PROPOSED CHARTER SCHOOL NAME: New Dawn Charter High School II

1. My applicant group is best described as: 1) a new operator applying to establish a new charter school or 2) an existing BOR-authorized education corporation/management company seeking to replicate or add to a network of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network?

New Dawn Charter High School

1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

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2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?

N/A
3. Proposed Board Chair and Public Contact information

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<tr>
<th>Proposed Board Chair Name</th>
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<td>Ronald Tabano</td>
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<td>Sara M. Asmussen, Ph.D.</td>
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4. District/Community School District of Location

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5. Charter schools authorized by the Board of Regents in June or November 2018 should plan to open for instruction in 2019. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2024 of 5th year of operation.

Start date of initial term (1st day of school) 09/04/2019

End date of initial charter term

06/30/2024
### 6. Projected Enrollment Table Over the Charter Term

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### 7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

**New Dawn Charter High School II is to provide over-aged and under-credited students 15 - 21 years of age, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a NYSED standards-based education program.**

Within the framework of the education program, four programs will be offered: 1) Interventions for those with fewer than 10 credits, and for those with 10 or more credits: 2) Internships in the community, 3) Career planning, and 4) College enrollment.

**obtain a high school diploma or obtain a high school diploma having satisfied the NYS Diploma Requirements.**
New Dawn Charter High School II Charter Application Summary

New Dawn Charter High School II (New Dawn II) will be a NYC Transfer School replicated after the highly successful New Dawn Charter High School (NDCHS) in Brooklyn, NY, reaching out to students who have either dropped out or are in-school truants—those who will most likely not graduate with their four-year 9th grade peers. New Dawn II will enroll students who are over-aged and under-credited in grades 9 through 12, and includes an intensive program for those students who are the most at-risk and difficult to engage in their education: the student who is over 15 years old and has fewer than 10 credits.

The Mission of New Dawn Charter High School II is to provide over-aged and under-credited students 15 - 21 years of age, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a NYSED standards-based education program. Within the framework of the education program, four programs will be offered: 1) Interventions for those with fewer than 10 credits, and for those with 10 or more credits: 2) Internships in the community, 3) Career planning, and 4) College enrollment.

The target population of New Dawn II will be at-risk students who are over-aged and under-credited and have failed at more traditional high schools. New Dawn II intends to be located in CSD 27, accepting students throughout the city but specifically targeting students from CSD’s 27 and 19. New Dawn II expects its student population to be at least equal to either district in ELLs (11%) and SWDs (17%). However, with the experience of NDCHS, it is expected that the SWD population will exceed 35%. New Dawn II will have a rolling admissions policy whereby students can enroll throughout the school year, so demand for entrance will be ongoing and regularly available. With such limited options for non-traditional students in CSD 19 and 27, New Dawn II expects to easily meet and surpass its enrollment goals.

New Dawn II’s curriculum is unique and innovative due to the nature of the population it will serve and the programmatic design aligned to the Key Design Elements:

- **Key Design Element #1: Curriculum and Instruction.** The curriculum is innovative in that students are not seated at a desk reading from textbooks. Teachers forego standing in front of the classroom to facilitating learning through the Workshop Model of instruction. In this way, students receive individualized attention in a least-restrictive setting, which also allows for all learners to work together without the stigma of being labeled as a student with disabilities or as an English Language Learner.

- **Key Design Element #2: Social/Emotional Learning and Support.** At-risk students require quality supports that focus on building their self-esteem, value in the community, and relationships with adults and peers. Our progressive discipline policy through the Positive Behavior Intervention Supports (PBIS) program allows students to learn from their mistakes and grow in a professional atmosphere. Our advisory and mentorship program connects every student in the building with a caring adult who will check in regularly and ensure that the student is meeting their goals established in their advisory class. These
supports provide the emotional stability that helps student learn in a positive school culture.

- **Key Design Element #3: College and Career Readiness.** Every student in the school will be prepared for college and careers, regardless of their views about the future. This means that when a student enters the school, they may not believe in themselves enough to think that they are “college material” or that they could work in professional settings. This aspect of our school design prepares our students for the rigors of college, and also provides real work experiences and career training through our internship program.

- **Key Design Element #4: School Improvement Engine.** One of our core beliefs is that school is an everlasting process of change. When schools focus on identifying gaps, providing remedies, and reflecting on the success of the intervention, then all aspects of the school are centered on the belief that improvement is a constant within the organization, at all levels.

- **Key Design Element #5: Professional Development.** In order to have a strong instructional program, our approach to leadership and development is through facilitation. Focusing on the key strengths of each individual teacher and staff person at the school allows the organization to develop leaders and appreciate the skills that each individual can offer. This leads to individualized professional development, along with teacher-led sessions through our Professional Learning Communities. When all staff is included in being built as leaders, then the health and success of the whole organization becomes a priority to all of those involved.

New Dawn II has the added advantage of being able to learn from NDCHS’ experience with staffing. Our staffing plan includes school leadership that will confer and work alongside staff from NDCHS. The New Dawn II Leadership team includes the Principal, Dean, Business Manager, Special Education Coordinator, and the College and Career Ready Manager. In the third year of operation, the school will add a Director of Curriculum and Instruction. The leadership team will fully implement the key design elements to fulfill the mission and vision of the school. The remaining staff include: Teachers, Support Staff, Counselors, and the Janitorial Staff. Together, this team will work to develop personal relationships with our students, building trust and confidence along the way. Our mentor program, a key feature of our design elements, connects every student with an adult in the building. This individualized attention provides our students with the best opportunities for success.

New Dawn II will have an aggressive professional development program for teachers and staff including Professional Learning Communities, one hour of departmental work or professional development per day, embedded professional development in the classroom, participation in the running of the school, and a Facilitative Leadership Program for those wishing to move forward into administration.
CERTIFICATION AND ASSURANCES STATEMENT

| Proposed Charter School Name: | New Dawn Charter High School II |
| Proposed School Locations (District): | NYC CSD 27 |
| Name of Exiting Ed. Corporation (If 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 required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; ²

¹ N.Y. Education Law § 2854(2)(a)
² 20 USC § 7221b(b)(3)(J)
• An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;³ and
• That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴
• That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

| I, Ronald Tabano, hereby certify that the information submitted in this Full Application to establish New Dawn Charter High School II 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: Ronald Tabano |
| Date: 3/13/18 |

³ 20 USC § 7221b (b)(3)(K)  
⁴ 20 USC § 7221b (b)(3)(N)
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I.A. Mission Statement, Objectives and Goals

Mission Statement and Furthering the Original Mission Statement

New Dawn Charter High School II (New Dawn II) will be a NYC Transfer School replicated after the highly successful New Dawn Charter High School (NDCHS), reaching out to students who have either dropped out or are in-school truants—those who will most likely not graduate with their four-year 9th grade peers. New Dawn II will enroll students who are over-aged and under-credited in grades 9 through 12, and includes an intensive program for those students who are the most at-risk and difficult to engage in their education: the student who is over 15 years old and has fewer than 10 credits.

Mission Statement: New Dawn Charter High School II is to provide over-aged and under-credited students 15 - 21 years of age, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a NYSED standards-based education program. Within the framework of the education program, four programs will be offered: 1) Interventions for those with fewer than 10 credits, and for those with 10 or more credits: 2) Internships in the community, 3) Career planning, and 4) College enrollment.

There is one difference in the mission statement of New Dawn II. While NDCHS has always provided Career Planning, it is not in the NDCHS mission statement. New Dawn II, on the other hand, has added this additional element in its proposed mission statement based on our experience at NDCHS. At NDCHS, this element has been a natural progression of meeting College and Career Ready (CCR) benchmarks for our students.

New Dawn II will be steeped in the history and experience of John V. Lindsay Wildcat Academy (Wildcat), and will be a direct replication of NDCHS. NDCHS will support New Dawn II by providing all the procedural materials (database structure, manuals, fiscal controls, compliance procedures, etc.) as well as educational materials (curriculum, Internship Program, Tracking programs) needed for the school to maintain viability. As a transfer school that recruits high school students who have either dropped out of school or are in-school truants, New Dawn II will not be a student’s first high school and recruitment from the 8th grade will not occur. We expect to have students with disabilities (over 35%), a proportion of English Language Learners to match the district (11%), and at least 85% of the students will be living in poverty.

Furthering the Charter Schools Act

In keeping with the goals of Education Law §2850 (2), the mission, goals, and objectives for all New Dawn students (NDCHS and New Dawn II) is to graduate with a NYSED diploma, meet all graduation requirements, develop college ready behavior through our CollegeNOW program, and obtain real world work experiences through our career planning and internship program. NDCHS, along with other transfer charter schools have worked closely with the NYSED to align goals that are realistic and align with the Act. These goals will be closely followed by New Dawn II, serving as a complement to our key design elements and guide for all decision-making related to instruction, non-academic business, training and development.

These key design elements, inherent in our mission and all aspects of the school, are an integral part of furthering all the objectives featured in the law for at-risk teens. Therefore, New Dawn II meets the objectives in Education Law §2850 (2), in the following areas of the Act: a) improving student learning and achievement; b) increasing learning opportunities for students most at risk; d) creating new professional opportunities for staff to work with at-risk students; e) providing parents and students with an option for over-aged and under-credited students; and f) willingness to work with NYSED and others to develop a realistic and rigorous assessment plan.
Mission Specific Goals

Like NDCHS, the goals of New Dawn II will be established and reflective of the elements in our mission statement: a second chance at attaining a high school diploma through 1) Interventions for those with fewer than 10 credits, and for those with 10 or more credits: 2) Internships in the community, 3) Career planning, and 4) College enrollment. To achieve these goals, New Dawn II will follow the implementation of the School Improvement Engine to help us meet the benchmarks established with the NYSED team, as mentioned above.

School Improvement Engine (SIE).\(^1\) New Dawn II will be designed using the School Improvement Engine, which was developed with 10 NYC charter schools through the Partnership for Innovation in Compensation for Charter Schools (PICCS)\(^2\), a U.S. Department of Education program funded through the Teacher Incentive Fund (TIF).\(^3\) The desired outcome of SIE is to establish a Sustainable Data Culture which is characterized by facilitative leadership, collaborative inquiry, and self-initiated learning and impacts two domains, the Data Culture and the Sustainable Culture. The Data Culture is the effective use of data driven instruction resulting in students attaining or exceeding proficiency while the Sustainable Culture is the best governance and operational practices resulting in fiscal and compliance well-being. The core components of the SIE are diagnosis, prescription, monitoring, and remediing.\(^4\) The best practices used include: 1) data driven decision making, 2) professional learning communities, 3) teacher growth and professional development, 4) teacher and administrator evaluations, and 5) compensation based on student outcomes.\(^5\)

The components of the SIE Data Culture are research-based strategies that lead to student growth and proficiency. Diagnostic assessments are administered to students upon enrollment. Based on the outcomes of the assessments, remedies are implemented; such as modifications to instruction, reorganization of curriculum, tutoring, etc. After remedies are implemented, the SIE cycle begins again: diagnose, prescribe, monitor, remedy. This same process is applied to the viability of the organizational structures. The diagnostic component consists of identifying those areas of greatest concern: fiscal, compliance, support services. Prescription is the use of best practices in these areas to ensure success. Monitoring is done by implementing rigorous methods of tracking and strong Board oversight. To fully integrate the SIE Data Culture, a cadre of tools and strategies are used. A data warehouse will be used that allows staff to drill down to the individual teacher and student levels and includes data on the curriculum, lessons, NYS Learning and Common Core Standards, assessments, and student goals (diagnostic and monitoring). The Professional Learning Communities (PLC) protocol will provide structure for discussions around identified areas of concern (prescription). From the prescription arises the remedies which might include embedded professional development, providing support to teachers struggling with issues such as instruction or management, coupled with a rigorous teacher evaluation and growth plan. Ensuring organizational viability will entail the integration of established systems, both electronic and through policies and procedures in support services, compliance, and fiscal.

The same goals that have been used at NDCHS, and have shown success, will be used at

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\(^1\) Taken from the original New Dawn Charter High School 2011 Charter Application.
\(^2\) Program information can be found at: http://www.piccs.org/
\(^3\) Program information can be found at: http://www2.ed.gov/programs/teacherincentive/2007-awards.html
\(^5\) Downloaded from http://www.piccs.org/ on February 20, 2011.
New Dawn II, while continuing to work with NYSED on improving them. The goals align with the benchmarks in the Charter School Framework and our Key Design Elements, annually:

**Educational Success**
1. at least 75% of all students who attempt a Regents exam in each of the five areas will pass. For students with IEPs, this will include those who pass with the safety net;
2. 80% of the students in will successfully complete their internship;
3. of the students with 33 credits or more in September, 80% will graduate by August;
4. 90% of the graduating class will have a career plan;
5. 60% of the graduating class will apply to college;
6. teachers will show growth on either the Danielson or Marshall rubric for Classroom Observations;

**Organizational Soundness**
7. the School will submit a clean audit by November 1;
8. the School will run on a balanced budget; and
9. the Board of Trustees will meet every month

**Faithfulness to Charter & Law**
10. the School will enroll and retain the proportion of special population in the CSD;
11. the School will have met all legal compliance obligations.

### I.B. Key Design Elements

New Dawn II is to be a complete replica of NDCHS, with no changes in the education model. The Key Design Elements include (1) Curriculum and Instruction, (2) Social/Emotional Learning and Support, (3) College and Career Readiness, (4) School Improvement Engine and (5) Intensive Staff Professional Development using a Facilitative Leadership Model. The one addition is the use of the term Positive Behavior Interventions and Supports (PBIS). NDCHS has always had this program, calling it a Progressive Discipline Policy. For New Dawn II it will be called PBIS and will mirror NDCHS’ model.

Students enroll at NDCHS because they are fully aware of our mission and programs put in place for their benefit. Many new applications we receive for NDCHS are from word-of-mouth referrals by current students who believe their friends and family can benefit from our services. Students are aware of their eligibility for potential programs and actively advocate for various opportunities such as participation in College Now or the ability to gain relevant career readiness experience through our internship program. This is supported in the recent release of the NYC DOE School Quality Snapshot, where it shows that 60% of our students persist in high school, as opposed to 54% in our comparison group.6 Below is a discussion of the key elements.

#### 1. Curriculum and Instruction

**Literacy-Rich Education Program.** Literacy is inherent in all academic areas and within social-emotional contexts, and it is our belief that all teachers are literacy teachers. Students who engage with high interest, grade-level appropriate text demonstrate the ability to think and communicate critically with content material.

**Full Inclusion Special Needs Program.** All students benefit from being in the classroom, rather than being pulled out for services away from peers and their content teachers. Our program helps students meet benchmarks by achieving in the least restrictive environment.7 This

---

includes providing services to ELL students inside the classroom.8

**Intensive 9th Grade Intervention Program.** NYC data on transfer schools has shown that the cohort of students who have demonstrated the most struggles are those who are over aged and under credited with fewer than 10 credits.9 Students with fewer than 10 credits attend school full time each week, learning to mold their behavior to academic expectations.

**Balanced Instruction Integrated into the Workshop Model.** The workshop model facilitates differentiated and individualized instruction and is highly effective with at-risk populations as well as with academically gifted students. The workshop model is based on the work of Howard Gardner and his theory of multiple intelligences10 and Benjamin Bloom and his work with various levels of intellectual thought processes and challenging individuals to engage in the highest levels of thinking: analysis, evaluation and creation11.

This key design element of curriculum and instruction aligns with our mission to provide a NYSED standards aligned education for struggling students. It supports the Act by providing at-risk students an opportunity to learn and achieve success. It also affords parents another option when options are limited or nonexistent due to age and credit accumulation of the student.

2. **Social Emotional Learning/Support (Positive Behavior Interventions & Supports)**
   
   **Daily Advisories for Social-Emotional Needs.** The advisory experience at New Dawn II is designed to get to the root of each individual student’s struggles and provide opportunity for academic and socio-emotional growth.

   **Mentoring Program.** The mentoring program was designed at NDCHS to provide students a point of contact to serve as an accountability partner regarding their academic progress, attendance, or general concerns. At New Dawn II, all staff members will be assigned a caseload of students as their mentees and are expected to have weekly, check-in meetings via telephone or in person to monitor student progress.

   **Progressive Discipline Policy.** Our goal is to keep students in school instead of pushing them out for low level infractions. As a result, the discipline policy is not used as a punitive measure but as a means for students to learn from their mistakes and progressively make improvements. New Dawn II will further implement the PBIS framework to assist staff in adopting preventative behavioral strategies for students12.

   This key design element of social/emotional learning addresses our mission goals by impacting the ability of students to control their behavior to maximize learning, positively maintain their internships in the community, and to successfully apply and attend college. It supports the Act by providing opportunities for the most at-risk students to become successful.

3. **College and Career Readiness**

   **Internship Program (IP).** Students with more than 10 credits are assigned a placement to work in the community. As part of a holistic educational approach, the IP at New Dawn II will provide students with the essential job training and leadership development opportunities needed to prepare and transition into a successful career pathway of their choice. New Dawn II aims for students to build long-term, professional connections while developing skills such as critical thinking, teamwork, time management, problem solving, communication and professionalism.

   **College Now with CUNY.** CollegeNow is a city-wide, collaborative program with the

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8 https://www.readinghorizons.com/blog-roll/what-is-the-best-way-to-teach-esl-students
11 https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
12 https://www.pbis.org/
City University of New York (CUNY) and more than 350 NYC public high schools\(^\text{13}\). New Dawn II will partner with the Borough of Manhattan Community College (BMCC) for students to gain advantage in college and simultaneously help them improve their academic achievement\(^\text{14}\). College and Career Readiness further supports our mission goals by addressing this key design element of our program, the Act by providing at-risk students with high educational expectations, and offering a choice not available in the community prior to ND II.

4. **School Improvement Engine (SIE)**

   The implementation of the SIE is integral to monitoring our accountability goals. The SIE’s prescriptive model allows stakeholders to identify a problem, construct a remedy, evaluate the implementation and results, and then start the process over again. By engaging in this process, New Dawn II will monitor all areas of the school. This supports our mission goals by ensuring that we are appropriately aligned and achieving our goals. It supports the Act by focusing on constant attention to outcomes and developing the most meaningful assessments.

5. **Professional Development (PD)**

   **Regularly Embedded PD.** New Dawn II will work with coaches to provide on the ground support for content area teachers. In addition, school leadership may co-facilitate courses with less experienced teachers to provide live coaching and modeling within the classroom.

   **Digitalized Curriculum & Aligned Lesson Planning.** All staff will have access to the Common Core Aligned curriculum and daily lesson plans from NDCHS. These plans are located within the software platform PerformancePlus by PowerSchool Group.\(^\text{15}\)

   **Daily Common Planning Time.** In addition to all teachers receiving one to two preparatory periods per day, common planning time is scheduled into the work day between the hours of 4:00pm and 5:00pm.

   **TERC: Using Data to Inform Instruction.** When analyzing data such as student work and regents results, we will use the TERC Using Data protocol. Applying this approach allows the teaching staff to view data without bias while creating strategies to improve instruction.

   **Staff Compensation Based on HEDI Scores & Student Performance.** New Dawn II will base compensation on student performance (40%) and classroom observations (60%).

   **PD in Danielson and Marshall Classroom Observations, Professional Learning Community (PLC) Coaching, & Peer Review.** Through protocols from the National School Reform Faculty\(^\text{16}\), the staff individually and as a group set professional goals through the Danielson and Marshall Rubric, PLCs allow staff to collaborate and provide targeted feedback for personal growth and development.

   **Access to Other Schools for Shared Support.** NDCHS holds the view that collaborating with other charter schools, particularly transfer schools, is vital to planning and engaging in the data culture of the school.

   **Facilitative Leadership Opportunities.** A facilitative leadership fosters staff involvement with the governance of the school. New Dawn II will continue this model after NDCHS’ implementation methods through various committees and other leadership opportunities.

   This key element provides our staff with continuous, professional growth so they can be the most effective teachers, mentors, and support staff, to uphold our mission goals. It meets the criteria for the Act by creating opportunities staff to become the student for stronger instruction.

\(^{13}\) http://collegenow.cuny.edu/

\(^{14}\) http://www.bmcc.cuny.edu/collegenow/

\(^{15}\) http://sungardk12.com/assessment-curriculum-management/

\(^{16}\) http://www.nsrfharmony.org/
I.C. Community and Students to be Served
Describe the Community

CSD’s 27 and 19 encompass three different Community Boards (CDs) in NYC. CD 10 includes the neighborhoods of Howard Beach, Lindenwood, Old Howard Beach, Ozone Park and South Ozone Park. CD 12 includes the neighborhoods of Hollis, Jamaica, Jamaica Center, North Springfield Gardens, Rochdale, South Jamaica, and St. Albans. Finally, Community Board 14 encompasses the Rockaway Peninsula and Broad Channel. It has at least 13 distinct communities that include Breezy Point, Rockaway Point, Neponsit, Belle Harbor, Rockaway Park, Rockaway Beach, Arverne/Sommerville, Edgemere, Arverne by the Sea, Bayswater, Wavecrest and Far Rockaway and Broad Channel Island.

