,468 | 318,850 | $7K +5% year over year increase average per FTE for health benefits; 1% WC Insurance |
| Retirement / Pension | | 31,014 | 43,445 | 56,248 | 67,056 | 68,391 | 3% contribution towards 403b or 401k |
| TOTAL PAYROLL TAXES AND BENEFITS | | 236,723 | 337,726 | 450,150 | 547,138 | 565,642 | |
| **TOTAL PERSONNEL SERVICE COSTS** | 15.00 | 1,270,523 | 1,785,880 | 2,325,076 | 2,782,336 | 2,845,328 | |
| **CONTRACTED SERVICES** | | | | | | | **line items reflect 1.75% inflation year over year when appropriate** |
| Accounting / Audit | | 21,000 | 21,000 | 18,000 | 18,000 | 18,000 | annual required audit cost; additional $3K in Year 1 & 2 for extra CSP auditing |
| Legal | | 10,175 | 10,353 | 10,534 | 10,719 | 10,906 | ongoing legal needs; likely to drop off as school reaches stability |
| Management Company Fee | | - | - | - | - | - | |
| Nurse Services | | - | - | - | - | - | |
| Food Service / School Lunch | | - | - | - | - | - | |
| Payroll Services | | 1,820 | 1,964 | 2,120 | 2,240 | 2,240 | average grows to just under $200/month by year 4 |
| Special Ed Services | | 25,305 | 36,681 | 47,335 | 57,407 | 58,411 | $800 per sped student supplemental wraparound services otherwise not provided by NYCDOE or on school staff; $3,750 NYCCSC SPED Collaborative |
| Titlement Services (i.e. Title I) | | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | contracted support for Consolidated Application |
| Other Purchased / Professional / Consulting | | 143,119 | 166,453 | 172,925 | 186,099 | 189,177 | back office services grow to $141K by 4th year and plateau,$24K tech services, $4K - erate consulting, $15K remediation software, ongoing sis system reduced to just recurring license cost; BES at $10K in Y1 and Y2 |
| TOTAL CONTRACTED SERVICES | | 204,419 | 239,451 | 253,914 | 277,464 | 281,735 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **SCHOOL OPERATIONS** | | | | | | **line items reflect 1.75% inflation year over year when appropriate** |
| Board Expenses | 5,916 | 5,932 | 5,948 | 5,965 | 5,982 | $76/month; $5K a year training costs for board |
| Classroom / Teaching Supplies & Materials | 30,525 | 46,589 | 61,625 | 75,834 | 77,161 | $275/student |
| Special Ed Supplies & Materials | 8,059 | 12,299 | 16,269 | 20,020 | 20,371 | $300/sped student; includes Sonday (reading intervention), focusMath |
| Textbooks / Workbooks | 21,315 | 33,203 | 43,575 | 53,325 | 32,825 | $150/student plus $7K in additional curriculum; Curriculum may include Engage NY, iReady, Connected Math (CMP), Code.org, Investigations (Math), Newsela |
| Supplies & Materials other | 21,748 | 32,942 | 43,248 | 52,826 | 53,357 | $180/student; includes in kind NYSTL, NYSLIB, NYSSL spending through FAMIS |
| Equipment / Furniture | 53,840 | 27,347 | 26,834 | 26,456 | 11,000 | $150/student for desks; $5K per classroom additional as school grows, replacement expenses in last year |
| Telephone | 7,937 | 8,075 | 8,217 | 8,361 | 8,507 | $650/month for phone, internet, cell phones |
| Technology | 58,254 | 30,438 | 29,496 | 25,885 | 35,519 | student computers($350 per student); teacher computers ($1,400 per staff) as school grows; replacement expense in last year; also includes wiring, etc |
| Student Testing & Assessment | 12,667 | 19,109 | 25,131 | 30,823 | 31,363 | various assessment kits/licenses; Fontas & Pinnell |
| Field Trips | 3,053 | 4,659 | 6,163 | 7,583 | 7,716 | $25/student |