The data that impacts New Dawn II the most is the percentage of homeless students in these communities. And while not homeless, CD 14 has the largest amount of Section 8 vouchers in Queens. The graduation rate for homeless students in CSD 27 is 48%. This low number is the result of high school students disengaged from their school as a result of their living conditions. An example of this situation is related to students with disabilities. Students in need of IEP’s received their accommodations late, to a staggering 63% of all students that were experiencing some level of homelessness. This was followed by chronic absenteeism and other factors that interrupt a student's education and ability to develop relationships. While the demographic picture of the communities within CSD 27 may show that these communities represent a diverse ethnic background of largely middle-class income, the pervasiveness of the poverty rate results in lower graduation rates for these students and impacts the overall graduation rates of the schools in the district.

All three community districts identified schools and education in their top three priorities. CD 10 focused on the need for more seats and more schools. CD 12 identified co-location as a major issue impacting their schools. Both CD 12 and 14 identified their biggest need in education in youth workforce development and job training. New Dawn II will address all these needs. Below is a breakdown of demographics compared to Queens and NYC.

<table>
<thead>
<tr>
<th>Demographic Indicators</th>
<th>CD 10</th>
<th>CD 12</th>
<th>CD 14</th>
<th>Queens</th>
<th>NYC</th>
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<td>45%</td>
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<td>Limited English</td>
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*Major felonies per 1,000 residents.

Educational Options

The target population of New Dawn II will be at-risk students who are over-aged and under-credited and have failed at more traditional high schools. New Dawn II intends to be located in CSD 27, accepting students throughout the city but specifically targeting students from

17 https://communityprofiles.planning.nyc.gov/queens/10
18 https://communityprofiles.planning.nyc.gov/queens/12
19 https://communityprofiles.planning.nyc.gov/queens/14
21 ibid
CSD’s 27 and 19. While both Districts have similar four-year graduation rates at 63%, Keeping Track Online, using NYC DOE data, ranks the possibility of dropping out for CSD 19 and 27 as the 5th most at risk in the entire city. Each district has one school in receivership and there is currently one transfer school in CSD 27. The table below describes the state assessment and graduation data for the schools located in CSDs 19 and 27 for the 2016-2017 school year:

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<th>School</th>
<th>Type</th>
<th>NYC CSD</th>
<th>% passing CC ELA</th>
<th>% passing CC Algebra 1 (all students)</th>
<th>Four Year Grad Rate (all students)</th>
<th>Five Year Grad Rate</th>
<th>ELL %</th>
<th>SPED %</th>
<th>FRPL %</th>
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22 https://data.nysed.gov/
23 https://www.cccnewyork.org/
24 https://data.nysed.gov/
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**Target Student Population**

New Dawn II expects its student population to be at least equal to either district in ELLs (11%) and SWDs (17%). However, with the experience of NDCHS, it is expected that the SWD population will exceed 35% (NDCHS SWD population in 2017 was 40%, while that of the local district, NYC CSD 15, was 21%). New Dawn II will have a rolling admissions policy whereby students can enroll throughout the school year, so demand for entrance will be ongoing and
regularly available. With such limited options for non-traditional students in CSD 19 and 27, New Dawn II expects to easily meet and surpass its enrollment goals.

**Needs of the Community**

As mentioned under Request 2, the high schools in both CSD 19 and CSD 27 have a 63% graduation rate, which makes the demand for additional transfer schools clear. CSD19 reports a 10% dropout rate, while CSD 27 reports a 14% dropout rate. These rates equate to hundreds of students who are without a high school diploma. These students who drop out are at-risk. At-risk students are the students who are either truant, incarcerated, or engaged in other activities that keep them from fully engaged in their education. As a result, at-risk students end up dropping out. With many transfer schools stipulating entrance criteria, such as credit accrual and number of Regents exams passed toward graduation, New Dawn II will be a welcomed addition to the options available for local schools to help these students get back on track and complete their requirements for graduation. Further, New Dawn II specifically meets the need of CD 14 (Rockaways) by providing career and job training.

**Rationale for Selection of Student and Community**

Over the last six years, NDCHS has received numerous requests from students in the Rockaways, Jamaica, St. Albans, and other communities surrounding CSD 27 and 19. Several members of the New Dawn II applicant team and founding board have ties to Jamaica, and saw the opportunity to open a transfer school as a necessary step toward offering at-risk students a chance to get re-engaged with school. NDCHS has a proven track record of success, outperforming their comparison group on the NYC School Quality report, year after year. The school’s five-year renewal, based on the number of Regents diplomas that Students with Disabilities earned, demonstrates that our approach to a least restrictive environment for all learners gets results. New Dawn students persist, excel, and graduate, moving on to trades or college within the year after they graduate from the school. Taking that expertise to Jamaica, Queens was a natural choice based on the experiences of the applicant team.

**Enhancing Educational Options**

One of the many reasons why New Dawn students persist is due to the innovative instructional program that supports the whole student. Our students are all assigned a mentor, and are engaged in an advisory program that helps them focus on potential career goals and college preparation through research projects that connect their academic work to their internship experience, meeting our Key Design Elements 1, 2, and 3. Our students thrive in this environment because they see both their academic work and internship experience as a viable career path, since many of our students are offered full time jobs after their internship position, and college track, through their experience with CollegeNOW. This will be the same at New Dawn II, which will actively recruit at-risk students that otherwise may not have such options at their current school. Without limitations on enrollment, New Dawn II will offer a second chance to all off-track students in CSD 19, CSD27, and the surrounding areas.

**Community Support**

New Dawn II began the community engagement process beginning in May 2017, after NDCHS received its five-year renewal from NYSED. Based on the feedback received via social media, in person meetings, public comments during the CB12 Education Committee meeting, the General Assembly, in addition to support and suggestions from local politicians such as Senator Comrie’s office, New Dawn II will be a well-received addition to the community. As shown in the video from our presentation during December 2017 at the general CB12 meeting, many local...
residents were pleased to hear of our plans, and that we would not seek colocation. There were requests from the Board chair and the education committee to review our data, which we submitted immediately following the request. In fact, the CB12 president remarked on how our model was beginning to change her views on charters. We anticipate continued outreach in the community. On March 1, Senator Comrie’s office made additional suggestions of groups for us to reach out to, and it is our plan to continue that outreach as our proposal progresses. It is our plan to remain active in the community and provide regular updates of our progress to all stakeholders, including milestones after we have opened, an opening ceremony and tour.

I.D. Applicant Group History and Capacity

The majority of the applicant group have worked together for years, and many have been involved with the development and running of New Dawn Charter High School (NDCHS) in Brooklyn. Below is a description of the experiences of each member of the team.

Board Members

Ronald Tabano: is the current and founding CEO/Principal of John V. Lindsay Wildcat Academy. Under Mr. Tabano, Wildcat began in 1992 as a DOE program for students serving at least a one-year suspension from their home school. After serving the suspension, students were to return to their homeschool, however, in many cases, the district schools refused to re-enroll them or the students and parents wanted to stay at Wildcat. For these reasons, Wildcat became the first charter transfer school in NYS, converting from a NYC Department of Education (DOE) school to charter status in 2000 as one of the four NYC conversion schools. Mr. Tabano also developed the internship program and has extensive experience with at-risk youth, instruction, facilities, and finances, and will serve as the Chair of the New Dawn II BoT. He is currently serving on the Board of NDCHS and is a long-time resident of Queens.

Maureen Campbell, Ph.D.: has extensive experience with both district and charter schools, particularly new start-ups. She was the founding principal of Hebrew Language Academy in Brooklyn, moving on to become the Director of Recruitment and Outreach at the Hebrew Charter School Center. She has worked in the Office of Accountability at NYC DOE, was the Deputy Superintendent of Operations for the Mount Vernon City School District, has worked at the Center for Education Innovation (CEI) as a Supervisory Support Specialist, served as the Director of School Renewal at the NYC DOE, and is currently serving as the Principal Leadership Facilitator for the DOE. She is a long-term resident of District 27 and with her vast range of experience her participation at New Dawn II will be very helpful.

Jane Sun: is currently serving on the NDCHS Board of Trustees. She began her educational career as a math teacher in Tianjin, China. Upon immigration to the US, she worked in the Human Resources Department at the NYC DOE as a computer support specialist. Following this, she moved to CEI as a Data Engineer being promoted to the Lead Data Engineer where she serves today. She has extensive experience in student growth models and teacher development. She will assist with the accountability plan at New Dawn II.

Maria Groeneveld: has extensive experience in the legal field working with charter schools. She has worked with several law firms and is currently a Corporate Partner at Davidoff Hutcher & Cintron LLP. She is well versed in the compliance and legal aspects which impact charter schools. She has worked with NDCHS for years and will serve on the Board of ND II.

Dumar Paden: is currently serving as the High School Leader—Academic Dean at Achievement First Public Charter School. However, he started as the Founding Counselor at NDCHS in September 2012, moving to become the Director of School Partnerships & College
Readiness where he founded both the NDCHS’ Internship and College Programs. Both programs are very successful and he will assist New Dawn II with this process.

Amit Bahl: began his teaching career in 2002, and has taught at several NYC DOE high schools as a Social Studies Teacher. In 2012, he joined the Urban Dove Team Charter School as the founding Director of Operations, moving into the Director of Curriculum and Instruction position, and serving as the School Leader today. He has extensive operations and budgeting experience as well as instructional experience. He is part of the Urban Dove team that is opening another Urban Dove Charter School in Harlem and thus has experience in opening two start-up schools. He is also a resident of Queens.

Jonathan Carrington: is by training an elementary math and science teacher. He worked with Dr. DiGaudio and Ms. Lobato at Merrick Academy Charter School in Queens. Since then he has worked as a Teach for American Mentor Teacher, Dean of Students at St. Hope Leadership Academy Charter School, and is currently working at KIPP AMP Elementary Charter School, starting as an Instructional Coach, then as Lead Instructional Supervisor, and currently as Dean. He is also a resident of Queens.

On March 27, 2018, the NDCHS Board of Trustees will vote on whether to merge with the above proposed Board. This is expected to be approved, with both Mr. Tabano and Ms. Sun currently serving on the NDCHS Board. Working with our attorneys and the NYSED Charter Office, we will ensure all legal requirements for this merge are met.

Team Members

Sara Asmussen, Ph.D.: is the Founding Executive Director of NDCHS, the position she holds today. She has a range of experiences in the fields of mental health and education but has always produced a clean, audited budget at NDCHS, which just received its first five-year renewal. In addition, Dr. Asmussen has experience with facilities, including being part of the process of purchasing the building where NDCHS currently resides. She will continue in this role at New Dawn II according to the contract between NDCHS and New Dawn II.

Lisa DiGaudio, Ph.D.: is the Founding Principal of NDCHS, the position she holds today. She will move to New Dawn II to become its Founding Principal. She was the Data Coordinator and Social Studies teacher at Merrick Academy Charter School the year it was named the most improved Charter School in NYC. She has experience in curriculum development, instruction, using data to inform instruction, and supervision of teachers. She is trained in the use of both Danielson and Marshall Classroom Observations and how to use these tools to train teachers. She will be responsible for all professional development in the building.

Donna Lobato: has always been the Special Education (SPED) Coordinator at NDCHS. She has worked in district schools and at Merrick Academy Charter School. Because all five transfer charter schools in NYC have significantly higher SPED populations than other transfer and district schools, along with the fact New Dawn II will be an all inclusion school, Ms. Lobato will work through the contract with NDCHS to develop and train New Dawn II SPED staff on the administration of a program such as NDCHS’. NDCHS has been noted for the high rate of Regents Diplomas students with disabilities receive because of this program.

Zachary Flory: a resident of Queens, is currently the Living Environment teacher at NDCHS. He will be moving into the Dean’s position at NDCHS this fall to gain further experience. He is also a Teacher Leader, and a certified PLC Coordinator at NDCHS. He serves on the Committee which develops the student growth targets at NDCHS and is responsible for many PD sessions. He will ultimately be moving to New Dawn II in the position of Dean.
Formation of Group, Relationships, School Design, & Outreach

The group has known each other for years. Mr. Tabano, Ms. Sun, and Drs. Asmussen and DiGaudio all worked at the original PICCS project through CEI in 2006; Dr. Campbell, Mr. Paden, Ms. Lobato, and Mr. Flory all joined PICCS in future years. Ms. Groeneveld has assisted at HLA (Ms. Campbell), CEI (PICCS), Wildcat, and NDCHS on various projects. Ms. Groeneveld and Dr. Asmussen have known each other prior to this socially. Dr. Asmussen was the Director of Compliance & Accountability under Mr. Tabano, and when Ms. Sun first started at CEI, she had an office at Wildcat where the three worked on accountability and data collection strategies. Dr. DiGaudio, Ms. Lobato, and Mr. Carrington all worked at Merrick Academy. Mr. Bahl incubated at the Charter Center with Drs. Asmussen and DiGaudio in 2011-2012 and we have maintained this relationship since we all work in transfer schools. Staff from Urban Dove and NDCHS have visited each other many times over the year, thus Drs. Asmussen, DiGaudio, Ms. Lobato, Mr. Paden, and Mr. Flory are all very familiar with Mr. Bahl.

PICCS clearly is a prominent part of these relationships. NDCHS was developed out of the PICCS project and is the only school based entirely on the concepts of the School Improvement Engine (SIE) which was developed through PICCS. New Dawn II is based on the same model, thus it was very important that we have individuals involved in the project who understand the underlying assumptions and theories. We have an active Facilitative Leadership program at NDCHS through which Mr. Flory has been training for years to become an administrator. Dr. Campbell and Mr. Bahl, Paden, and Carrington were all asked to serve based on their extensive knowledge of working in charter schools and the issues which arise. Mr. Tabano, Bahl, Carrington, and Dr. Campbell are all members of the Queens community. As a group we have worked on a number of projects together and are comfortable with confronting one another over difficult issues which arise when starting a new school. Five of us have been founding executive staff at new Charter Schools in the past. Most importantly, every individual on this team fully believes in the right of education for all, including students who have faltered along the way and are not going to graduate in their four-, five-, or even six-year time frame. All students deserve the opportunity to graduate regardless of their past mistakes or hardships.

Each person on the team had a different role in community outreach. Dr. Campbell took the lead and was especially involved in connecting our team to community leaders as well as political operatives in the community. Through her we were able to schedule many meetings with leaders in the community. Mr. Tabano was responsible for contacting other school leaders and connecting with others in his community for the identification of a building. Ms. Sun and Ms. Groeneveld’s outreach was not to the community but behind the scenes. Ms. Sun continues to reach out to individuals in the data community around transfer school accountability and student growth for the application, while Ms. Groeneveld’s activities are focused on budgeting and legal/compliance issues. Mr.’s Bahl and Carrington have both conducted outreach in their communities in Queens and distributed flyers, but both, along with Mr. Paden will be significantly involved in student and parent recruitment once we are chartered. The school-based team (Asmussen, DiGaudio, Lobato, and Flory) have presented at community meetings, met with elected officials and community leaders, and continue their outreach.

Primary Authors

The primary authors on this charter are the school-based team of Drs. Asmussen and DiGaudio, Ms. Lobato, and Mr. Flory. Other members of the NDCHS Administrative Team responsible for sections of the charter include Amanda Morton (Curriculum & Instruction Specialist), Jose Obregon (Director of Operations) and Scott Mimnaugh (Assistant Principal).
Board members conducted outreach, reviewed the application, and made suggestions. No one was paid for any work on this application and no outside consultation was sought.

**I.E. Public Outreach**

**Founding Group Outreach**

When NDCHS made the decision to replicate after its five-year renewal in May 2017, the applicant team immediately got to work with engaging the intentioned community. We believed we need to engage the community around each of our key design elements: Curriculum and Instruction, Social/Emotional Learning and Support, College and Career Readiness, School Improvement Engine, and Professional Development. Our group recognized that by engaging key stakeholders in each of these areas would strengthen our vision for our target group of students in CSD 27: at-risk students that needed to be re-engaged in their education.

We assigned various aspects of outreach to each team member. Reaching out to the community about the educational, career, college, and social-emotional aspects of the school was of course assigned to everyone as they moved from daily activities whenever possible. However, as a long-term resident of the community, Dr. Campbell was key in her introductions to the community, reaching out to any number of political, faith, and community leaders. Following this, Dr. DiGaudio, Ms. Lobato, and Mr. Flory were tasked with approaching these community members, political leaders, faith leaders, and Community Boards and set up meetings. Other members of the founding team cycled in and out of these meetings as needed and as appropriate. Examples of these meeting included informing the public about our instructional model, including all aspects of instruction, college and career readiness, and social-emotional development. These meetings are listed in Table 2.

Developing parent support is key to any charter. However, the majority of meetings included the entire community: parents, teachers, students, business owners, faith leaders. As with the experience of NDCHS when it was working on its application, notifying parents and students about educational options was difficult in that students are not necessarily aware that they are at-risk or in danger of not graduating until they are dismissed by their District school. Further, their parents do not like to publically self-identify. It is much easier for these parents to respond to a transfer school as a community need rather than a personal need. Therefore, notifying area schools of our replication became a necessary part of our outreach since they are the ones who can identify these students privately. Individuals on the team most responsible for this included Drs. Asmussen, DiGaudio, Campbell and Mr. Tabano. We have also worked with Kathleen Connolly, from the NYC DOE Learning to Work Initiative, in sending out mass emails to all NYC schools of NDCHS Open Houses and the intent to open New Dawn II in CSD 27.

In addition to sending out mass emails about Open Houses, we also engaged with other educators who serve many students which included outreach by Mr. Bahl, Paden, and Carrington. Mr. Bahl and Carrington, being members of the Queens community, distributed flyers in their respective neighborhoods. Dr. Campbell specifically connected New Dawn II with Michael Michel, the president of Christ the King High School, as well as the founder of Middle Village Prep Charter School. As an active member of the Queens community, he recognizes the need for schools like New Dawn II and offered full support. With hundreds of students served by his two schools, his support in opening a transfer school in Queens indicates the need of this community for more schools like NDCHS. The High School Superintendent’s Office of CSD 27 has offered to help refer students once New Dawn II opens.

Another area of focus for us is developing the necessary relationships in the community
with colleges and businesses. As the former Director of School Partnerships and College Readiness, Mr. Paden is responsible for reaching out to area businesses, having developed partnerships with sites like Burlington Coat Factory, which provides internship opportunities to the Brooklyn campus. He will continue this outreach throughout his tenure on the Board. Dr. DiGaudio is in the process of developing a relationship with the Jamaica Salvation Army. In addition to these internship sites, the founding group has extended our partnership with CollegeNOW to New Dawn II upon opening. Mr. Paden will continue this outreach as well.

The founding group and founding board members have engaged with groups in the community to support the foundation of our work stemming from our PBIS system at NDCHS. Ms. Lobato is responsible for outreach with various special education programs and educators. She has also reached out to Discover Outdoors, and they have worked with our Brooklyn campus since 2013. Ms. Lobato is working with the Lyfe program, and plans on connecting student parents with the group when the Queens campus opens. In addition to those partnerships, Dr. Campbell and Mr. Tabano have connected us with the Queens ADA’s office. We will partner together to place students in the court system at our school when we open in 2019. These components will enable New Dawn II to keep our students engaged in their schooling and match the persistence rates of the students attending the Brooklyn campus.

As discussed in our letter of intent and fully described and implemented as a key design element at NDCHS, New Dawn II will also use the School Improvement Engine (SIE) as its method of analyzing all operations, instructional and non-instructional. Much of the outreach for SIE is behind the scenes, so to speak. Ms. Groeneveld is responsible for alerting people in the legal community to the development of New Dawn II and advocating for the school with this community. Ms. Sun continues to work on our alternative accountability plan and advocates with people in the data/research community for alternative assessments. Because this is key to our model, Dr. Asmussen presented the SIE to the community at the general meeting of Community Board 12. After the presentation, community members stopped to talk with us about how positive such a system of progress monitoring was not only inclusive of all stakeholders, but it provided a safe space for all stakeholders to troubleshoot solutions to problems as they arise.

At the Community Board 12 General Meeting, there were questions from the audience about hiring and training of teachers. Concerns included hiring people from the community and how people are supported once hired. This provided Dr. DiGaudio and Asmussen, Mr. Flory, and Ms. Lobato the opportunity to explain our hiring policies and our Facilitative Leadership Program, which aligns with our Key Design Element #5.

Finally, the hot button topic, which was raised at the Community Board 12 meeting, was about co-location. While it is true we will request co-location from the NYC DOE as part of the facilities process—we also anticipate this request to be rejected. Further, our model includes the fact that we will avoid co-location at all costs. Working with our group of students, it is very important that the environment remain small. There is simply too much tension in a co-located model for education to be impactful. Therefore, Dr. Asmussen and Mr. Tabano have aggressively reached out to the real estate community in Jamaica and have already identified four spaces, two of which are already zoned as schools, in the neighborhood. This outreach will continue through the next year until a deal is negotiated for space.

**Summary of Public Outreach Activities.**

Founding Board Members conducted outreach for support, getting signatures from the community in May and June of 2017. The founding group began by calling and sending emails to all community stakeholders throughout the month of June 2017. This included calls and
emails to Community Boards 10 and 12. Local politicians were also contacted: Senators Comrie and Sanders, NYS Senators Gillibrand and Schumer, Assembly members Cook and Weprin, and other key stakeholders who live and work in the Jamaica community that could provide input and support to our model. The founding group also reached out to colleagues from a charter school in Queens that could possibly assist the group in holding a public meeting in their space for additional community input. Founding board members visited different commuter locations, such as the train and bus depot in Jamaica to obtain signatures for support.

Beginning in July 2017, New Dawn II held its first community meeting in Starbucks at 159-27 Jamaica Avenue, in Jamaica, Queens. The informational session was filmed and posted live on the New Dawn II Facebook page. Subsequent media campaigns included a Twitter chat and the development of a school website available to the public for comment. During August 2017, the founding group met with now founding board member Maureen Campbell, a long-term resident of Queens, particularly the Rockaways, looking for input on community engagement and developing relationships with stakeholder groups. Dr. Campbell joined the board after this meeting because she recognizes a deep need in her own community for at-risk children to have additional options to re-engage with school.

In September 2017, the founding group scheduled several meetings with stakeholders, which were orchestrated through founding board member Dr. Campbell. The founding group also presented the mission and vision of New Dawn II to the Education Committee of Community Board 12. Because of that presentation on the key design elements, Tayler Jackson from Senator Comrie’s office scheduled a meeting with the Senator’s office and the founding group. Throughout November 2017, members of the founding group and Dr. Campbell facilitated a meeting with a parent from the Muslim community of Queens. The parent communicated the necessity of having a relationship with a school that could provide opportunities to disengaged at-risk youth. Members of the founding group and Dr. Campbell met with Michael Michel, President of Christ the King Church and Founder of Middle Village Academy. Mr. Michel indicated the need for a school of New Dawn II’s design and offered to be on our steering committee to aid in our outreach efforts. Members of the founding group also met with ADA Jessie Sligh, and Senator Comrie.

In December 2017, New Dawn II’s founding group members invited members of the community, education committee and local politicians to an Open House at NDCHS on December 11. Later that week, the founding group presented their model to the general assembly of Community Board 12. This was well received, and our presentation was again filmed live but this time for the Board’s community Facebook page. ADA Sligh emailed several key stakeholders on our behalf, including local politicians and other community groups to approve our model and support opening in September 2019. Two Queens local papers published stories about New Dawn II after its presentation to the community board, both favorably written.

In January 2018, NDCHS continued their outreach and transparency with community stakeholders for New Dawn II by holding a second Open House on January 10th. Additional outreach attempts were made to Judge Emily Ruben in the Family Court System, as well as to the Queens Public Library to secure a date for a public comment meeting. In February 2018, members of the founding group extended partnerships with internships (Burlington Coat Factory and potentially the Jamaica Salvation Army), as well as extended our partnership with CollegeNOW.

Currently, members of the founding group met with Senator Comrie to discuss the advancement of the charter application. Senator Comrie supports our school. Members of the
founding group have continued outreach to the community board and plan to be on the agenda for April 2018. All stakeholders were invited to the Instructional Rounds on March 22-23rd at NDCHS, which is a collaboration of other charter schools as facilitated by Dr. Thomas Fowler Finn and Ms. Mae Fong of CEI (PICCS). All stakeholders were also invited to an Open House being held on March 26th. There is a stakeholder group visiting “excellent schools” and will be meeting with members of the founding group on March 16th. The founding group and founding members of the board plan on attending the March meeting of CB 12 to engage the community in an informal discussion during public comment. Further outreach goals for March include securing public meeting space (either at the Queens library or another location) for a community input meeting.

Looking ahead, members of the founding group plan on updating the community about our progress at the general assembly of Community Board 12. It has also already planned to hold another community meeting in Queens, either at the Queens library or another location. All stakeholder groups will be invited to the NDCHS Open House. Moving forward, it is the goal of the founding group to continue outreach by meeting with different stakeholders in the community, and developing partnerships for our internship and college program.

**Public Input Shaping School Design**

The input from the community is a vital part of our relationship building with stakeholder groups, including students. One of the most important groups that we have been able to engage is our graduates. We wanted to know how students felt about our program and reached out to alumni for feedback. Several letters of support are included from former students who recognize that New Dawn II would be an opportunity for their peers to earn their diplomas and improve the quality of their futures. Many aspects of the program (internships, college preparation, mentoring program—all Key Design Elements) were identified as key to their current success.

We also wanted to know how our current parents felt about our program, so in addition to engaging students, we wanted to know how our current parents felt about NDCHS as we moved forward with New Dawn II. Our parents, because many work multiple jobs at different hours, thrive with phone and online communications via Jupiter, our student information system. Our parents are thankful for the work we do with their students, and have provided input on the importance of maintaining the strength of our advisory and mentoring programs. Some parents reported having a hard time engaging with students who are at-risk. The Mentor Program at NDCHS was rated highly as being able to bridge that communication gap and help parents support their students in their high school journey. Both current parents and community members have also discussed with us the importance of offering not only college preparation, but career preparation. Based on responses by people who have experienced NDCHS, all aspects of our current model will be maintained.

Issues that arose throughout the community outreach process were not around the educational model, but were around facilities, student behavior, and staffing. We agree with the community on facilities and plan on securing private space for the school. We also agree with the concerns around student behavior and we did make major miscalculations when opening NDCHS which will not be repeated at New Dawn II. Community members in Queens are concerned about students hanging out, causing issues for community businesses and home owners, which is a valid concern. At New Dawn II, unlike NDCHS, we will open with a security firm sitting at the secured front door; the building will be wired for cameras and be alarmed; teachers will be trained prior to opening on our progressive discipline policy, PBIS and mentoring, de-escalation techniques, classroom management, and classroom containment; we
will hire a Dean of School who has not only taught at NDCHS but has trained for a year at NDCHS as the Dean; and we will have established a strong connection with the local police precinct prior to opening. While these things took us several years to learn at NDCHS, we will implement them all prior to opening New Dawn II.

An area that we had not thought about, but was brought up by the community, was hiring community members to staff the school. Every single effort will be made to fulfill this request. While New Dawn II is not meant to revitalize the community, and we must adhere to teacher certification requirements, we will specifically target the Jamaica and Rockaway communities for teachers. Positions such as the Office Manager and Parent Coordinator must come from the community. We are happy to revise our hiring practices to reflect this community concern.

I.F. Enrollment, Recruitment, and Retention

Enrollment Table

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Rationale for Enrollment Plan

The projected number of students is the ideal number for a school with an internship program as will be implemented at New Dawn II. This number of students has worked at NDCHS. While Wildcat has 500 students, they also have two campuses, one with 300 and one with 200. Enrollment figures at all three campuses have remained stable over the years and allow for the appropriate mix of staffing and class offerings.

In its 1st term, New Dawn II will enroll students in grade 9 only. While reported in our LOI that we would start with 120 students, after reviewing the necessary staffing patterns and resulting class structures, we increased the number of students to be able to offer Spanish, Art, and PE in the first semester. This increase does not impact our final census of 400 students by year 4. It is important to note that after New Dawn reaches its second year of chartering, it will be ungraded (except for 9th grade which will become “C Week”—no one likes being an 18-year-old freshman). This is because once we offer three grade levels of classes, we will back fill with students who will not come in as 9th graders but will need 9th grade classes.

The clearest way to explain this is to review an actual student from NDCHS. At NDCHS we enrolled an 18-year-old student (4th year of high school) with 24 credits26 (the equivalent of a junior). This student had passed the ELA and US History Regents and had the corresponding credits accumulated, but still needed all her Math credits. This student, just to fulfill her Algebra Regents requirement, should never be considered a freshman, even though she will be in the

26 In NYC a student needs 44 credits to graduate.
Algebra I class which is generally considered a freshman level class and will still have to accumulate six credits in math. As a result, in the first semester at NDCHS, she was in the senior level ELA class (had 7 ELA credits and had passed the ELA Regents) but was in the freshman level Algebra I class. Further, she will not take a US History class (junior level) while at NDCHS because she completed those credit requirements and Regents exam. Every single student (except C Week) has a different scenario and needs. It is this flexibility in scheduling that allows NDCHS students to successfully graduate, and the same scheduling and grade-level model will be used at New Dawn II. It does require hand scheduling every student, but we have been doing this for six years at NDCHS, for 18 years at Wildcat, and it has been highly successful and continues to ensure that every student meets the NYSED graduation requirements.

In terms of comparing New Dawn II’s grade level requirement to other schools, it is the traditional grade level model used in most other high schools that results in many students leaving their district schools and transferring to New Dawn. We have had a number of examples at NDCHS where students were going to drop out prior to enrolling with us because of this rigidity in scheduling.

We can assure the level of enrollment and retention shown below based on the five years of operation at NDCHS. Due to our flexibility with scheduling and our rolling enrollment we have never had a problem reaching census and believe it will not be a problem at New Dawn II. NDCHS is located in a neighborhood that has not been identified as having a problem with high school drop outs and recruitment and enrollment has never lagged.

**Student Recruitment**

When NDCHS was opening, the power of visiting local schools and attending school fairs was pivotal in enrolling students to the school. We have been working with Kathleen Connolly from the DOE Learn to Work to attend school fairs and send mass emails about Open House opportunities. This was very important during our first year. After the first year, word of mouth became the main source of recruitment, as students would recommend the school to family members and friends. The relationships we have developed with local schools has also been an integral part of our recruitment plan.

Based on our experience at NDCHS we have a full recruitment plan already developed for Districts 27 and 19. First, was our major community outreach which has been ongoing in Queens since last May when we decided to apply for a second charter. Community assets start with individuals from the community who will be imperative in helping identify students include Michael Michel, the Queens D.A.’s office, and CSD 27 High School Superintendent’s Office. All three have offered to refer students and parents in need of a school such as New Dawn II. We will continue to develop these types of ongoing relationships. Next, letters will be sent to all the counselors and principals of surrounding district schools. There may be a tension between district and charter schools, but this tension does not exist when it comes to referrals and enrollment with NDCHS and our referring district schools. We view each other as partners in finding the right placement for the most difficult to place students. We will enable these relationships in Queens by not only sending letters but having the New Dawn II Principal, Dean, and Parent Coordinator reach out to develop personal relationships with these schools. This has been a key referral strategy at NDCHS.

We consistently attend, as will New Dawn II, the NYC DOE’s transfer school fairs. These fairs have generated numbers of students for NDCHS. Further, social media
will be used by announcing enrollment procedures on the New Dawn II webpage and Facebook page. Many students at NDCHS have used these pages to contact us for enrollment. Finally, flyers will be distributed and recruitment meetings at community churches, community centers, and other centrally located community establishments will be held. We will also request that local businesses post flyers in their windows with our information. The community outreach recruitment will be conducted by the Principal and Parent Coordinator. All these tactics have been used at NDCHS and have been very successful.

**Evidence of Interest & Demand**

We know there is a demand for the school because of the inquiries our Parent Coordinator receives regularly from families throughout Queens, in particular the Rockaways. This became one of the reasons we chose Jamaica, CSD 27, as our location, to provide the large demand from students in the Rockaways with a better commute. Being centrally located in Jamaica provides an easy route to the school with many travel options.

When presenting at the various meetings throughout the CSD 27’s catchment area, once co-location is off the table, community members and parents express great interest in having New Dawn II in their community. We have invited all community members to NDCHS and have heard stories regarding families in need of this type of school. Again, because of parents’ reticence to disclose publicly about their struggling students, we hear many of these stories after the public meetings where we always remain in order to talk with people individually.

There were several strategies which will be in place at New Dawn II that have received positive feedback from the community. First, there will not be any credit limitations or required number of passed Regents exams. Students with any amount of credits can apply after year 3. Second, there will not be an upper age limit. Finally, there are no grade levels only A, B and C week. These strategies attract our target group.

**Enrollment, Admission, & Lottery**

Parents and students can complete the lottery application on-line by going to the New Dawn II website. These applications can be downloaded and brought in person or mailed to the school or can be electronically submitted. A parent can have a lottery application mailed to them by contacting the school. Often parents and students will come by the school and complete the application. From this point in the process onward, New Dawn II’s lottery and admissions process will diverge from other charter schools significantly and will mirror the procedures implemented at NDCHS and Wildcat.

Like NDCHS, New Dawn will enroll students all year long. Because of this, students who apply for the lottery for April are enrolled then and there. So, if a student completes a lottery application in March, they are offered a seat and enrolled in March. We have found through years of experience that students who know they are in trouble in March and apply for September enrollment at a transfer school, will not show up in September. Therefore, we begin the development of a relationship with that student immediately by enrolling them in the school when they apply. The result of this practice is that there are no applicants for September enrollment in April. NDCHS has never turned a student away and has never held a lottery.

Once a student completes the lottery application, which it is called to show that we are not biasing our enrollment process, the student is offered a seat. If they apply electronically, the Parent Coordinator contacts them and sets up a school visit within the week. The student then completes the school application which is mandated by law, with all the requirements as outlined in Attachment A. They are then tested on our diagnostic tests and are scheduled into classes and assigned a mentor. The student will either return to school the next day or the next Monday.
Based on our rolling enrollment, we simply enroll students on a first-come, first-serve basis with no regard to IEP, ELL, Regents pass rate, credit accumulation, or age (other than they must be at least 15). In the event we ever need to conduct a public lottery, we will. However, in 18 years as a charter school JVL Wildcat has never needed to conduct a lottery and in six years neither has NDCHS.

Preferences
This is the sole purpose of New Dawn II. The only students we will enroll are students who are not successful at other high schools. All students must have attended at least one other high school and we will not recruit from the 8th grade. We are targeting the same group as NDCHS, which according to the NYC DOE’s data analysis, has only 21% of their students on track for graduating with their 4-year cohort. NDCHS also has 49% of their student body in the most at-risk group of students, while 30% are considered over-aged and under-credited. This is our only enrollment preference. Due to our targeting students who are over-aged and under-credited, we will meet our enrollment preferences for ELL and IEP students since both these groups are overrepresented within the transfer school populations.

Vacancies and Backfilling
As discussed throughout this section, NDCHS enrolls students throughout the year and New Dawn II will follow the same procedure. NDCHS experiences an 20% attrition rate as students graduate or move from semester to semester, so NDCHS backfills throughout the year to account for the students who graduate, transfer, or move. The New Dawn II recruitment and enrollment plan will be a direct replication of NDCHS. As discussed above there is not a wait-list and thus no lottery, students are offered enrollment immediately once they complete the lottery application, are at least 15, and have attended at least one other high school.

Enrollment and Retention Targets Table
Below are our enrollment and retention targets for Year 1 and Year 4 of operation.

<table>
<thead>
<tr>
<th>Enrollment and Retention Targets—Year 1</th>
<th>Enrollment #/%</th>
<th>Retention #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>123.6 / 81%</td>
<td>111.8 / 90.5%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>27 / 17.7%</td>
<td>23.7 / 87.9%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>18.3 / 12%</td>
<td>16.3 / 89.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment and Retention Targets—At Census</th>
<th>Enrollment #/%</th>
<th>Retention #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>319.9 / 79.4%</td>
<td>289.5 / 90.5%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>58.2 / 14.4%</td>
<td>51.4 / 88.3%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>45.2 / 11.2%</td>
<td>39.4 / 87.2%</td>
</tr>
</tbody>
</table>

Enrollment & Retention for SWD, ELL, and Economically Disadvantaged Students
New Dawn II is committed to fulfilling its mission and retaining students by keeping them engaged at the school. At NDCHS, we have found that by developing relationships with our students through mentoring and advisory, we encourage students to persist in their pursuit of a Regents Diploma. The same retention strategies have also effectively kept students living in poverty, SWD’s and ELL’s at the school. Students classified as SWD and ELL respond well to the full inclusion program at NDCHS which will be replicated at New Dawn II. A team of counselors, social workers and special
education teachers will support these vulnerable populations and encourage academic growth.

Unfortunately, countless students who have failed at traditional high schools are in fact living in poverty. This fact is supported by the data at data.nysed.gov for those schools identified as transfer schools by the NYC DOE and the NYC DOE data files used to create the Transfer Schools Quality Snapshots. Further, both CSD’s 19 and 27 have large areas of poverty. We have already reached out to, and presented, at meetings of different communities of language and will continue to recruit from these groups for our ELL group. People representing these communities are on the Board of Trustees as well. Finally, the five transfer charter schools have significantly higher percentage of special education students as compared to district schools. We will continue with our recruitment efforts with school guidance counselors.

Once schools discover we are willing to take their most difficult students, there is not a problem with recruitment of any of these three groups of identified students. District transfer schools have an SWD population around 9% while NDCHS has 40% and we are not changing the special education program at New Dawn II so can assume that it will be as popular as it is at NDCHS. There has always been over 80% of the students living in poverty and an ELL population between 5 and 9% at NDCHS, which mirrors the population of ELL students and students living in poverty in CSD 15 in Brooklyn. By using the same recruitment and retention strategies used at NDCHS, we believe we will make the same numbers in Queens. Based on the SIE, if we do not, we will be able to make mid-course corrections and change the strategies.

I.G. Programmatic and Fiscal Impact

Programmatic Impact

We know based on our NDCHS experience exactly what the programmatic impact will be when opening another transfer school in NYC. First, we recruit students who may not have been at school for quite some time, sometimes for years, and thus we are not impacting any schools’ programs with this group of students. Second, in Brooklyn we work meticulously with the counselors of surrounding district schools, setting up systems whereby their students who are struggling or who are in-school truants, can easily access and enroll in NDCHS. Brooklyn schools refer students to NDCHS when that student is not going to make a five-year graduation date. This has become a normal practice and is where we recruit most of our students. We will develop the same systems with Queens schools. Please see attached letter from the CSD 27 Superintendent’s Office stating they will refer students to New Dawn II if chartered. Through our community outreach we have heard that this area of Queens is in need of a second chance school such as New Dawn II.

Fiscal Impact

As can be seen in the table below with data from the five-year budget produced by the NYC OMB, New Dawn II will have little impact of the District’s overall finances. The OMB has not yet released the budget for the 2023-2024 school year at this time but we can estimate that it will probably be around $27.7B. Our costs will decrease slightly as we reach census, so we can estimate our impact will be .0205% where it will remain for the duration of the school’s operation. We do not expect to have a huge impact on either the programmatic nor the fiscal impact of the surrounding schools. Private schools do not want the students we recruit and district schools need schools to transfer their at-risk students to

<p>| Projected Fiscal Impact upon District of Location |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Enrolled Students</th>
<th>Charter School Basic Per Pupil Tuition Rate</th>
<th>Total Charter School Per Pupil Cost to District</th>
<th>Estimated Additional Costs to District (e.g. SPED funds)</th>
<th>Total Projected Funding from District</th>
<th>Total District General Fund Budget</th>
<th>Projected Impact on District Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>150</td>
<td>$14,527</td>
<td>$2,179,050</td>
<td>$38,000</td>
<td>$2,217,050</td>
<td>$25.6B</td>
<td>.0087%</td>
</tr>
<tr>
<td>2020-21</td>
<td>240</td>
<td>$14,527</td>
<td>$3,486,480</td>
<td>$57,000</td>
<td>$3,543,480</td>
<td>$26.3B</td>
<td>.0133%</td>
</tr>
<tr>
<td>2021-22</td>
<td>340</td>
<td>$14,527</td>
<td>$4,939,180</td>
<td>$76,000</td>
<td>$5,015,180</td>
<td>$27.1B</td>
<td>.0182%</td>
</tr>
<tr>
<td>2022-23</td>
<td>400</td>
<td>$14,527</td>
<td>$6,391,880</td>
<td>$95,000</td>
<td>$5,905,800</td>
<td>$27.7B</td>
<td>.02134%</td>
</tr>
<tr>
<td>2023-24</td>
<td>400</td>
<td>$14,527</td>
<td>$5,810,800</td>
<td>$95,000</td>
<td>$5,905,800</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**II. Educational Plan**

**II.A. Education Philosophy**

**Philosophy, Core Beliefs and Values**

The education philosophy of New Dawn II is derived from the success and experience of implementing the key design elements in our instructional program at NDCHS. The focus is on curriculum and instruction, social/emotional learning and support, college and career readiness, and use of the school improvement engine (SIE). The Key Design Elements include (1) Curriculum and Instruction, (2) Social/Emotional Learning and Support, (3) College and Career Readiness, (4) School Improvement Engine and (5) Intensive Staff Professional Development using a Facilitative Leadership Model. These key design elements inform all operations of the school and keep all stakeholders focused on our core beliefs around teaching and learning: every student is provided the opportunity to become college and career ready, deserves an advocate and support and space to learn how to navigate the professional world.

In support of our core beliefs through the key design elements at New Dawn II, the curriculum is based on NYS learning standards, while instruction is based on the Workshop Model\(^{28}\). Social/emotional learning (SEL) and support is provided by a mentoring program that involves the entire staff and the use of a Positive Behavioral Interventions & Support (PBIS) program\(^{29}\). College and career readiness (CCR) is provided through the New Dawn II Internship Program, CollegeNOW, and the CCR office. Students work on their internships one week and then attend classes the next week. During the week the student is on internships, (s)he is working on a college level research paper which aligns a content class to the internship itself. College awareness is a lesson in every core class and advisory, with advisory classes focused specifically on becoming college and career ready. Through the School Improvement Engine, there will be a constant looping of assessing and analyzing systems (both academic and back office work), identifying potential problems, developing and implementing interventions, and then starting the system again. Finally, intensive staff PD is done through both embedded and off-site PD in curriculum, instruction, and techniques used with at risk students. Facilitative

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\(^{28}\) https://eric.ed.gov/?id=ed263614

\(^{29}\) https://www.pbis.org/
leadership allows teachers to become leaders for various purposes. Our strategic vision for the most at-risk students to receive an education is based on the above key elements of the model’s design and focuses on three groups of people: students, teacher, and staff.