| Transportation (student) | 3,600 | 5,400 | 7,020 | 8,490 | 8,490 | $6/student @5 days/yr for transportation needs outside of district transportation calendar |
| Student Services - other | - | - | - | - | - | |
| Office Expense | 26,862 | 30,438 | 42,664 | 46,036 | 46,842 | monthly spend of $1,800 for supplies and copier lease |
| Staff Development | 11,121 | 12,870 | 14,822 | 16,406 | 16,570 | $10/day/staff member for food for 27 days; 4 days with trainer at $750; 8 days with trainer at $500; will continue to work with BES on PD |
| Staff Recruitment | 15,000 | 10,000 | 10,000 | 10,000 | 10,000 | Averages $1k per new FTE and replacement hires as needed |
| Student Recruitment / Marketing | 8,518 | 8,535 | 8,553 | 8,572 | 8,591 | collateral, website, other marketing materials |
| School Meals / Lunch | 4,113 | 20,563 | 26,732 | 32,329 | 32,329 | $1.50/day, 185 days, per paid student at 95% attendance; chargeback from NYCDOE |
| Travel (Staff) | - | - | - | - | - | |
| Fundraising | - | - | - | - | - | |
| Other | 500 | 500 | 500 | 500 | 500 | Misc Bank Fees |
| TOTAL SCHOOL OPERATIONS | 293,024 | 308,900 | 376,797 | 429,412 | 407,122 | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | |
| Insurance | 15,000 | 20,000 | 25,000 | 25,000 | 25,000 | anticipated to increase as school scales and flatten once at scale |
| Janitorial | 45,788 | 69,883 | 92,438 | 113,751 | 115,742 | $3/square foot; 100 square feet per student; add. $75/student for custodial supplies |
| Building and Land Rent / Lease | 610,500 | 931,776 | 1,232,506 | 1,516,681 | 1,543,222 | $50/square foot; 100 square feet per student |
| Repairs & Maintenance | - | - | - | - | - | none assumed given rental rate assumed |
| Equipment / Furniture | - | - | - | - | - | amounts budgeted within furniture and equipment in school operations |
| Security | - | - | - | - | - | none assumed given rental rate assumed |
| Utilities | 48,840 | 74,542 | 98,600 | 121,334 | 123,458 | $4/square foot; 100 square feet per student |
| TOTAL FACILITY OPERATION & MAINTENANCE | 720,128 | 1,096,201 | 1,448,545 | 1,776,766 | 1,807,422 | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | school plans to break out capital budget and factor in depreciation during planning period |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | $25,000 | $50,000 | $0 | - | - | dissolution escrow of $75K |
| **TOTAL EXPENSES** | **2,513,094** | **3,480,431** | **4,404,331** | **5,265,979** | **5,341,607** | |
| **NET INCOME** | **183,083** | **173,002** | **43,939** | **115,221** | **39,678** | |

| | | | | | |
|---|---|---|---|---|---|
| **ENROLLMENT - *School Districts Are Linked To Above Entries*** | | | | | |
| NYC | 120 | 180 | 234 | 283 | 283 |
| School District 2 (Enter Name) | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - |
| **TOTAL ENROLLMENT** | **120** | **180** | **234** | **283** | **283** |
| **REVENUE PER PUPIL** | **22,468** | **20,297** | **19,010** | **19,015** | **19,015** |
| **EXPENSES PER PUPIL** | **20,942** | **19,336** | **18,822** | **18,608** | **18,875** |

| | | | | | |
|---|---|---|---|---|---|
| **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** | **183,083** | **173,002** | **43,939** | **115,221** | **39,678** |
| **Beginning Cash Balance** | 122,477 | 305,560 | 478,562 | 522,501 | 637,723 |
| **ENDING CASH BALANCE** | **305,560** | **478,562** | **522,501** | **637,723** | **677,401** |