**Research, Theories, and School Performance**

New Dawn II will replicate the model of NDCHS, which earned a five-year renewal in 2017. We meet our progress goals as reported on our Annual Reports to NYSED. The NYC Quality Snapshot indicates that again, students at NDCHS outperform similar students in NYC in the areas of graduation, particularly for over-aged/under-credited students, high school persistence, and enrollment in college. During our renewal the number of graduates was mentioned as a key contribution to our five-year renewal. Comparing NDCHS Regents results to other transfer schools in NYC, students outperform other schools in both Common Core Algebra and ELA regent results. When renewed in spring of 2017, there were 189 graduates and have since graduated an additional 70 students for a total of 259 graduates.

NDCHS works with the NYSED Charter Office and other transfer schools to develop a measure. Below are the Peer Targets for graduation breakdown for the first two years of NDCHS’s charter, compared to the benchmark set by NYC DOE for students: on track, 15 years old over-aged and under-credited, over-aged and under-credited, and most at risk. The data results show that NDCHS students are outperforming others, that NDCHS is reaching out and enrolling the most at-risk students, which made up 45.7% of the student body in School Cohort 2012 and rose to 48.6% of the student body in School Cohort 2013. This percent has risen to 51% in current years.

<table>
<thead>
<tr>
<th>School Cohort 2012</th>
<th>% of Cohort</th>
<th>NYC DOE Peer Target Graduation Rate</th>
<th>Graduation Rate</th>
<th>Difference New Dawn – DOE</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 140</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non- OA/UC</td>
<td>26.4%</td>
<td>67%</td>
<td>89.2%</td>
<td>+22.2%</td>
</tr>
<tr>
<td>15-year-old OA/UC*</td>
<td>14.3%</td>
<td>30%</td>
<td>70.0%</td>
<td>+40%</td>
</tr>
<tr>
<td>Collapsed OA/UC</td>
<td>13.6%</td>
<td>50%</td>
<td>63.2%</td>
<td>+13.2%</td>
</tr>
<tr>
<td>Collapsed MAT</td>
<td>45.7%</td>
<td>25%</td>
<td>37.5%</td>
<td>+12.5%</td>
</tr>
<tr>
<td>Non-Dropout Rate</td>
<td>55%</td>
<td>63.6%</td>
<td></td>
<td>+8.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Cohort 2013</th>
<th>% of Cohort</th>
<th>NYC DOE Peer Target Graduation Rate</th>
<th>Graduation Rate</th>
<th>Difference New Dawn – DOE</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 105</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non- OA/UC*</td>
<td>23.8%</td>
<td>67%</td>
<td>64%</td>
<td>-3%</td>
</tr>
<tr>
<td>15-year-old OA/UC</td>
<td>5.7%</td>
<td>30%</td>
<td>50.0%</td>
<td>+20%</td>
</tr>
<tr>
<td>Collapsed OA/UC</td>
<td>21.9%</td>
<td>50%</td>
<td>70%</td>
<td>+20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collapsed MAT</th>
<th>48.6%</th>
<th>25%</th>
<th>27.5%</th>
<th>+2.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Dropout Rate</td>
<td>55%</td>
<td>64.8%</td>
<td>+9.8%</td>
<td></td>
</tr>
</tbody>
</table>

Of the NDCHS graduates, over 57% go to college. This is higher than the national average of 9th graders to college, which is currently at 20.8% for the nation and at 22.6% for NYS. In addition to graduation, students consistently participating in this program learn real-world career and soft skills required for navigating social interactions in the workplace. This is imperative in developing the at-risk student.

From a Social Emotional Learning perspective, NDCHS has developed an effective program impactful on the learning environment. Students who fail come to school depressed or angry and their behavior often is an indication of the need to push the adult away before the adult pushes them away. NDCHS developed programs to combat this behavior by training staff to meet students where they are, the implementation of PBIS, a rigorous mentoring program, and a constant focus on the school culture with both staff and students have proven effective with severe behavioral issues. Initial assessments in this area show that students have learned to trust and appreciate their relationships with the adults in the building. As evidenced by the successful implementation of our key design elements above, the founding group for New Dawn II is confident that a replication of these elements and core beliefs can be matched and improved.

II.B. Curriculum

Curriculum Selection, Development and Alignment

NDCHS’s curriculum is aligned to the NYC DOE’s Scope and Sequence and Common Core Learning Standards for ELA and Math. Our Advisory Curriculum is aligned to the CDOS Standards and relevant Common Core ELA Standards. This curriculum will be used at New Dawn II. The School Curriculum will be reviewed on a regular basis in PerfPlus in case a prescription based on test results or changes in the City or State curriculum is necessary, or changes recommended by the NYC DOE and NYSED (new Social Studies Framework and Next Generation Science Standards). Lesson plans are in Perfplus and will be reviewed and revised weekly during individual teacher and department meetings with either consultants or the principal to adhere to certain timelines, such as the implementation of the Next Generation Standards ratified by NYS in 2017. Teachers work in tandem with consultants and the principal in collaborative effort for revision and maintaining current requirements. This process will be fully replicated in New Dawn II.

The curricular alignment at NDCHS is not a traditional progression; a traditional 9th grader takes 9th grade ELA for a year and moves to 10th grade courses the following year and so on. Our students come in with a variety of credit accruals in different subject areas; therefore, we create schedules individually tailored to each student for an expedient graduation and progression to college. This practice will be continued at New Dawn II. As a result, traditional,
year-long courses will be aligned but sections may not be taken at New Dawn II so we will focus on the entire course in Regents classes. Horizontal alignment occurs in courses that are traditionally two semesters, or one year in length. Algebra I, Living Environment, Earth Science, and U.S. History and Gov’t are examples where a horizontal alignment is reviewed annually for changes and consistency. These courses, except Common Core Algebra, are reviewed against the NYC Department of Education’s Scope and Sequence, and for U.S. History and Gov’t, the new Social Studies Framework under Common Core.

In ELA and Global History, the scope and sequence span multiple years so vertical alignments are non-traditional—New Dawn II will be ungraded after year three. Once students have accrued enough credits in these course sequences, comparative to requirements for a student in a traditional setting, students will take the Regents exams. The Global History sequence, just like U.S. History and Gov’t, is designed based on the NYC DOE’s scope and sequence and the Common Core Social Studies Framework. The ELA sequence is based on the Common Core modules. Non-academic courses are generally one semester in length, and aligned to Common Core Standards in ELA, New York State Standards, and NYC Scope and Sequence (such as Physical Best and the Blueprint for the Arts). LOTE sequences are based on student ability and follow guidelines from the NYC Scope and Sequence and guidance on acquisition levels by ACTFL.

Teachers will also meet with the principal and special education coordinator for lesson plan review and development. Instructional coaches in reading and math will be on site bi-monthly to confer, model and provide feedback on differentiation to teachers. Department meetings will be held weekly to discuss curricular challenges with getting students who are far below grade level to master skills and concepts at grade-level. Full staff meetings will be held to share and discuss different teaching methods, such as conferencing in the workshop model. Peer groups will work on different problems of practice related to differentiating instruction. Support from individual meetings, instructional coaching, peer support, embedded PD, and whole staff training will provide opportunities for teachers at New Dawn II to hone their ability to differentiate instruction and provide feedback on the implementation in the classroom.

Curriculum Selection, Organization and Revision

Curriculum is aligned to Common Core, and is in transition to the Next Generation Learning Standards, within PerfPlus, will also be used at New Dawn II. This provides the CORE maps for all teachers and their subsequent courses. Teachers see what should be taught and align their diary maps, or weekly lesson plans, to the overarching goals of the units outlined

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39 https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework
41 https://www.engageny.org/resource/grade-11-english-language-arts
42 http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/PhysicalEducationCurriculum.htm
43 https://centerforartsed.org/resources/nyc-blueprints-teaching-and-learning-arts
44 http://www.languagetesting.com/actfl-proficiency-scale
45 http://www.publicconsultinggroup.com/
46 https://www.acceleratedliteracylearning.com/
47 http://ntnmath.com/index.html
49 https://www.engageny.org/
50 https://www.engageny.org/next-generation-learning-standards
51 https://ndchs-ny.perfplusk12.com/
52 http://www.curriculum21.com/
in the CORE maps\textsuperscript{53}. The CORE maps are adapted from various pacing guides: Common Core modules for ELA and Math\textsuperscript{54}, the NYC DOE scope and sequence for social studies and science\textsuperscript{55}, plus scope and sequence documents provided from consultants like NTN Math\textsuperscript{56}, Read 180\textsuperscript{57} and Math 180\textsuperscript{58}. The principal creates these CORE maps and works closely with individual teachers to develop lesson plans in response to the individual needs of the classroom. The pacing of the CORE maps is annually reviewed by the principal and teachers; feedback is exchanged and changes made accordingly to accommodate testing dates, current standard alignment, and the needs of students.

**Curriculum Materials**

NDHCS uses a variety of instructional materials, which will be used at New Dawn II. In all instances, the Principal is the chief architect of the materials to be used, with teachers providing feedback during the annual curriculum reviews. All materials are aligned to Common Core, NYS Learning Standards and the future implementation of the Next Generation Learning Standards. They include:

**English Language Arts:** The curricular materials used to deliver instruction are quite varied across classes. Novels (such as *Of Mice and Men*), plays (such as *Romeo and Juliet*), short stories from the Common Core modules (such as *The Short Happy Life of Francis Macomber*)\textsuperscript{59}, Read 180\textsuperscript{60}, and other print media (ads, videos, newspaper articles, etc.) are introduced by the teachers and utilized to foster critical thinking about communication and the purposes of it.

**Mathematics.** The curricular materials have been developed with consultant company NTN Math\textsuperscript{61}. Teachers use a combination of the Common Core modules\textsuperscript{62} and the NTN curriculum entitled, *KEAS Math*.\textsuperscript{63} Math 180 was introduced this year to students at NDCHS, and will also be used at New Dawn II.\textsuperscript{64}

**Social Studies.** The curriculum is derived from the pacing calendar from the NYC DOE scope and sequence\textsuperscript{65} and is aligned to the text, *United States History* [Prentice Hall]) for US history, *World History: Patterns of Interaction* for Global Studies, and *Economics* [AGS Publishing] for Economics. This year NDCHS introduced *Edfi*\textsuperscript{66}, an online course that provides supplemental materials to Economics and Personal Finance classes.

**Science.** Science follows the scope and sequence of the NYC DOE\textsuperscript{67}. The materials used include textbooks (*Living in the Environment* [Cengage], *Earth Science* [McDougal Little],

\textsuperscript{53} http://www.curriculum21.com/pd/curriculum-mapping/mapping-defined/
\textsuperscript{54} https://www.engageny.org/
\textsuperscript{55} http://schools.nyc.gov/Academics/CIPL/overview.htm
\textsuperscript{56} http://www.ntnmath.com/
\textsuperscript{57} https://ies.ed.gov/ncee/wcc/EvidenceSnapshot/665
\textsuperscript{58} https://intensiveintervention.org/chart/academic-intervention-chart/13882
\textsuperscript{59} https://www.engageny.org/resource/grade-9-ela-making-evidence-based-claims-literary-technique-unit-ernest-hemingway
\textsuperscript{60} http://52.1.239.6/products/read-180/content.php
\textsuperscript{61} http://www.ntnmath.com/
\textsuperscript{62} https://www.engageny.org/resource/high-school-algebra-i
\textsuperscript{63} http://ntnmath.com/new/keastoc.php
\textsuperscript{64} http://52.1.239.6/product-support/content/techsupport/math180/manuals/HMHM180C1_SCent_1_2.pdf
\textsuperscript{66} https://www.ed-fi.org/
Forensic Science: From the Crime Scene to the Crime [Pearson], Anatomy and Physiology [John Wiley & Sons, Inc.], lab materials, and other trade books to serve as supplemental materials.

Advisory. Advisory focuses on building skills students will need to prepare for the internship experience. Students will take curriculum courses, such as Career Choices\textsuperscript{68}, that dictate the lesson sequence over the course of a semester. Other courses, such as Road Trip Nation\textsuperscript{69} and Leadership and Character Development\textsuperscript{70}, also use established curriculum but are adapted to meet the needs of the students.

\textbf{PE, Health, Art, and Spanish}. The NYC DOE scope and sequence are starting points for these courses.\textsuperscript{71} The teachers work closely with the principal to establish pacing guides based on these resources, and incorporate trade books and other supplemental software to remain current.

\textbf{Curricular Innovations and Alignment to Key Design Elements}

As stated in our letter of intent, our strategic vision is to provide a least restrictive learning environment for students who are struggling in school and who are over-aged and under-credited, focusing particularly on those most at risk of dropping out. The timing of a student’s graduation is unimportant, but the student graduating in and of itself is imperative.

\textit{Key Design Element #1: Curriculum and Instruction}. The curriculum at New Dawn II will be adopted from NDCHS, which is a fluid document to be adapted to different teaching and learning styles. Curriculum mapping in PerfPlus\textsuperscript{72} will allow the two schools to continue to build on the work happening at each school. The ongoing curriculum review, the collaboration between teachers and the principal, as well as the continuous evaluation of the alignment to standards makes our curricular approach unique.

\textit{Key Design Element #2: Social/Emotional Learning and Support}. Children do not learn from adults that they do not trust or like.\textsuperscript{73} The advisory program and our mentoring program help our students build on success. This motivates students to remain focused on their goals\textsuperscript{74} and persist when obstacles arise.\textsuperscript{75} Our mentoring program\textsuperscript{76} connects our students with a “go-to” adult in the building that checks in weekly to monitor progress and reflect on their accomplishments in their internship and advisory. The school also uses the PBIS Framework\textsuperscript{77} to inform our discipline policy. This is integral to our school culture. Students know that infractions are handled in a way that focuses on improvement, not punitive measures.

\textit{Key Design Element #3: College and Career Readiness}. As in NDCHS, New Dawn II will utilize curriculum focusing on developing college and career-minded students. This begins in the ninth grade in their Career Choices advisory.\textsuperscript{78} Students monitor and adjust their goals based on their academic progress and reflection on the issues that are acting as roadblocks in courses like RoadTrip Nation.\textsuperscript{79} The Internship program connects career minded students will work experience.

\textsuperscript{68} http://www.academicinnovations.com/cc2.html
\textsuperscript{69} https://roadtripnation.org/
\textsuperscript{70} https://www.characterandleadership.com/
\textsuperscript{71} http://schools.nyc.gov/Academics/CIPL/overview.htm
\textsuperscript{72} https://ndchs-ny.perfplusk12.com/
\textsuperscript{73} https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion
\textsuperscript{74} https://secure.my10yearplan.com/
\textsuperscript{75} https://www.edweek.org/tm/articles/2017/11/22/the-transformative-power-of-trauma-informed-teaching.html
\textsuperscript{76} https://www.ny.gov/programs/new-york-state-mentoring-program
\textsuperscript{77} https://www.pbis.org/school/high-school-pbis
\textsuperscript{78} http://www.academicinnovations.com/cc2.html
\textsuperscript{79} http://roadtripnation.com/
Key Design Element #4: School Improvement Engine. The School Improvement Engine (SIE)\textsuperscript{80} allows the school to identify gaps in performance and operations, develop a solution with stakeholders, administer the solution, then reflect on the success of the intervention. This demonstrates the school's commitment to ongoing improvement, as the cycle dictates. After a cycle has been completed, the school can use various sources of data, such as the Charter School Performance Framework\textsuperscript{81}, the NYSED Annual Report\textsuperscript{82}, the NYC DOE School Quality Snapshot\textsuperscript{83} and Survey\textsuperscript{84}, and our in-house reviews, such as our progress in the PICCS consortium of charter schools engaged in Instructional Rounds.\textsuperscript{85}

Key Design Element #5: Professional Development. Staff professional development is another way to incorporate the cycles of the SIE. Using a facilitative leadership approach,\textsuperscript{86} school leadership highlights the unique talents of the staff. By empowering teachers and staff to develop their strengths and mentor their peers, ownership of school wide success is the burden of all stakeholders and puts different teachers and staff in charge of managing their peers in a productive manner that results in positive change for students.

Research-Supported Curriculum to be Used at New Dawn II

At NDCHS the workshop model of instruction is used\textsuperscript{87}. This model is the key to engaging students in the curriculum as a transfer school. Teachers, as described above, can respond to individual student need and reflect on that success with the principal to make evolving changes to the curriculum. When a curriculum is fluid, positive student results are achieved. The workshop model also builds teachers’ capacity to differentiate instruction which has an impact on classroom management because all students are engaged in the instruction, which is highly effective with at-risk populations and gifted students. The workshop model is based on Howard Gardner’s work and his theory of multiple intelligences\textsuperscript{88} and Benjamin Bloom and his work on levels of thought and guiding individuals to engage in the highest levels of thinking: analysis, evaluation and creation\textsuperscript{89}.

Supporting Benchmark 1: Student Performance

As mentioned in Section IA, Mission Statement, Objectives, and Goals, the curriculum we developed at NDCHS and will implement at New Dawn II will support the goals set forth in NYSED Charter School Framework.\textsuperscript{90} New Dawn II will use the same academic goals that we have used at NDCHS over the years but will continue our work to improve on these goals with other transfer schools and NYSED. The goals are as follows, annually:

1. at least 75% of all students who attempt a Regents exam in each of the five areas will pass. For students with IEPs, this will include those who pass with the safety net;
2. 80% of the students in will successfully complete their internship;
3. of the students with 33 credits or more in September 80% will graduate by August;
4. 90% of the graduating class will have a career plan;

\textsuperscript{80} http://www.p12.nysed.gov/psc/documents/combined_redacted_new_dawn.pdf
\textsuperscript{82} http://www.p12.nysed.gov/psc/annualreport/2016-17/1617.html
\textsuperscript{83} http://schools.nyc.gov/Accountability/tools/report/default.htm
\textsuperscript{84} http://schools.nyc.gov/Accountability/tools/survey/default.htm
\textsuperscript{86} http://interactioninstitute.org/training/facilitative-leadership-for-social-change/
\textsuperscript{87} http://www.educationworld.com/a_curr/minimize-lecture-workshop-model.shtml
\textsuperscript{89} https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
5. 60% of the graduating class will apply to college;
6. teachers will show growth on either the Danielson or Marshall rubric for Classroom Observations;
7. the School will submit a clean audit by November 1;
8. the School will run on a balanced budget; and
9. the Board of Trustees will meet every month

The school's curriculum will help us meet these goals because of the prescriptive nature of our key design elements. Curriculum is mapped, evaluated, and reflected upon regularly as a living document. Adjustments are constantly made based on new student enrollment, changes in NYSED requirements, and alignments to new standards. The malleable nature of the curriculum development, alignment, and revision allows all stakeholders at the school, including the students, to make recommendations to maximize student performance. This is evident in the NDCHS renewal with NYSED91 and performance over its cohort in the NYC DOE School Quality Report.92

Supplemental Curriculum
As mentioned under Requests 2 and 3, the principal works in tandem with teachers and special education teachers, to provide additional support materials as they are appropriate for students. An example is the implementation of Math 18093, which was introduced at NDCHS this year to provide additional opportunities for special education students and low performing math students with a resource that will close the gap in their math education. Another example is the employment of sign language and Spanish. Some students are primarily tactile learners so sign language provides them with an alternative opportunity to develop fluency in a second language based on their learning styles94.

In addition to these academic supplemental materials, our social/emotional learning is integral to connecting the student to the school community. As mentioned above, our mentoring program, PBIS system95, and advisory program, all part of Key Design Element #2 Social/Emotional Learning and Supports, and Key Design Element #3 College and Career Readiness and Key Design Element #4 School Improvement Engine, enable a unified approach to curriculum development, implementation, and review. They participate in Advisories to set short and long-term goals, and to become reflective of their relationships with themselves, their peers, and the community at large. Students learn to develop professional soft-skills like communicating responsibly in the workplace, to fill out college applications, and take college courses through internships and CollegeNOW96. Our students connect to their emotional, academic, and professional growth, and become well-rounded graduates ready for their future.

II.C. Instruction
Instructional Strategies
Again, New Dawn II will mirror strategies of those at NDCHS. The Workshop Model of Instruction with a balanced approach is a mainstay in working with transfer students, because instruction can be differentiated based on factors such as non-academic interventions. Balanced

93 http://52.1.239.6/product-support/content/techsupport/math180/manuals/HMHM180C1_SCent_1_2.pdf
95 https://www.pbis.org/school/high-school-pbis
96 http://www.bmcc.cuny.edu/collegenow/
instruction and the workshop model are useful when teaching students at a wide range of proficiency levels. The expectations for all students are the same as exemplified through the mini-lesson when the teacher provides instruction and modeling for the daily lesson. Students then break into groups where they work at their proficiency level, while receiving either remediation or enrichment, or learning basic skills in an authentic setting.

The workshop model is also preferred because of our philosophy on teaching students with disabilities and English Language Learners and the approach to both groups is the same. When teachers present content and key pieces of the curriculum to the whole class, and then break the class down into small groups, it is then that the teacher and special education teacher can work directly with special education students and provide additional support commensurate with the designations and goals of their IEP. When ELL students are in smaller groups, teachers can provide additional scaffolds and supports to the student needing additional context in their home language.97

Innovation Instruction that Support the Key Design Elements

As discussed in Section II.A. Education Philosophy, our use of the workshop model ties directly into our philosophy and core beliefs that every student can become college and career ready, deserves an advocate and support, and the space to mature.

Key Design Element #1: Curriculum and Instruction. Because many of our students were truant and continuously face a variety of roadblocks to their education, our students rarely have a straight forward traditional high school classroom schedule. Our flexible scheduling is key to individualized programming that promotes persistence and success.

Key Design Element #2: Social/Emotional Support. Students develop relationships with the adults in the building through the implementation of a rigorous PBIS program, Mentoring Program, and Advisories. PBIS also fits seamlessly with our Progressive Discipline Plan (Attachment 4). The mentors, working within the framework of the PBIS, ensure that students are following their academic program, coming to school, and attending their internship program.

Key Design Element #3: College and Career Readiness. Programs like Internship and CollegeNOW will be a draw for students. Students with 10 or more credits will participate in both programs. Even though students in the Intensive 9th Grade Program (C Week) remain at the school full time, an important focus of the Advisories is preparing these students to participate in both the Internship and College programs. Programmatic scheduling for each student encompasses internship/job training, relationship-building, and college planning.

Key Design Element #4: School Improvement Engine. The SIE is the backbone of all school operations, academic and non-academic. The prescriptive nature of the SIE will allow teachers to identify problems with the curriculum and materials based on student engagement.

Key Design Element #5: Professional Development. Teachers and staff that are engaged in facilitative leadership activities have ownership of their roles in the school, and their relationships with their students. Staff can rely on each other, in addition to school leadership to effect positive change in their classrooms, thus improving performance goals related to the Framework.

Rigor and Engagement

Key to the success of the workshop model is the use of assessment. Teachers use data to inform both individual conferencing with students as well as the groupings of students for guided instruction. Once these analyses have been formed, the workshop model with a balanced approach, builds capacity in teachers to differentiate instruction, and impacts classroom

97 http://www.esc4.net/users/0239/MeredithAlvaroPPt.pdf
Differentiation of instruction is highly effective with at-risk populations and with academically gifted students. The workshop model is based on Howard Gardner’s work and his theory of multiple intelligences\(^98\) and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, evaluation and creation\(^99\).

When students have issues, or come to class late, or have trouble understanding the content, the workshop model allows students to discreetly address these issues with their teacher without being in the spotlight of their peers. The workshop model allows teachers and students to work together to get at the core of their deficiencies and overcome negative connotations they may harbor with not understanding content. Using the workshop model aids in breaking down these walls and gives students opportunity to build their skills and trust their instructions in getting them to mastery level.

**Research behind the Instructional Model**

Based on the wide range of academic proficiencies of students, balanced instruction will be integrated in all subject areas and will involve teaching students the basics such as phonics, numerical computation, strategies for making meaning and memory development by embedding these concepts in real-world settings. Instruction focusing on memorization as the strategy to develop the basic skills needed to complete higher order processes are not successful with older students. Learning must have immediate relevance to the real world and will be provided through the Workshop Model of Instruction.\(^100\),\(^101\) which is based on Howard Gardner’s theory of multiple intelligences\(^102\) and Benjamin Bloom’s taxonomy.\(^103\)

Teachers will use data from qualitative and quantitative assessments to inform both individual conferencing with students as well as in the groupings of students for guided instruction. Teachers are then expected to utilize the workshop model to: 1) Help students become proficient in reading, writing, and speaking the language of the content area; 2) Feel comfortable using technology; 3) Provide connections to prior knowledge, other subject areas, careers, and student interests; 4) Develop an array of teaching strategies for students with different learning styles; 5) Continue to improve their own knowledge of content curriculum; 6) Improve their questioning scaffolds by guiding students to higher order thinking, allowing for think time, and encouraging students to give full answers; 7) Be confident in their ability to teach all students; and 8) Know that all students to want to learn, and the teacher’s role makes it so.

**II.D. Special Student Populations and Related Services**

**Processes, Methods and Strategies**

New Dawn II’s target student population is the academically or emotionally “struggling student” that requires support. Under the guidance of the New York State Board of Regents for Academic Intervention Services (AIS)\(^104\) and New York City DOE’s Response to

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99 https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
103 http://teaching.uncc.edu/resources/best-practice-articles/goals-objectives/blooms-taxonomy
Intervention (RTI) framework, New Dawn II will use the recommended Three Tier Approach for implementing RTI at the school. The term “struggling student” in the framework of New Dawn II’s student body will be defined as any student that either self-identifies as being a struggling student, a parent who has identified their child as struggling, and/or has NYS Assessment scaled scores below the targets set for AIS by the Board of Regents each year. Students are additionally identified by yearly Scantron testing, pre and post assessments in Read and Math 180 program, failing Regents, referrals made by teachers or families, and child find in SESIS (Special Education Student Information System). Even if a student does not currently have an IEP they may have in the past which can provide additional information for academic struggles. We will also review ELL status in ATS.

The Three Tier Approach to RTI involves the entire school population and aligns with the PBIS framework. Tier 1 supports the foundation of Key Design Element #1 Curriculum and Instruction, to include a diverse curriculum which is inclusive of all learners. Tier 1 will be a diagnostic and enrichment tool, depending on the student. Teachers will be trained using the workshop model of instruction. Teachers will also have access to support staff such as special education teachers, related services, social workers and guidance counselors. Tier 1 supports will include push-in services and ongoing assessment to monitor the progress of all students. Students in need of Tier 2 and Tier 3 supports will be identified by the classroom and special education teacher or other specialists and designed for targeted instruction as is the approach for all our students. Students may also be placed in Foundations of English or Math classes, Regents Prep or other classes that will support the student. Similar supports will be given to students that are identified as English Language Learners. ELL students will be given strategies and techniques that will further advance their mastery of the English language.

New Dawn II will provide services in the least restrictive environment with services being given in the general education classroom. NDCHS has been very successful in supporting students in an Integrated Co-Teaching setting (ICT) and does not provide services in a separate or small class setting. This has been the most effective way to deliver interventions as all students have access to the general education curriculum regardless if the student requires services. This also allows for better preparation in taking the NYS Regents and pass classes aligned to the most current state standards, with interventions embedded in context of class work. General education teachers receive the benefit of learning and using strategies that can be used to support all learners. Based on experience at NDCHS, many students who have a more restrictive placement on their IEP do better in an inclusive setting and see a decrease in services or being decertified. This is evidenced by students who have failed in their previous and are now passing classes and Regents and even making honor roll. Students begin to show strengths that may not have been identified if they are in a more restrictive setting.

Rationale of Approach

NDCHS has success using the PBIS and RTI approach with struggling students. This aligns with a full inclusion model that supports and provides interventions for all students to
achieve a high school diploma. The mission of New Dawn II is to use interventions as necessary in all areas (internship, academics and college readiness) of their school career and achieve their high school diploma. These models allow supports to work in a least restrictive and pro-social manner. These models are supported by research and are widely used and respected throughout the nation and here throughout New York City Schools. Both systems allow students to be monitored and supported in a noninvasive way with interventions given without students being isolated or targeted and, most importantly, allows time for the interventions time to work.

**Research Behind Approach**

New Dawn II instructional practices are based on research models using the workshop model for instruction, RTI and PBIS. The workshop model is consistent with a balanced approach described above and works well with our PBIS program. It supports differentiated and individualized instruction and is highly effective with serving special populations such as at-risk and academically gifted students.\(^{111}\) The success of students who require specialized services is the development of a connection to the school community through meaningful relationships with adults based on trust. At-risk students who develop this connection will be headed toward success. The PBIS and RTI philosophy are research-based and will be the cornerstone of supports provided to students.

The instructional approach for ELL students is to use a curriculum that immerses student’s in the English language, while providing supports to promote understanding (visual and auditory). New Dawn 2 will be utilizing instructional approaches as recommended by the NYCDOE and The Center for Applied Linguistics (CAL).\(^{112}\)\(^{113}\) The instructional approach for ELL students is to use a curriculum that immerses students in the English language, while using supports to promote understanding both visual and auditory. NDCHS will be employing instructional approaches as recommended by the NYCDOE and the Center for Applied Linguistics (CAL).\(^{114}\)

Students identified as being gifted will benefit from targeted instruction through the workshop model, as this is a student-centered and student-driven approach which allows the student to self-direct their learning in each subject area. Our Key Design elements uses differentiation of instruction through the workshop model. Using the guidance from the NYC DOE and conferring with students and parents, teachers will be trained in how to effectively meet the needs of these students and move them to higher levels of engagement based on their abilities in each subject area, and will be on the pathway to achieve an advanced Regents Diploma.

**Staff**

As an inclusive environment, most of the school staff will be responsible in one way or another in meeting the needs of students with special needs or are English language learners. All staff at New Dawn II will confer and co-plan with special education staff to provide supports to students based on the designation of their IEPs. The Special Education Coordinator will supervise the structure and co-planning with general education, special education teachers and related service staff along with coordination of services through the Committee on Special Education. As a community, New Dawn II will follow the referral, annual review, triennial, and

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\(^{111}\) [Article](http://www.educationworld.com/a_curr/minimize-lecture-workshop-model).

\(^{112}\) [Source](http://www.cal.org/areas-of-impact/english-learners).

\(^{113}\) [Source](http://schools.nyc.gov/Academics/ELL/default.htm).

\(^{114}\) *Ibid.*

\(^{115}\) [Source](http://schools.nyc.gov/Teachers/Resources/Classroom/GiftedTalented/default.htm).
re-evaluation process set by the Department of Education outlined in the Standard Operating Procedures Manual-The Referral, Evaluation and Placement of School-Students with Disabilities. The Department of Education assumes responsibility for evaluating students who are determined or suspected to have a disability.

Special education teachers will also share responsibility for writing teacher reports, IEP’s and vocational assessments. They will plan with and provide resources to the general education teachers for differentiated instruction, review student progress, and develop and implement behavior plans. Special education teachers will work closely with the special education coordinator to share best practices and communicate with families. School counselors will be at New Dawn II just as they are at NDCHS. They will meet with students that have mandated counseling as well as those that may need support. They will focus on their social/emotional goals or other issues as they arise that may impact their academic progress. Counselors will also coordinate with the special education coordinator in writing IEP goals and communicating with families.

ELL teachers will implement a Freestanding English as a Second Language (ESL) program to provide instruction in English. In a push-in model an ELL teacher works with students during content instruction in collaboration with the classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. Staff will review performance data, including NYSESLAT results, to develop interventions and supports for the ELL student in their content area classes.

**Coordination of Services**

New Dawn II will provide common planning time for general and special education and ELL teachers to review the student data from the day and confer on best practices for each student in subsequent lessons. This approach is well steeped in research, and is the recommended approach as set forth by the NYC DOE (Shared Path to Success). Interventions and strategies may include but not limited to: differentiated instruction, small group instruction by specialists, flexible grouping, supporting instruction in an alternate format such as text on audio, visual supports, providing students with alternate means of assessments, use of checklists, pre-teaching, etc. Using various interventions and strategies will allow all student full access to the general curriculum. By having time to co-plan, it allows for teachers to share best practices for the benefit of all students. School counselors will also meet with general education staff to further support students with social/emotional interventions to further support them with their success in the classroom. All relevant staff will have access to students IEP’s to refer to as they plan for instruction. Staff will also participate and have access to on and off site professional development to improve understanding of special populations both in origin and in instruction.

**Support Services and Community Relationships**

New Dawn students frequently require ancillary services. School counselors have access to a wide variety of services and have built positive relationships with these organizations. This includes Administration for Children Services (ACS), New Dawn sees this as a support for families, mobile crisis unit, local mental health agencies and facilities, homeless shelters (The Door, CAMBA and others), and local hospitals such as Wycoff Hospital, Coney Island Hospital.

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and Kings County for mental health evaluations. NDCHS's focus on building positive relationships with families and students based on trust drives the students to share personal problems, which opens students and families to services they may need and are not aware of. Families are welcome to meet with counselors regarding issues in the home. Counselors will also provide resources if a student wants or needs to transfer to another program.

**Evaluation**

New Dawn II will abide by all the assurances as set forth in Appendix B of the RFP-Special Education Assurances; such New York City Department of Education, New York State Education Department and Federal mandates. Local mandates include policies set by the Department of Education and New York State Department of Education along with Federal mandates including IDEA FERPA, NCLB and including recent legislation of the ESSA. Based on the experience of NDCHS, children entering New Dawn II will be entered into the child find system utilizing SESIS (Special Education Student Information System) and ATS (Automate the Schools) to see if there is a case history with the CSE. New Dawn II will have access to all students IEP’s regardless if they reside in district 28/29 or not through SESIS. This will further ensure that students who have not been identified as having an IEP will indeed receive their services. These students will be included in the RTI/AIS intervention plan, and the additional services identified in the student's’ IEP will be coordinated by the Special Education Coordinator and staff. As with New Dawn II will provide regular contact with all families through the process of obtaining an IEP or a 504 allocation creates a positive school culture and a level of trust with parents, knowing that New Dawn II has the best interest in the children at heart. By implementing the RTI process imbeds opportunities to review effectiveness of supports used with the student.

Any student identified as having an IEP, or having a history with CSE will be contacted by the Special Education Coordinator. New Dawn II will conduct annual and triennial review with CSE to review appropriate services and programming and make any necessary changes to add or reduce services depending on their progress. All student referrals and meetings will be the responsibility of District 28/29 as this is the service district for New Dawn II. Teachers will also have scheduled time to review student data during regularly scheduled data meetings along with strategies that are used. New Dawn II has different mechanisms for determining program effectiveness. This includes yearly annual and triennial reviews, yearly NYSESLAT testing, data review, frequent progress monitoring and communication with invested stakeholders, review of credit accrual and rate of classes passed, and Regents passed (along with noting what scores, safety net or not for both IEP’s and ELL students-English only), and increased positive behaviors in the classroom. As with NDCHS there will be much opportunity to review and conference student progress and effectiveness of programs and supports. Using RTI structures establish a routine to discuss the success of the student; New Dawn II will model these approaches.

**II.E. Assessment System**

**Overview of Assessments - Purpose, Design, and Format**

*PerfPLUS – AssessmentBUILDER.* Included in the curriculum software, PerfPLUS, AssessmentBUILDER allows teachers to create assessments that coupled with BubbleReader software for quick evaluation of assessments and item analysis of data. Teachers can create assessments that align to class standards from a question bank of state and national assessment

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119 https://www.sungard.com/~/media/publicsector/brochures/performanceplus/performanceplus_assessment%20builder.ashx
120 https://usingdata.wordpress.com/tag/collaborative-data-inquiry/
questions or additionally create their own questions and align them to standards using the software. Reports can be created which allow analysis of data in many ways including individual student and classroom data tied to state standards.121

Teacher Developed Assessments and Quizzes: Teachers of all subjects will be expected to create or obtain assessments that align to the goals of their classrooms to assess students on their prior knowledge, development of learning, or summative assessment of their learning throughout the full progression of their courses.122

SLO (Student Learning Objective) Pre-tests: Every classroom teacher at New Dawn II will create a diagnostic standards-based assessment called a SLO Pre-test to be given to students upon initial entry into their class. This test will serve to inform teachers of students' abilities at the onset of their time in their class to more effectively plan for each student via the workshop model.123

SLO (Student Learning Objective) Final Exams: These exams will be similarly formatted to the SLO Pre-tests but will serve the purpose of a summative assessment in those classes which do not terminate in a Regents exam. These tests will be used in conjunction with the SLO Pre-tests to assess the effectiveness of classroom instruction by teachers and additionally in the yearly evaluation of teaching staff by their supervisors.

Scantron Performance Series: Students will take exams in Reading and Language Arts and Mathematics both of which are computer based multiple choice tests adaptive to student responses to evaluate the grade level of each student in these subjects. This diagnostic data will be used to place students in classes and as an additional measure of growth upon the students’ final evaluation by the test at the end of their school year.

New York State Regents Exams: New Dawn II will be a full participant in the statewide system of assessment. Students will be expected to take and pass all New York State Regents testing requirements to reach graduation based on their individually determined pathways.124

Assessment Selection and Creation

A committee of administration and instructional team members will be tasked with obtaining all third-party examinations including the New York State Regents exams. This committee will also explore alternatives for diagnostic and summative assessments if there is a need identified.125 Exams which are created by the teaching staff will be evaluated by the instructional leadership of the school as part of the lesson planning process to determine that each assessment is valid and in line with the goals of the school and the standards set for each subject area. These assessments are stored in Performance Plus Assessment Builder as a part of our ongoing commitment to school improvement (Key Design Element #4).126

Assessment Calendar

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Purpose</th>
<th>Grades Administered</th>
<th>When Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scantron Performance Series Reading &amp;</td>
<td>Identify reading fluency, competency, reading comprehension and writing</td>
<td>9-12</td>
<td>September and June</td>
</tr>
</tbody>
</table>

121 https://usingdata.wordpress.com/tag/4-phase-dialog/
122 https://eric.ed.gov/?id=ed418997
123 http://www.thencat.org/PlanRes/R2R_Model_Linked.htm
124 http://www.nysedregents.org/
<table>
<thead>
<tr>
<th><strong>Language Arts development levels</strong></th>
<th><strong>Scantron Performance Series Mathematics</strong></th>
<th><strong>Identify number fluency and mathematical skills for grade level</strong></th>
<th><strong>9-12</strong></th>
<th><strong>September and June</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO Pre-tests</strong></td>
<td><strong>Identify the current ability for students within the content area of each individual class</strong></td>
<td><strong>9-12</strong></td>
<td><strong>September and February</strong></td>
<td></td>
</tr>
<tr>
<td><strong>READ 180 and Math 180 Diagnostic</strong></td>
<td><strong>Identify where students are regularly on the two programs</strong></td>
<td><strong>9-12</strong></td>
<td><strong>Ongoing over the year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SLO Final Exams</strong></td>
<td><strong>To assess the progression and aptitude of students based on the final learning goals for each individual class</strong></td>
<td><strong>9-12</strong></td>
<td><strong>December and May</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher developed assessments and quizzes, including common assessment across subject, grades, and teachers</strong></td>
<td><strong>To determine learning in a variety of areas (ELA, Math, Social Studies, Science, Health)</strong></td>
<td><strong>9-12</strong></td>
<td><strong>As needed based on lesson plans;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>New York State English as a Second Language Achievement Test (NYSESLAT)</strong></td>
<td><strong>To determine when students identified as ELLs become fluent in English.</strong></td>
<td><strong>9-12 if required by LAB-R</strong></td>
<td><strong>April/May</strong></td>
<td></td>
</tr>
<tr>
<td><strong>New York State Regents Exams (ELA, Math, Global, Living Environment, US History)</strong></td>
<td><strong>To assess high school mastery of NYS Learning Standards and graduated from high school.</strong></td>
<td><strong>9-12</strong></td>
<td><strong>January, June, August</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Preliminary SAT (PSAT)</strong></td>
<td><strong>To assess student verbal and math skills and for practice on the SAT</strong></td>
<td><strong>10-11</strong></td>
<td><strong>February</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td><strong>To assess student college placement</strong></td>
<td><strong>12</strong></td>
<td><strong>As needed</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Validity and Reliability of Assessments**

To safeguard effective and valid assessments are being utilized at New Dawn II, all assessments will be vetted by a committee of administration and instructional team members that will ensure that the tests meet a standard of validity that aligns with school goals and state standards; taking into consideration the needs and abilities of all students within the student population (Key Design Element #1, Curriculum and Instruction). The assessments used will be annually evaluated by the committee to make sure the school’s goals are being met and determine if alternatives may be needed to better fit the needs of the student populations and the school community. In addition to academic assessments, the use of survey data from Scholar Centric helps the staff identify patterns of risk at the beginning of the school year so interventions can be put in place for students with at-risk behaviors to prevent them from disengaging from the school (Key Design Element #2, Social/Emotional Learning and Support). **Administering Assessments and Collection, Storage, and Analyzing of Data**

Teachers will be trained to administer the various tests that will be given at New Dawn II including the New York State Regents Exams. These tests will be collected following all

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necessary protocols to ensure the validity of results and evaluated using their respective procedures. Data from computer based tests will be downloaded and compiled to be made available to teachers and administrators via a password protected network so that the results can be analyzed to determine student capability, placement of students into classes, and identify needs for any specific student interventions. SLO testing will occur in classrooms and teachers will collect and scan the data through the bubble reading software provided with PerfPLUS so that it can be compiled digitally for teacher evaluations. The SLO data will also be readily available to teachers to plan for classes and individual students, results can be shared with students as well. All hard copy assessment materials, including Regents booklets and scan sheets, will be collected, boxed and labeled, and stored securely in order to be produced in the event of audits.129

Data Usage by Stakeholders

Teachers: Teachers will use data weekly in their planning process and consistently throughout the semester to guide their practice. Teachers will use the data to differentiate instruction and class work to meet the needs of individual students.130

Administrators: Administrators will use the data from assessments in determining the overall progress towards meeting school-wide goals as presented in the Charter School Performance Framework, as well as individually set goals by teachers and instructional staff through planning and instruction meetings. This data informs our professional development goals, our key design element #5.

Board Members: Board Members will be presented data to assess the school is functioning as planned with the day to day instructional goals of the school and the administration staff is meeting their targets. These reports will be made available monthly to the board and demonstrate our ongoing commitment to school improvement.

Families: Families will be able to use the data as feedback from teachers and other school members on their student’s progress and to assist the school in any goals set specifically for their student or for the school in general.

Students: Students will use the data as feedback for analysis of their own progress and will be able to create and align plans with their mentors in order to achieve semester goals and goals for graduation.

Use of Results

Individual Student: Individual student results will be very important at New Dawn II because of the population of students and the design of the school’s coursework. Students will enter with unique situations in terms of the age and credit accrual at their intake and as such it will be imperative to quickly and effectively obtain assessment data that can place students on their best course towards meeting graduation. The data obtained about each student will be used to assess the student’s progress on their individual pathway through discussion between teachers, families, mentors, as well as administrators.

Student Cohort: Student Cohort data will be used to ensure that the school is meeting the goals of the mission and to identify any potential areas of improvement that must be made to achieve those goals. Students will be aligned and assessed in their cohorts based on a 6-year graduation rate in line with other transfer schools and accountability plan in development with the NYSED Charter Office.

School-wide Results: School-wide results will be used to gauge the effectiveness of

129 ibid.
130 http://inservice.ascd.org/formative-assessment-is-the-cornerstone-of-differentiated-instruction/
instructional practices across subjects and to analyze student achievement and level in skills which are cross-curricular. This can be used to plan new coursework and pinpoint where increased focus needs to be given to help students to obtain the skills necessary to be successful.

Goal Setting Practices

Using the various forms of diagnostic and formative assessments available as both school-created and third party developed tests, it will be possible to effectively plan for individual student needs and ability levels to better serve the school’s mission. These goals can be set in a discussion platform through the combination of student, teachers, parents, and support staff. Data obtained via assessments such as the SLO tests and Scantron testing can be used by instructional leadership to guide conversations during meetings with classroom teachers and support staff to evaluate trends in individual student performance, class performance, and school wide performance. This information can be used to guide lesson planning and plan building wide initiatives to bolster student learning and meet the school's mission goals. Data aligned to state standards and the Performance Framework will be compiled for the Board. This data can come in the form of student performance and class performance to build cohorts of students that the board members can use to evaluate staff members use of appropriate evaluation rubrics.

Informing Families and Students on Academic Progress and Achievements

Data will be tracked for Families and Students throughout the semester via the school's grade book software, JupiterEd. Students, families, teachers, and administration can utilize the data from JupiterEd in ensuring students are on track for their semester goals and for graduation. Mid-semester interventions can be developed and implemented when teachers, instructional leadership, or families identify issues that have arisen. Interim assessments obtained or developed for the classroom by teachers can be used to track the progress and effectiveness of these interventions as they are implemented. Students’ progress and outcomes can be tracked at any time by every person involved via the internet-based grade book on JupiterEd.

Progress Monitoring for Mission-Specific Goals

The mission of New Dawn II is to aid students who are over-aged and under-credited in returning to a pathway that leads them to a New York Regents Diploma and enables them to work towards a legitimate career path or continuing education. Due to the nature of the student population, it is imperative that assessments and data be used to ensure that every student has the best opportunity to accomplish that goal. New Dawn II will use a variety of assessments to determine student capabilities, plan individual student goals, evaluate the effectiveness of instruction, and plan interventions where needed.

To accomplish these goals, instructional leaders will continuously review and use data from assessments to guide their meetings with teachers, support staff, and parents. Teachers will have common planning time to assess and set goals based on data for their own classroom as well as weekly meetings focused on data analysis for the purpose to determine the progress toward our set goals and plan interventions.

II.F. Performance, Promotion and Graduation Criteria

Policies for Promotion and Grouping

It is the priority of NDCHS and New Dawn II to encourage all students to make several attempts at a traditional High School Regents Diploma before reviewing the alternative pathway options. With the promotion and graduation criteria as a goal for New Dawn students, there is

131 http://www.jupitered.com/
the consideration of grouping the at-risk student.\textsuperscript{133} NDCHS does not have promotion from grade to grade like a traditional school. A student may enroll in the school having completed all ELA requirements and passed the ELA Regents exam but not have a single math credit. Therefore, the school’s policy toward “promotion” is students take the necessary courses for graduation requirements regardless of the number of credits accumulated up until, and including, the school year of their 21\textsuperscript{st} birthday. It is also important to note that NDCHS serves students under extenuating circumstances beyond their 21\textsuperscript{st} birthday and this practice will continue at New Dawn II. New Dawn acknowledges that there are no billing practices for these students and will continue to serve them anyway.

As the NDCHS student is dependent upon credit accrual to be "promoted" to the next cohort, we acknowledge that an at-risk student may need extra time to show significant improvements in their academic progress. New Dawn II students may also attempt up to three semesters before they see success in any given subject area, which is a huge improvement in their attempts at their previous schools\textsuperscript{134}. New Dawn II will be ungraded beginning in the third year of operation. For record keeping purposes, it should be noted that grades are used in Jupiter and ATS. Grade level assignments for each student are broken down as follows: 0-10 credit students are considered freshman, 11-22 credits are sophomores, 23-33 are considered juniors and 34-44 credits are considered seniors.

\textbf{Intervention for Students Not Meeting Promotional Criteria Benchmarks}

As with NDCHS, promotion criteria for New Dawn II is dependent upon credit accrual toward high school graduation. New Dawn II's students may attempt up to three semesters before they see success in any given subject area, which is a significant improvement in their attempts in their other schools. New Dawn II will follow the promotion criteria commensurate with NDCHS which is aligned to NYSED graduation requirements\textsuperscript{135}. Students pass classes over each semester and earn a credit for each passed class. Students meet regularly with their mentors, and conferences are held for parents. Parents have regular access to students' grades via the Jupiter Grades program\textsuperscript{136}.

The interventions and supports to students struggling with promotion criteria are a strength at New Dawn (and will be used fully at New Dawn II under the auspices of Key Design Element #4: School Improvement Engine). Using PerfPlus and Jupiter, we will be able to map ongoing student outcomes on common assessments, Scantron, and teacher developed measures, directly back to the school’s core curriculum to pinpoint potential areas of weakness toward student success. This creates a constant feedback loop, assessing student knowledge and understanding, aligning it to the curriculum, and assessing for areas of weakness and strength within instruction (Key Design Element #4).

\textbf{Diploma Criteria}

New Dawn II believes that all students should be prepared for college and career readiness but does acknowledge that many will go to a trade/ vocational program. All students should attempt a traditional Regents or Advanced Regents diploma so they can be prepared for whichever opportunity they feel best works for them. New Dawn II staff will meet with each student and review credit accrual and attempts at Regents exams. Therefore, all students will prepare for a Regents or advanced Regents Diploma and take classes that are aligned to the most

\begin{footnotesize}
\begin{enumerate}
\item[133] https://www2.ed.gov/rschstat/eval/high-school/survey-at-risk-students.pdf
\item[136] https://www.jupiterered.com/
\end{enumerate}
\end{footnotesize}
current academic standards. New Dawn II staff will meet with each student and review their
credit accrual and passes/attempted Regents Exams. All students will attain 44 credits in the
required subject areas. The Diploma options are available on the state’s website.137

II.G. School Culture and Climate

The Vision of School Culture

School culture and climate are critical to the success of a school. As at NDCHS, all New
Dawn II stakeholders: students, staff, parents, and board members, are responsible for the
success of a school's culture and climate; which requires a deep understanding of the mission,
values, and key structural design elements that are crucial to maintaining strong relationships
both within and outside the school community. Priority is placed on awareness, transparency,
and alignment of the school’s mission, values, and strategies for all staff, students, families, and
board members. Students who join the New Dawn II community tend to struggle academically
and face complications outside of the school environment and as a result demonstrate resistance
to conformity with rules and openly exhibit frustration and indignation.138 School culture and
climate are essential and have an exponential effect on students’ engagement in learning, parent
involvement, attendance and ultimately, student performance. The culture and climate at New
Dawn II will mirror this vision.

Research and Strategies to Develop and Sustain a Positive School Culture

New Dawn II will also employ, develop, and sustains the school culture by implementing
research-based programs and strategies school-wide, and in individual classrooms to nurture
social-emotional well-being. School-wide programs include an Advisory Program, Positive
Behavior Interventions and Supports139, Governor Cuomo’s NY State Mentoring Program, Peer
Mediation, and Aggression Resistance Training (ART). Teachers are also required to participate
in a Dignity for All Students Act (DASA) Workshop. Students are welcomed by a school
security team consisting of security guards and administration when they enter the building. A
school must be a safe space where students feel welcome, nurtured and educated academically,
socially, and emotionally.

Internship Program and Advisory Curriculum. The Internship Program serves as an
important component of developing relationships with the community at large. Students with ten
or more credits are placed in an internship and work with staff to achieve success in their
assigned placement. The advisory program at New Dawn II an integral part of Key Design
Element #2 in the charter. Our belief is that students who are supported emotionally will persist
through the barriers their lives place in front of them. The Advisory Curriculum prepares our
students through the development of social skills, or the soft skills of the work environment to
professionally communicate and problem-solve.

Positive Behavior Interventions and Supports (PBIS). PBIS allows us to implement and
customize school-wide interventions and methods to work with each student either in a group or
as an individual. It is a multitiered approach to systems of supports that lead to social
competence and academic achievement.140 It includes observations of staff and student behavior
and supports decision making through data collection, and professional practices.

138 http://www.midwestpbis.org/materials/introduction-to-pbis
139 http://www.midwestpbis.org/materials/introduction-to-pbis
140 ibid
Mentoring Program: All students will have a staff member assigned as their mentor. Students can see the mentor about scheduling issues, attendance issues, or just one-on-one support on a variety of personal issues, even if there is a problem at home. Mentors monitor attendance and classroom performance and reach out to students who have low attendance and are struggling in class.  

Peer Mediation. Albert Bandura (1977) developed the Social Learning Theory to explain that people learn how to act from each other. They learn through observation, mimicry, and modeling. To explain how adolescent aggression develops he coined the phrase “reciprocal determinism,” meaning a person’s environment affects his behavior and vice versa. During early adolescence children start the move from childhood to adulthood and move toward independence as they start to make self-guided decisions and trend toward a more complex interpersonal nature. Peer mediation is a viable option as a means for conflict resolution.  

Aggression Resistance Training (ART). Teachers participate in ART training as preparation for our challenging student population. They learn the structured learning approach to aggression, withdrawal, and other nonproductive patterns in a new way—as learned behaviors that can be changed by teaching new alternative skills. Teachers implement the technique called skills streaming in their teaching to help students identify triggers to their feelings of aggression or other, then students acknowledge their feelings, and choose alternative methods to acting aggressively or withdrawing. A positive school climate not only provides an environment for students to learn prosocial skills but also enhances academic achievement and teacher retention.  

Dignity for All Students Act (DASA) Workshop. Educators are required to participate in a DASA workshop. DASA seeks to provide the State’s public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.  

Safe and Orderly Environment  
Our student population requires a tremendous amount of support in getting readjusted to the school environment and often struggle with negative outside influences which can lead to poor attendance. It is also a priority (Key Design Element #2) to ensure that all students can flourish in an environment that promotes learning. As a result, we also offer counseling, supplemental activities, and a progressive discipline policy.  

Counseling Services: As mentioned previously, New Dawn II will offer group and individual counseling based on need. Many New Dawn II students receive counseling per their IEPs. Students meet with social workers and counselors based on these IEP designations. In addition, students who do not have mandated counseling may make an appointment with our counselors at any time.  

Progressive Discipline Policy: In anticipation of the struggles our student population faces, one being the lack of success due to unacceptable behavior at a traditional school, NDCHS created a progressive discipline policy that provides social-emotional supports. This policy will be implemented at New Dawn II (Key Design Element #2). Progressive Discipline treats

\[141\] https://www.ny.gov/programs/new-york-state-mentoring-program  
\[142\] Whiteside, Racheal (2016). Peer Mediation as a Viable Option  
\[143\] Johnson, David W. & Johnson, Roger T. (1996)  
\[144\] McGinnis, 2012  
\[145\] Cohen, Pickeral, & McCloskey, 2009  
\[146\] http://www.p12.nysed.gov/dignityact/
infractions on a case by case basis, and uses the incident as a teachable moment to build relationships with the student. When students realize that the school is here to support their success, their behavior changes and results in a safe learning environment conducive to learning. Please refer to Attachment 4, Student Discipline Policy.

Supplemental Activities: New Dawn II is dedicated to supporting the whole student as an individual, which includes developing programs and partnerships with outside organizations such as Discover Outdoors147 to provide exposure to a variety of learning experiences and a different environment. In addition to Discover Outdoors, our students participate and compete with PSAL basketball, and our also involved in various trips and award ceremonies through the Senior Committee. These activities demonstrate the school’s commitment to building self-esteem and worth in each student.

Promoting, Monitoring, and Assessing Social-Emotional Development

School leaders will collect, assess and utilize qualitative and quantitative data to track the social-emotional needs of students. NDCHS has several committees that meet regularly to discuss such needs: attendance committee, PLC Cohorts, and School-based Support Team. New Dawn II will mirror these program structures.

School leaders work closely with teachers, social workers and counselors to make decisions regarding the care of specific, individual students on a routine basis. The meetings help the school keep track of certain students when they are absent from school, share observations of behavior, and render services when necessary.

Attendance Committee. The attendance committee works closely with school leaders to review the daily attendance of all students in the school. Students who have not been in school and do not respond to communications sent by the school, counselors, mentors and/or school leaders will be visited at home. Home visits are conducted regularly as an effort to re-engage the student with the school community. If efforts prove futile, then an ACS or PINS case is put into effect.

Professional Learning Community (PLC) Cohorts. The PLC cohorts meet to discuss lesson plans, instructional rounds, data-driven instructional practices and students. The PLC lead alerts the Attendance Committee and school leaders if a specific student needs assistance beyond teacher and mentor interventions.

Jupiter. To keep track of attendance, outreach, and measure qualitative behaviors, all behaviors are tracked on the Jupitered.com platform. At any time, school-wide reports can be pulled as well as the incidents for individual students.

Monitoring Culture and Discipline

School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health by working closely with all school stakeholders to assess how programming impacts social and emotional health of the student body. As mentioned above, various committees and programs were created to collect, measure and analyze data on each student who attends NDCHS. These committees help school leaders make programmatic decisions based on the feedback received regarding our students. For example, one committee reports that students were requesting different advisory classes than the ones currently offered. NDCHS responded with the introduction of Road Trip Nation, a course recommended by one of our social workers, and connects our students to their goals, as well as providing them with skills in looking for a job. The success of this course was illustrated in Benchmark Two, where

147 https://www.discoveroutdoors.com/foundation
NDCHS was featured in the Road Trip Nation website.\textsuperscript{148}

\textit{Monitoring and evaluating the efficacy of student discipline.} As mentioned frequently in this section, NDCHS consistently reviews, prescribes and reflects on its programmatic decisions to maintain a developmentally appropriate, professional school culture and climate that is focused on the whole child and supports students’ social-emotional well-being. Once again, the NYC School Quality Snapshot and Survey demonstrates that the school’s success in addressing these areas as compared to its comparison group. The processes described above has been the standard for NDCHS over the last six years. The discipline policy, outlined in Attachment 4, specifically illustrates the school’s approach to managing student behavior for both the general and special education population. These time-honored practices will be an asset to establishing a positive culture at New Dawn II.

II.H. School Schedule and Calendar

\textbf{School Calendar and Schedules}

This calendar and the District’s calendar are the same. All our students are coming from District schools and they and their parents are accustomed to this calendar. New Dawn II will have three semesters: Fall, Winter, and Summer. The Fall and Winter Semesters are comprised of two quarters each. Based on the School Calendar in Attachment 4c, there are 183 full instructional days and 32 summer instructional days for a total of 215 days of instruction. While a full calendar is included in Attachment 4c, please see the table below for the session start and end dates.

<table>
<thead>
<tr>
<th></th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>1st Semester</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
<th>2nd Semester</th>
<th>Summer Semester</th>
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Prior to our first year, there is a three-week summer training for new staff. In subsequent years, this is decreased to a week. During the year we take the regular District PD days, Chancellor Day and Election Day—reflected in Attachment 4c. We will have a different view of PD at New Dawn II. An hour will be scheduled at the end of every day for PD, and we have found that embedded PD is the most effective model for implementation in our environment; we will continue this type of PD at New Dawn II. Cancelling school for PD has proven futile.

Education Law § 2851(2)(n) and 8 NYCRR § 175.5 require that charter schools provide at least as much instructional time during a school year as required of other public schools, which is 180 days of instruction and 5.5 hours per day for grades 7-12 exclusive of lunch time. New Dawn II will offer a slightly longer school day beginning at 9 am and ending at 3:55 pm. In the first year of operation we will only have 9\textsuperscript{th} graders in the building and under the NDCHS model, 9\textsuperscript{th} graders attend school every day. Each class is 50 minutes long (please see below and Attachments 4a and 4b) with three minutes passing between classes. Lunch is 45 minutes long. This results in 7 classes X 50 minutes which is equal to 350 minutes or 5 hours and 50 minutes.

\textsuperscript{148}http://blog.roadtripnation.org/2014/03/20/new-dawn-charter-school/
In year 2 of operation, students will begin their internships in the community. Based on 100.1.a Definitions, a unit of study is defined as at least 180 minutes of instruction per week throughout the school year, or the equivalent. Therefore, we calculate the unit of study for internship students in the following way: School Week: Students attend 50 minutes of class per their school week = 250 minutes for each of 7 classes. Internship Week: During their off week, students spend 20 hours on their job = 1,200 minutes per week.

Students are awarded 1 elective credit (1,200 – 360 minutes for elective credit = 840 minutes remaining per week) for successfully participating in internship. Students also must complete homework assignments which result in a college level research paper reporting how internship experiences relate to their course work = 840/7 classes = 120 minutes. This results in 250 minutes in school week + 120 minutes in internship week = 370/2 weeks = 185 minutes of instruction or the equivalent per week, meeting the requirement of the statute.

### Student Schedules and Implementation of Academics and Culture

During the first year, all students attend classes in the core content areas of ELA, Algebra, Global Studies, and Science, preparing to take the NYSED Regents exams. New Dawn II will not use the Pathways to Graduation unless deemed necessary, the goal is to have all students take all five Regents Exams. These classes are then interspersed with Advisories, Art, Spanish, and PE. Art, Spanish and PE are core classes for graduation while the Advisories and Internships are electives. The Advisories are key to the overall academic design of the New Dawn II curriculum and to the development of the culture of the school. Every student is required to take an Advisory every semester. NDCHS currently has eight advisories that are fully aligned with NYSED learning standards and these will be shared with New Dawn II.

### Teacher Schedules

Teachers work from 9 to 5 and are compensated for the additional hours through a higher salary than they would make in a District school. There are seven class periods of 50 minutes each and one, 45-minute lunch period; every teacher has lunch duty for one week every six weeks. Every teacher has two, 50-minute prep periods that are to be used as they wish for classroom and instruction preparation. Professional Development at New Dawn II will mostly be embedded, but one hour at the end of every day will be scheduled for PD. This is part of the PBIS program and staff and teachers enjoy talking with the students during lunch at NDCHS. Administrators work every lunch period.

### Research & Evidence

NDCHS and Wildcat have used the District calendar for multiple years with success (NDCHS-6, Wildcat-18). These students are coming from District schools and this calendar is what they and their parents expect to use. In terms of scheduling, there is significant research on the impact on the social/emotional growth of advisories. As a William T. Grant Foundation study revealed, the best Social-Emotional Learning (SEL) programs were implemented throughout each year of schooling. They shaped the entire school climate and used developmentally appropriate lessons. They also taught students specific social-emotional skills like self-

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149 http://www.p12.nysed.gov/part100/pages/1001.html#a
awareness, self-management, empathy, perspective-taking, and cooperation. Our Advisory program is implemented on a regular basis and teachers plan lessons for the previously mentioned social-emotional topics.

### III. Organization and Fiscal Plan

#### III.A. Organizational Structure

**Organizational Chart**

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**Rational for Structure of School**

Based on the success of NDCHS’s model of governance, we will apply this same model to New Dawn II, with certain modifications due to New Dawn II’s status as a replication school. At NDCHS the Board of Trustees is charged with governance, not providing day-to-day support. Their job is focused on setting goals and oversight in the areas outlined in the NYSED Performance Framework for student academic performance, organizational soundness, and faithfulness to charter law. They are charged with ensuring there are effective, approved policies and procedures, systems available which allow school staff to track effectiveness, and all aspects of the charter are available for implementation at the school.

The Board oversees the Executive Director who is responsible for implementing these policies, systems, and charter components at the school. The Executive Director and Principal

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are responsible for reporting to the Board monthly on outcomes as aligned with the Performance Benchmark. Working together, the Board and Executive Director develop monthly reporting mechanisms, including financial reports, by which the Board evaluates the Executive Director. The Executive Director in turn supervises the Principal.

The modifications being made for New Dawn II is there will be one Board for both schools. The ED will work with support staff, but also provide executive level staff to support New Dawn II (Executive Director, Director of Operations, SPED supervision). NDCHS is now fully functional and does not need this level of daily supervision; it would be financially difficult to pay for these positions on a new charter school budget. We learned from NDCHS that our financial focus needs to be on the appropriate staffing to deal with the behavioral issues our students will present. The relationship with our authorizer will remain the same as it is at NDCHS. The Charter School Office reaches out to the Chair of the Board, the Executive Director (ED), and when appropriate, the Principal. This has been a fruitful relationship and will remain the same. The authorizer has the role of alerting the Board and ED to potential and real problems which are encountered during the year. In the event of parent complaints, missing reports, violations of charter law, and other potential problems, the authorizer contacts the Board Chair and Executive Director. The Board Chair is responsible for reporting to the full Board and the Executive Director is responsible for any course correction. The Board Chair and the ED also report to the authorizer when they foresee potential problems such as legal action, student death (NOT at the school, but in the surrounding community), potential parent complaint, etc. Overall the relationship with the authorizer is a partnership, with the understanding that the authorizer has full responsibility for determining success of the school and renewal.

III.B. Board of Trustees and Governance

Trustee Roles and Responsibilities

In addition to meeting all legal requirements, Trustees will be expected to demonstrate commitment to: 1) the mission, goals and programs of the school; 2) the principle that all students can learn and that all students deserve numerous quality opportunities to be successful; and 3) that the School will become an active institution in CSD 27, engaged in the well-being of all citizens. Meeting once a month, they will be responsible for oversight of the entire school, including budget, academics, ensuring that all staff are hired to effectively support the school, students, and charter, legal and compliance issues, and approving all policies and procedures as required by law, regulation, or necessity to effectively run a school. They will not be responsible for implementing day-to-day policies and activities, this will be the responsibility of the ED who will report to the Board monthly on these activities. The Board has the sole responsibility of hiring and firing the Executive Director.

Governance Practices

Board Size: currently the number of proposed Board members stands at seven, with one awaiting approval from his corporate offices (he will be added later through the regular procedures). The NDCHS Board will be merging with the proposed New Dawn II Board and will vote on this at their next meeting. The NDCHS Board is made up of six individuals, of which two are already on the New Dawn II Board (Ronald Tabano and Jane Sun). Therefore, there are seven Board members currently but there will be 12 Board members by the time the school opens.

Qualifications for Membership: the qualifications for service on the New Dawn Board
of Trustees will include: 1) Experience and expertise in a professional field that would benefit the Board and the School; 2) Being at least 18 years of age; 3) Commitment to community service; 4) An understanding of the struggles of people living in poverty, including those struggling with English; 5) Integrity; and 6) approved fingerprints.

**Recruitment & Selection:** during Board recruitment we looked for individuals who believed in the mission of the school. Because transfer schools are so different from traditional high schools, and charter transfer schools are different from traditional charter schools, it was important to find individuals who could immediately begin overseeing the school without the learning curve necessary if one had never worked in a transfer school. NDCHS Board members have strong financial, legal, and facilities backgrounds, so for New Dawn II, we focused on experience with start-up and transfer schools.

**Election & Board Terms:** Upon chartering and receiving Directors & Officers Insurance, the Board will elect the members selected and approved by NYSED. All Board terms according to our Bylaws at NDCHS, which have been vetted by attorneys and submitted to NYSED, state that all Board Terms are for one year and members can be reelected.

**Ex Officio and Structure of Board:** There are no ex officio or representative members of the Board. Our Board members are elected based on their experience in very specific areas. The structure of the Board consists of a Board Chair, Vice-Chair, Secretary, Treasurer, and Members. Committees include: Executive, Education & Accountability, Audit, and Financial. At NDCHS a subcommittee of the Board, the Insurance Committee, made up of teachers and staff who investigate the best health care policies and then present to the Board for discussion and approval. Once chartered, the Board will vote on the development of a new committee which will be tasked with oversight of the start-up of New Dawn II.

**Conduct of Board & Committees:** At NDCHS, the full Board of Trustees currently meet on the fourth Tuesday of every month. Meetings are open to anyone, are public, and always have quorum. Minutes are available on the NDCHS website. Executive Sessions are only called when there are issues around a particular student or staff, facilities are being discussed (only when confidential), and evaluation of the ED. Committees meet quarterly or as needed. If chartered, the subcommittee in charge of Replication Schools will meet as many times as necessary, reporting back to the full Board who will have the responsibility for voting on all policies and procedures.

**Governing Multiple Schools:** As outlined above, we will have one Board but there will be a Replication Committee answering to the full Board. The Committee will be responsible for the additional oversight needed when starting a new school. A rubric will be developed by which the Replication Committee will report information monthly. There will be one ED for both schools to maintain consistency in reporting.

**Parental & Staff Involvement in Governance:** Everyone is welcomed at Board meetings. Parents at transfer schools are not as involved as parents at traditional schools, many of our students are over the age of 18, so parents tend to not be on-site. This may be different in Jamaica since the school will be located in the community which it is serving (NDCHS is not). At NDCHS parents have attended meetings as have students. There is a parent of an alumni currently on the NDCHS Board. Staff is much more involved in the governance due to our Facilitative Leadership Program through the Insurance Subcommittee, which consists of staff and teachers. They now taking responsibility for reviewing all benefits including vacations, long-term disability, sabbaticals, and other items of interest which impact staff. The Compensation Committee, while not a Board subcommittee, reports to the Board any
recommendations concerning wage increases based on student outcomes. Again, the Board has
to date, always accepted both committees’ recommendations. These practices will be
implemented at New Dawn II.

Open Meetings Law: The Board at NDCHS takes the Open Meeting Law very seriously.
There have been times when they have requested that teachers attend Board meetings to ensure if
staff have any concerns, they are voiced. All meetings are publicized and the schedule of
meetings is on the website. Robocalls are made home to alert parents to the meetings. Again,
everyone is welcomed at NDCHS Board Meetings.

Board Training & Development: We have been very successful at leveraging free Board
trainings through a variety of organizations such as the Charter Center, DYCD Board Training,
as well as others. The Charter Schools Center has partnered with SUNY and NYSED to provide
training and our members will/have taken advantage of this training. All Board members have
received copies of the Fiscal Oversight Guidebook, the Open Meetings Law, Freedom of
Information Law, Charter School Performance Framework, Guide to Board Governance,
and Education Law. Further, all Board members have access to the wealth of information on
the Charter Schools website.

Expertise and Background

Ronald Tabano is the Founding Principal and now CEO/Principal of John V. Lindsay
Wildcat Academy Charter School. He has extensive experience in the development of transfer
schools and internship programs, start-up charter schools, finances, HR, and facilities. Mr.
Tabano was a founding Board member of NDCHS and serves as the Board chair today, and is a
resident of Queens. Maria Groeneveld is a Corporate Partner at Davidoff Hutcher & Cintron,
LLP. She has extensive experience with Charter School law, facilities, and advocacy. She has
worked with many charter schools throughout the NYC area. Jane Sun is the Lead Data
Engineer at CIE and was a founding member of the PICCS data team. Her expertise is in
developing models of student academic growth and accountability. She is currently a member of
the NDCHS Board of Trustees with Mr. Tabano. Dr. Maureen Campbell is a very experienced
educator currently serving as a Principal Leadership Facilitator for the NYC DOE. While she
has had many significant executive positions through the DOE and Mount Vernon City School
District, she was the Founding Principal of Hebrew Language Academy in Brooklyn. She, too,
is a long-time community resident of Queens. Amit Bahl, a resident of Queens, has a history of
teaching Social Studies at the high school level. He was the Founding Director of Operations for
Urban Dove Team Charter School—anther transfer school—moving to become the Director of
Curriculum and Instruction and then in 2014, School Leader. He is currently involved with other
Urban Dove staff in opening the second Urban Dove Team Charter School. Dumar Paden is
currently the Academic Dean at Achievement First Public Charter School. He was the Founding
Counselor at NDCHS, moving to the position of Director of School Partnerships and College
Readiness responsible for the start-up of the Internship Program and College Program at
NDCHS. Jonathan Carrington is another long-term resident of Queens, has experience as a

151 http://www.nyccharterschools.org/resources/charter-school-board-training
153 https://www.dos.ny.gov/coog/openmeetlaw.html
154 https://www.dos.ny.gov/coog/foil2.html
158 http://www.nyccharterschools.org/resources/charter-school-board-training
teacher and as a Dean at several different schools. He is a certified Building and District Supervisor and currently works as the Dean at KIPP AMP Elementary School. The one open position is for what will hopefully become the Vice-Treasurer. We felt that with two schools the NDCHS treasurer could use support with the added responsibilities of a new school and second budget.

**Authority of Board**

The Board of Trustees will have overall responsibility for governance. The Board will be responsible for conducting and directing the affairs of New Dawn II, subject to all applicable education and charter laws, the Charter, and the Charter Bylaws. While the Board may delegate day-to-day management and other activities of the School to others, it is understood that the Board will at all times retain absolute authority, oversight and responsibility for managing the affairs of the School. Among the Board’s responsibilities are: 1) establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and charter of the School; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery/enrollment procedures, fiscal information, and student outcomes; 3) hiring and reviewing the performance of the Executive Director; 4) ensuring the School meets all relevant local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer. The specific powers and responsibilities of the Board are laid out in the bylaws. The ED is responsible for implementing all policies and procedures as prescribed by the Board and for monthly reporting to the Board. We are very fortunate that by merging the two Boards, we have individuals with years of Board experience on the NDCHS Board who can guide the newer, less experienced Board members.

**Accountability for School Management**

The Board of Trustees at NDCHS currently employs the Open School Project for School Leader to evaluate the ED and the McKinsey & Co Board Self-Assessment Tool. The ED is also evaluated against the Charter School Performance Framework. Annually, the Board and the ED set goals which align to the Framework. The Principal is evaluated on the Val-Ed measure as well as student growth over the course of the year. Other executive staff have specific evaluations that apply directly to their job and they too are evaluated on student growth. For the Principal and executive staff, job evaluation is 60% of their evaluation while the average student growth for the school is 40% of their evaluation. This mirrors the original NYSED HEDI (highly effective, effective, developing, and ineffective) evaluation framework. These same procedures will continue at New Dawn II, the difference being that there will be a modified Charter School Performance Framework for individuals employed at NDCHS who will be providing services at New Dawn II.

The outside vendors being hired, security and janitorial services to be determined and hopefully based in the community, and accounting provided by NY Accounting Solutions, will be evaluated yearly as well. There are currently templates for evaluating all three companies and these will be used at New Dawn II as well.

### III.C. Management and Staffing

#### Staffing Table

<p>| Proposed Staffing Chart |</p>
<table>
<thead>
<tr>
<th>Positions</th>
<th>Avg. Starting Salary</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year 1</td>
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<tr>
<td>Principal</td>
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<tr>
<td>Dean of Students</td>
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</tr>
<tr>
<td>SPED Coordinator</td>
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</tr>
<tr>
<td>Internship &amp; College Manager</td>
<td>$85,000</td>
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<tr>
<td>Office Manager</td>
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<td>General Office Assistant</td>
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</tr>
<tr>
<td>Instruction &amp; Curriculum Coach</td>
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<tr>
<td>ELA Teachers</td>
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<tr>
<td>Social Studies Teachers</td>
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<tr>
<td>Science Teachers</td>
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<tr>
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<tr>
<td>Aspiring Teacher (internship)</td>
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<tr>
<td>PE Teacher</td>
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</tr>
<tr>
<td>Spanish Teacher</td>
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<tr>
<td>Art Teacher</td>
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<td>Guidance Counselor</td>
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<td>Parent Coordinator</td>
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<tr>
<td>Internship Coordinators</td>
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<td>2</td>
</tr>
</tbody>
</table>

**Rational for Staffing Plan**

The staffing plan fully aligns with our Key Design Elements discussed earlier: (1) Curriculum and Instruction, (2) Social/Emotional Learning and Support, (3) College and Career Readiness, (4) School Improvement Engine and (5) Intensive Staff Professional Development using a Facilitative Leadership Model.

*Administrators.* New Dawn II has the added advantage of being able to learn from
NDCHS’ experience with staffing. Therefore, the above chart very closely matches the original NDCHS staffing patterns, with some notable exceptions. While employing a principal, NDCHS made the mistake of not having a Dean or SPED Coordinator in the first year. That is remedied here. Understanding the Progressive Discipline Policy (Key Design #2) was one of the biggest learning curves our teachers and staff encountered, having a person who is specifically responsible for overseeing this aspect of a transfer school is key. The SPED Coordinator must also be hired the first year. The systems for a school that will have 40% of their student population with identified disabilities, must have these systems in place from day one. Both individuals have already been identified and one of them is on the Founding Team. In year 3 an Instruction & Curriculum Coach (Key Design #1) will be added to assist the principal with reviewing lesson plans and working with teachers to improve their curriculum and instruction.

Teachers. Major supporters of Key Element #1 are our teachers. We are staffed with teachers for year 4 census at year 2, a procedure which was also followed at NDCHS. This allows us to fully train teachers, it allows them to push into fellow teachers’ classes for co-teaching, and provides the opportunity to learn from more experienced teachers as they move forward (Key Design #5). We will also use the highly successful Aspiring Teachers program at NDCHS at New Dawn II.

Support Staff. During year 1, and paid for with CSP funds, will be our Internship and College Manager. This individual will become an administrator in year 2, but in year 1 will have no direct student responsibilities but cultivating internship placements with community businesses for the 150 students who will be going out on internships in year 2. This individual will also be tasked with developing the College Now program (Key Design #3). In year 1 an Office Manager will be hired and then supported by an assistant in year 2. No school can function without a parent coordinator. This Year 1 position must come from the community and know the students well.

Counseling. Our mission is to educate the whole student and the entire community must have a role in this education, including social/emotional support. Counselors are comfortable with making home visits, assisting students with a variety of psycho-social issues, working with parents, sitting in classes with students, and making referrals. Further, certified school counselors can provide mandated services as listed on IEPs. In Year 1, two counselors will focus on school and truancy, and in year 4, a second counselor will be added (Key Design #2). In year 2 we hire two Internship Coordinators who support students and employers on job sites. In year 3 we hire a Guidance Counselor to work with those students who are graduating and going on the college or career (Key Design #3).

Another difference between NDCHS and New Dawn II is that since New Dawn II is a replication school and the schools will have one Board of Trustees, back office services can be offered through a contract with NDCHS. This is cost effective for a new school and New Dawn II will receive the benefit of highly experienced charter school personnel. Under the contract with NDCHS, the Executive Director, Director of Operations, SPED Coordinator, and IT will all be provided under this contract. The other major contract is with NY Accounting Solutions at $65,000 a year. ACS has been at NDCHS since the 6th month of operation. It is significantly better to have a number of experienced accountants looking at your daily expenditures and monthly/annual budget than one person serving as the Director of Finance. Both NDCHS and New Dawn II will continue to use these services going forward. While the entire school is focused on Key Element #4: School Improvement Engine, the group in particular is involved in the compliance, financial, and legal aspects of the school.
Roles and Responsibilities of the School Leader

While the Board provides oversight, the ED’s responsibilities will include management and administration of all school activities including: management of resource allocation; oversight of budget preparation and implementation including compliance with established financial controls and budgetary goals; facilities administration; and pursuance of grants, strategic alliances including business and community outreach; and collaborating with education and human service programs/institutions and connecting with cultural and civic organizations. Based on the Sustainable Data Culture, the ED, working closely with the heads of the four organizational components of the school, will provide the Board monthly reports on the progress and achievement levels of students based on assessment and other data disaggregated by grade, ethnicity, poverty-level, special student population, among other factors, as well as a report on the support services, compliance, and financial status of the school.

Responsible for the day to day activities of the school is the Principal. The Principal will report to the ED and have sole responsibility for all pedagogy including the curriculum, educational programming, instruction, student admissions and enrollment, parent relations, implementation of strategies and initiatives to promote and facilitate parent involvement, hiring and evaluation of teachers, class scheduling, assessments, implementation of software tools, teacher evaluations, professional development, scheduling of common planning time, professional learning communities, data driven instruction, and students. The Principal will be responsible for reporting all academic outcomes to the Board of Trustees.

School Leaders

Sara Asmussen, Ph.D. is the identified ED and will be working on the NDCHS contract for New Dawn II. As seen on her resume she has experience in compliance, education, grant development, fund raising, program development and implementation, and charter school management. She has worked the last 18 years in various charter schools. She was Director of Research at Beginning with Children Foundation and was a member of the management team at Wildcat before applying and receiving the charter to open NDCHS. She has served as the Founding Executive Director, ushering NDCHS through its successful five-year renewal.

Lisa DiGaudio, Ph.D. is identified as the Principal at New Dawn II. She has years of teaching experience as well as writing curriculum. She is the Founding Principal of NDCHS where she was responsible for developing the overarching curriculum to be used at New Dawn II, working with teachers to improve instruction, completing classroom observations in Danielson, hiring and supervising teachers, and overseeing the SPED department. She is the instructional leader in the school and this will continue at New Dawn II. She provides much of the Professional Development at NDCHS and will move this to New Dawn II as well.

Roles and Responsibilities of Key Administrators

The individuals involved in this project have worked together for some time, and provides us with a unique opportunity to take the systems we have fine-tuned over the last six years at NDCHS, apply it to a replication school, work out new issues which arise so that it can become a tested and replicable model which can be applied to completely new situations and staffing. This level of consistency among staff for a new school is very unusual and means that there will be high fidelity to the NDCHS model. We would still hope to develop leaders through our Facilitative Leadership Program to help open new schools (Key Design #5).

Education Program: The Principal will have sole ownership of the educational program at New Dawn II. She will be assisted by the SPED Consultant on the NDCHS contract as well as the New Dawn II SPED Coordinator for Special Education. She will be assisted by the Dean on
the Social/Emotion aspects of the program. The ED through the NDCHS contract will be available for support.

**School Operations:** Most of these services will be covered under the NDCHS contract. The ED and Director of Operations will be responsible for all facilities, lease negotiations, Department of Building permits, building security, compliance reporting, and will work closely with the Office Manager to ensure that there is an existing inventory system. The IT technician will be responsible for ordering all technology as well as assuring that it works. The SPED Coordinator on the NDCHS contract will work with the New Dawn II SPED Coordinator training her on the systems necessary to run a SPED Department.

**Finances:** The ED will continue to develop budgets and oversee them. NY Accounting will be responsible for working with the Office Manager in setting up the systems which have resulted in clean audits every year at NDCHS. The Director of Ops through the NDCHS contract will assist with this and will do the daily oversight to ensure this is happening. NY Accounting has a staff person on site twice a week to conduct the daily activities necessary with the budget such as accounts payable, tracking deposits, preparing FS10’s and all accompanying materials for state reports, preparing for the audit, and preparing monthly budget reports.

**Management and Staffing for Students Classified as ELL or IEP**

Students are identified as requiring special education or ELL services in one of two ways. Students can self-identify by answering the required questions on the New Dawn II enrollment application where they can identify as having special needs or ELL services or both. Based on the history of NDCHS, students are fairly honest if services are required. If the students do not self-identify, the student’s OSIS or name is entered into SESIS (Special Education Student Information System) once enrolled and entered in ATS (Automate the Schools). This is known as Child Find. SESIS will then show if indeed services are mandated or not. Regardless whether the student self-identifies or not, all new students will go through the Child Find process. To determine if students require ELL services, they will go through the same process using ATS instead. This is done to confirm the type of placement and services needed or if the student is an ELL what level of support they require.

**Recruitment and Retention of High Quality Teachers through Benefits and Compensation**

Teacher recruitment will begin upon chartering and be ongoing. Recruitment will include advertisements in print media and internet job search engines, participation at college fairs, and advertising through the charter school community. During the start-up phase we will reach out to other institutions of higher education to establish this type of relationship as well. Another targeted source of recruitment will be the student teacher pool. Members of the Planning Team have extensive networks in education. Many times, schools will have a very promising student teacher but due to lack of openings cannot hire the individual. We will develop a pool of promising new talent based on recommendations from other schools.

The interview process involves a three-pronged approach. The principal interviews prospective candidates by phone. Culture and relationship building is the focus in this stage. A demo lesson and in-person interview follow. Staff are involved in hiring and this practice will continue at New Dawn II. Once the decision has been made to hire an individual, references will be contacted to ensure that there are no unforeseen issues around their employment. Once a person is hired, all background and fingerprinting checks will be approved. HR personnel (currently being provided through NDCHS) will conduct the fingerprint search using NYSED TEACH. This individual will also provide all policies and procedures around employment, benefits, time-off policies, benefits, code of conduct, use of technology, and harassment. All
staff must sign off and train in these areas is provided throughout the year. This HR Onboarding is updated regularly to meet the needs of NYC, NYS, and Federal Employment Law and regulations.

It is important in retaining staff that professional growth opportunities are available. All staff at New Dawn II will develop individual growth goals for the year. For teachers, this growth can be in three areas: 1) becoming a master teacher; 2) becoming significantly involved in the governance of the school; and 3) continuing education towards becoming an assistant principal or principal. The Danielson Framework for Teaching will be used to evaluate teachers. Teachers can simultaneously become involved in the governance of the school while working towards becoming a master teacher. An vital component of this section of the plan is the daily scheduling of common planning time and professional development. Not only will this growth and development benefit the school by producing engaged, master teachers, but it will help to retain teachers as well (Key Element Design #5).

Since student outcomes reflect effective teachers, teachers who are more effective should be dually compensated. Differentiated compensation based on performance has been shown to be a factor in recruiting effective teachers159 and retaining effective teachers.160 Included in the budget is money for across the board raises of 2%. In addition, there is money to award each person an additional 1, 2, or 3% raised based on student outcomes. (This is shown in the budget by assigning all staff a 3% raise—this is our experience at NDCHS). There is an additional $2,000 in the budget for each staff person to be able to earn an incentive by participating in committees. During the planning phase, a Performance Based Compensation Plan will be developed and will be reviewed with the staff for comment for implementation in September.

For the first year of operation, New Dawn II will probably use the same health, dental, and vision insurance as NDCHS. After year 1, there will be an Insurance Subcommittee of the Board who will review the different plans. In the meantime, all benefits will be offered: Medical (2 plans: high and low), dental, vision, long-/short-term disabilities, life insurance, retirement plan, Commuter Account, and ALFAC.

**Human Resources Challenges**

Having already started a school, we are well aware of the challenges which lie ahead of us. This is the reason for the strong benefit package, which includes a retirement plan, and for the compensation of effective teachers. These items have shown to have a positive impact on retaining teachers. Surprisingly, implementing a Progressive Discipline Policy, the PBIS framework at NDCHS, and Facilitative Leadership (all discussed above) has had very impactful results on the adults in the building and has over the years helped us retain the teachers we wanted. New charter schools are faced with having to hire young, inexperienced teachers thus our intensive staff development plan. Further, turn over at new schools is absolutely to be expected, this is built into our schedule. We know for the first couple of years with the number of new teachers we hire that we will experience a much higher rate of turnover than an existing school. We also have the Aspiring Teacher position which in the past has provided the teachers who replaced the teachers who left at the end of the year. We believe we understand the issues


160 Toledo Public Schools (2011). TRACS: Toledo review and alternative compensation system teacher incentive fund, paper present at the Teacher Incentive Fund Grantee Meeting on February 3-4, 2011 in Alexandria, VA.
we are going to confront up opening and we have plans in place to retain the good teachers and not lose ground because teachers who are not a good fit for a transfer school leave.

**III.C.1. Charter Management Organization/Networked Schools**  
**Roles and Responsibilities of the Network**

NDCHS and New Dawn II will be networked schools with one Board of Trustees. As such, NDCHS will provide New Dawn II with all of the systems and procedures for opening and maintaining a school, steeped in the experience it has drawn from its relationship upon opening with JVL Wildcat. The experience and product development (all policies and procedures, governance structures, curriculum and instruction design, vendors, and other governance structures regarding school operations) will provide New Dawn II with the necessary resources to open and develop into a successful replication. As discussed in Section III.A, the Executive Director is responsible for all compliance, legal, financial, and back office support. The Principal and Dean will leave NDCHS and open New Dawn II. They will be responsible for the day-to-day activities of the school as well as all pedagogy in both academics and social/emotional learning, our first two Key Design Elements.

At New Dawn II, there will be support staff hired in these areas but NDCHS staff will supply the executive level staff (Executive Director, Director of Operations, SPED supervision). The staff at New Dawn II will work closely with the staff at NDCHS in order to learn the ropes of a transfer school. Teachers hired for New Dawn II will work side by side with teachers from NDCHS and observe how the Key Design Elements of the school impact all aspects of the school. The same will apply to the counselors, and other support staff that will open New Dawn II. Having this opportunity will provide opportunities for kinship among teachers within the organization, and open the channels of communication when engaged in the School Improvement Engine (Key Design Element #4) inner workings—such as identifying gaps in specific areas and developing a solution to close said gap. Having the ability to conduct Instructional Rounds and coordinate PLCs between both schools, will provide an increased level of insight and expertise that will help develop leadership at New Dawn II.

**Relationship with the Board and the Network**

New Dawn II will not have a management organization, but as illustrated in Section III.B., the board of NDCHS will be merging with the proposed New Dawn II Board. This merge will be voted on at the next NDCHS board meeting. The NDCHS Board is made up of six individuals, of which two are already on the New Dawn II Board of Trustees. When the school opens, there will be one merged board for NDCHS and New Dawn II, comprised of a total of twelve members. There will be no employees on the Board of Trustees from either school.

**Oversight and Accountability for the School's Mission and Goals**

The board structure for both NDCHS and New Dawn II will not change. As discussed in Section III.A, the main goals for the board are to provide oversight of both schools as related to the NYSED Charter School Performance Framework, not to provide oversight on day to day operations at both sites. The ED and Principals will report to the Board monthly on all aspects of school operations pursuant to the Framework to ensure financial, organizational, and instructional fidelity to the goals of the charter, as well as to the Key Design Elements discussed in detail throughout this application.

**C.2. Partner Organization**

Not Applicable.
D. Staff Supervision and Development
Leadership roles and Teacher Support

Professional Development is Key Design Element #5, and an integral part of our facilitative leadership model. When NDCHS opened, it was understood that teachers applying to NDCHS would be young with minimal experience; therefore, strategies were built into both the schedule as well as the budget to address these issues. We fully expect a very similar situation in teacher recruitment to occur at New Dawn II, with more experienced teachers joining staff as word of mouth spreads about the supportive environment put in place by school leadership. That being said, school leadership takes on multiple roles in order to support the staff in the school model (such as growing comfortable with Key Design #4, School Improvement Engine), and in building relationships with our students (Key Design Element #2 Social/Emotional Learning & Supports). PD in the Workshop Model and classroom management (Key Design Element #1 Curriculum and Instruction) will be ongoing and embedded in the classroom through coaching and modeling.161

Many schools that implement this PD model have shown large gains in literacy scores. Since it is our view that all teachers, regardless of content area are literacy teachers, this type of in-service provided to teachers results in improved reading achievement for students.162 This notion is furthered by the achievement in benchmark assessments, such as the ELA Regents exam at NDCHS, is higher than the cohort of students we are compared to on the NYC DOE School Quality Snapshot.163 Therefore, it follows that literacy coaching—a form of highly targeted professional development—is a particularly potent vehicle for improving reading skills. Literacy coaching adheres to what research identifies as the essential features of effective professional development.164,165 Common components include training that is: grounded in inquiry and reflection; participant-driven and collaborative, involved in sharing of knowledge among teachers within communities of practice; sustained, ongoing, and intensive; and connected to and derived from teachers’ ongoing work.

To facilitate this type of prescriptive, individualized professional support as dictated in our School Improvement Engine model (Key Design #4), New Dawn II, under the direction of the Principal, designs professional development initiatives with the Dean to ensure students’ needs are being met. The structures around professional development are multi-tiered and highly reflective:

Whole Staff Training. New Dawn II will conduct weekly whole group training using data throughout the year. These trainings adhere to the key design elements of our charter. The weekly meetings serve as a means to connect to issues regarding students or events that need follow up activity.

Department meetings. Each Department at New Dawn meets weekly in year 1 with the Principal to discuss instructional design, data, and pedagogical practice. These meetings insure that consistency is present in the teacher procedures and curriculum design, as well as adhering to the NYS standards.

Individual Teacher Meetings. Teachers meet weekly with the Principal to discuss their individual practice and classroom informal walk-throughs, mini-observations and formal observations.

Professional Development Plan for All Staff & Addressing Students with Diverse Needs

Under the direction of the principal and dean during the first year, New Dawn II will participate in this multi-tiered approach with internal staff and PLC meetings in addition to participating in external trainings centered on training PLC coaches166, data coaches167, and Danielson observers168. A goal of the program will be to establish a collection of PLCs containing teachers and support staff in order to empower the staff to reflect on curriculum, data, and school culture, which begin in earnest throughout the first year in identifying strengths and weaknesses of the staff and leadership interest. Furthermore, professional development will seek to encourage the staff to experiment with new ideas in their PLCs and report back to the full staff regularly with insights and ideas about best practices. An hour will be set aside each day for professional development following a schedule as seen below:

Monday - Student outreach; Tuesday – Departmental Meetings and PLC meetings and/or office hours for common planning; Wednesday - PLC meetings and/or office hours for common planning; Thursday - Full staff data focused meeting; Friday - Full staff meeting for announcements and culture building

Before the start of the first year and in each of the following summers, full day meetings will take place to train incoming staff on school procedures and New Dawn II specific practices and culture. These meetings will start by being led by administration staff but will transition to teacher leaders in the following years169. In the years after the first year there will be additional training that includes a review of student and teacher performance data, review and revise curriculum to reflect said performance data, set new school wide goals for the school year, and establish a year-long action plan to achieve results. Because New Dawn II will be a full inclusion school, professional development, through the use of data, addresses the needs of students who are classified as ELL or as having a disability. The entire structure of the school is organized so that students of all abilities can participate in the education and social/emotional activities of the school.

Professional Development Structure and Differentiation

Regular, in-house professional development will be led by the instructional leaders until teacher leaders can be identified. Once those leaders are identified they will be trained in facilitative leadership and the use of protocols so they can assume positions as PLC leaders. PLC leaders will schedule meetings utilizing protocols to review lesson plans, student work, and discuss observations during the designated times on Tuesdays and Wednesdays. The Principal will provide oversight for the PLCs by meeting periodically with the PLC leaders ensuring that they are supported and that they are adhering to guidelines identified in accordance to a building

166 http://static1.squarespace.com/static/55560e1ae4b0cf3d98431253/t/5666742c0e4c1145da0f1f78/144954988260/Protocols+for+Professional+Learning.pdf
167 https://www.terc.edu/display/About+Using+Data+Initiative
168 http://www.danielsongroup.org/services/
wide Problem of Practice (POP) developed by the staff. PLCs will regularly create a presentation of their progress and findings to be given to the staff so that building wide conversations can be held about the issues and next levels of work.

Teacher leaders will also be identified and trained as data coaches through TERC’s data workshops170. The TERC model for analyzing data will be utilized weekly to look into student data on attendance, grades, past regents attempt, and other observable factors in order to make better and more informed decisions about practice. This will be particularly important in identifying patterns in data that can help to assist the at-risk students targeted by New Dawn II's population more quickly and effectively. The crew of strong outside consultants used at NDCHS will continue with New Dawn II to provide embedded professional development, supporting our new teachers with instruction, curriculum, classroom management, among other things.

Implementation of PD

The design of New Dawn II's professional development program will focus on building the capacity of the staff to take on leadership roles and take ownership of the growth of the school and its teachers. As the program develops, leaders will help guide the process of curriculum mapping and lesson plan review, as well as confer with the Principal and eventually the Curriculum and Instruction Coach on data driven instructional practices. Returning staff will act as mentors to new staff and staff with experience will work with PLCs to share best practices.

The efficacy of the professional development occurring at New Dawn II will be assessed during the previously mentioned PLC presentations and regular meetings between PLC leaders and data coaches and the principal. This is the cornerstone of Key Design Element #4, School Improvement Engine. By being open to reflective practices on school improvement, PLC teams can dig deeper into agreed upon problems of practice in order to become for effective in their pedagogical practice. Additional resources to guide the assessment will come in the form of teacher and student surveys conducted during the year. The anonymous surveys will help administration and teacher leaders to refine and course-correct the professional development process as issues are identified ensuring a high degree of effectiveness.

III. E. Evaluation

Evaluation Processes

Stakeholders of New Dawn II will be evaluated through the usage of rubrics which have either been obtained through reputable resources or developed specifically based on job descriptions using language and quality on par with common school staff evaluation rubrics. Each grouping of stakeholder's evaluation will be discussed specifically below.

*Board of Trustees:* As defined in the By-Laws, the Board of Trustees will govern the school and have final authority for its policies and operations; as well as have oversight over the academic progress and fiscal soundness of the school. The Board will delegate to the Executive Director (ED) the day-to-day decision-making, authority for instructional leadership and hiring, firing, development and evaluation of staff and will, in turn, be accountable to the Board. Notwithstanding the delegation of authority to the ED and/or other key personnel, the Board will retain absolute authority and responsibility for all activities and functions of the school. The Board is fully accountable to NYSED and procedures for removal are illustrated in the by-laws. The Board employees the McKinney & Co Board Self-Assessment Tool. Further, they are evaluated by the Authorizer.

Executive Director: The Board evaluates the Executive Director on the Open School Project Rubric. Further, the Executive Director attends every Board meeting and is accountable during these meetings for all actions taken in the school. The results of the evaluation are discussed with the ED and goals are determined for the coming year based on these results. Further, the Board Chair and ED speak at least three times a week about various activities based on programmatic issues and changes in laws and regulations.

Instructional Leadership and Supervisory Positions: As with NDCHS, we also believe at New Dawn II that transparency at all levels of school operations allows for honest discussions and viable methods of problem solving as a school community. In order to ensure that all members of the community are working to their best abilities, an evaluation system was put in place that includes peer monitoring (PLC cohorts), informal walk-throughs, mini-observations and formal observations. These systems are in place and all staff are trained throughout the year. The Principal is evaluated through the Vanderbuilt Assessment of School Leadership in Education (VAL-Ed). The VAL-Ed framework consists of a personal survey, supervisor survey and staff survey, accompanied by several observations related to providing effective feedback to teachers, conducting professional development sessions that adhere to the key design elements of the charter, and reflection over the course of the school year related to data. In addition to the Val-Ed Framework, the Principal is also evaluated through the School Quality Snapshot, and the NYC DOE Survey. Other leadership positions are evaluated using a combination of the Danielson Framework for Teaching and school-based rubrics created by the SLO Committee, as part of our ongoing commitment to facilitative leadership at the school.

Teachers and Classroom Support Staff: Teachers will be evaluated by the Principal of the school based on weekly evaluations of the teachers' plans and classroom observations, both announced and unannounced, throughout the school year. Teachers will meet regularly with the Principal to discuss their practice and will self-assess their effectiveness as well. The Danielson Framework for Teaching will be used to rate the effectiveness of the teacher at the beginning, midpoint, and end of the year. The final rating by the Principal will be converted into a 60-point score to be part of a 100-point HEDI score, which also comprises of SLO and Regents Performance. This merit based increase as well as an incentives program which will reward teachers which are effective in optional roles outside of the classroom will keep teachers accountable for the quality of classroom instruction.

Non-academic staff: Non-academic staff will be evaluated by their direct supervisors using school created rubrics specific to their roles at the school. These rubrics will be assessed by the supervisors and self-assessed by the staff member several times per year in order to make a final evaluation at the year's end. This rubric evaluation as well as student growth data for the students in their cohort will be used to determine the HEDI score for these staff members and determine their effectiveness for the year.

Accountable Teachers and Student Performance

New Dawn II will be replicating the model of NDCHS in which teacher salary increases are merit based versus a traditional salary ladder. This level of accountability ensures that

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171 http://valed.discoveryeducation.com/
173 http://schools.nyc.gov/Accountability/tools/survey/default.htm
174 https://www.danielsongroup.org/framework/
175 ibid
teachers are aligned to the mission and vision of the school. To ensure that the highest levels of quality instruction are being implemented at New Dawn II, teachers are evaluated based on their pedagogical practice with the workshop model. To achieve the highest levels of thinking, teachers must forgo standing in front of a classroom and lecturing, moving towards using more authentic involvement of students. By changing the paradigm of teacher-centered instruction to a model whereby students proactively participate in the instruction through discussion and collaboration, the workshop model allows students to engage more fully in higher order skills. It also allows students who are struggling with proficiency to participate with at- and above-grade level peers. When administrators conduct walk-throughs, mini-observations and formal observations, their adherence to the workshop model is evaluated, with feedback provided immediately following the observation. Through our focus on the School Improvement (Key Design Element #4), teachers are expected to review this feedback data and make changes immediately. Administrators will work closely with teachers to ensure their feedback is implemented and provide additional supports where needed. Through this feedback and professional development, staff will be able to meet the goals as set out in the Performance Framework.

**Procedures to Evaluate School's Operational Effectiveness and Fiscal Soundness**

At the beginning of every year, the ED and Business Manager will develop a list of tasks which must be completed for the school to run effectively. This will include a list of dates for compliance reporting to the various city, state, and federal agencies. This will be a master list for the entire school. The Business Manager will be responsible for ensuring this list is completed and in a timely manner. The Business Manager will meet bi-weekly (weekly in the beginning) with the ED in order to make sure everything is accomplished. There will be monthly reports to the Board of Trustees about the status of operations and compliance. The written end product will be the Board reports which will outline what has been completed, what is incomplete, and if there are any outstanding problems. The annual and Title I report is filed annually and used as a reporting mechanism to the board by the ED. The ED must also submit financial audits with an outside accredited accounting firm, due November 1 annually. The ED and Board can request a mid-year audit if the financials look incorrect. The Board is updated monthly on these reports. This entire evaluation process will be put into the framework of the SIE (Key Design Element #4). This ensures that there is ongoing monitoring of all compliance, legal, and fiscal areas and that if problems are identified, there can be mid-course corrections.

**Programmatic Audits.**

**Purpose and Objective.** We take feedback and audits very seriously, thus the use of the School Improvement Engine (SIE). You can only improve your practice if you continually analyze and assess what it is you are doing. Using the SIE, we are constantly in a state of looking and analyzing what we do and making adjustments based on the data[177]. Our open-door policy means that stakeholders and visitors can walk into a classroom at any time. We expect everyone to be aware of this and be able to work in this type of environment.

**Areas to be Audited.** New Dawn II’s programmatic audit will consist of annual submission of an Annual Report to the NYS Board of Regents, in accordance with Education Law §2857(2). This report will include the state-mandated Report Card,[178] which is required of every New York public school. This report card will show the academic and fiscal performance of New Dawn II and will also list: the School’s federal and state revenue sources, expenditures

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177 [http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=4395&context=dissertations](http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=4395&context=dissertations)

178 [https://reportcards.nysed.gov/](https://reportcards.nysed.gov/)
for salaries, expenses, student services, drop-out rates, student suspensions, standardized test performance (NYS Assessments), student enrollment, student demographics such as ELL, SWD, FRPL and other relevant information.

New Dawn II will also participate in the New York City School Quality Report\textsuperscript{179}, which includes an annual survey of teachers, parents and students. The New York City School Quality Report will be used to evaluate the communication and outreach New Foundation makes with all community stakeholders. The survey is a key tool that New Dawn II will use as part of its annual programmatic audit in order to change communication and support in key areas: communication and recruitment of families in the community; communication with ELL families on program accessibility; communication with SWD families on program accessibility and support; responsiveness and support to faculty; responsiveness and support to students. The above are mandated reports but New Dawn II will have their own set of audits on top of these. As named in the SIE, the areas to be audited are 1) pedagogy, 2) operations, 3) support services, 4) finances, and 5) compliance.

**Monitoring Progress and Intervention**

New Dawn II will make regular self-evaluations of the schools’ performance in regards to the Mission, Goals of the School and the Charter School Performance Rubric\textsuperscript{180}. The results of these evaluations will be made publicly available to any member of the school community. As part of our ongoing commitment to school improvement, the school community regularly assesses their progress towards the Framework goals, in addition to individual, cohort, and school-wide performance measures. As described in Section II E Assessment, the school has a robust plan for implementing and evaluating assessment and its impact on the mission and vision of the school. At the school level, professional development (Key Design Element #5) is informed by the ongoing progress monitoring incorporated into every classroom at the school. Teachers utilize baseline and summative data to evaluate the effectiveness of instruction and make changes to their approaches based on that data (Key Design Element #4).

When the school does not meet certain benchmarks, as mentioned above, the school's constant state of school improvement is set in further motion. This will include a review of data and reflection of the stakeholders involved. An example would be the release of the NYC School Quality report, or the release of the Performance Framework, where administrators will break the data down with staff in order to set goals that close the gaps indicated in the report. In terms of fiscal or operational issues, the ED reviews these goals monthly with the Board and interventions are put in place immediately. The minutes from these reports are available to the public via the school's website. In this manner, our commitment to transparency is applicable to all stakeholder groups and accountable agencies, like the NYC DOE and the NYSED Charter Office.

**Family and Student Satisfaction and School Improvement**

New Dawn II will use data obtained from the NYC DOE's staff, parent, and student surveys to assess the satisfaction of each group with the school environment and culture.\textsuperscript{181} Depending on the results of the surveys and the outreach, steps will be taken to answer any issues that can be identified and necessary changes will be made to resolve those issues. When a family member is not satisfied with a situation, or has a problem, there are a variety of in-school point people who can address that family’s concerns. The first step is of course for the parent to speak to their student’s teacher. Teachers are required to follow up with parents in a timely

\textsuperscript{179} http://schools.nyc.gov/Accountability/tools/report/default.htm
\textsuperscript{181} http://schools.nyc.gov/Accountability/tools/survey/default.htm
manner. If the parent is not satisfied with the teacher interaction, they can speak with any school leader. If the parent still does not find a satisfactory result to the issue, they can speak with the Executive Director. If all avenues at the school level are exhausted, the parent can appeal to the Board Chair. These procedures and all methods of contact are given to parents annually. Parents are also given the contact information to CSO if they cannot find a solution. This grievance policy is also posted and on the website for NDCHS.182

**Evaluating Family and Community Involvement**

The school’s Parent Coordinator along with the school counselors will be tasked with gathering necessary data in order to evaluate family and community involvement with the school. Regular communication and transparency will be key to keeping the levels of involvement high with both families and the community. As mentioned throughout this application, the nature of our transfer families is far different from a traditional model, but this does not mean that parents are disengaged. Access to Jupiter and our Parent Coordinator are integral parts of keeping parents informed of their child's progress towards graduation. When a student is absent, staff members will work with the parent and visit the home to determine the best next steps. Counselors can work directly with parents to help connect them with community resources if there is a need. The open-door policy at the school also allows parents to visit the school at any time and meet with leadership. Appointments can be set up at any time for parents to meet with teachers. This means of communication allows the school to assess family and community involvement and make necessary changes when there is a need (Key Design Element #5).

**Organizational Partnerships and Management Service Agreements**

For the NY Accounting Solutions, and the janitorial and security contracts, the Board of Trustees reviews the contracts and votes on who gets the contract. From the contracts rubrics are developed which are completed by appropriate staff on the ground, and in the case of AC, the Board evaluates them on the contract. Once these evaluations are complete, the Board reviews and either extends the contract for another year or begins a search for someone else. In the event of some significant problem (money missing, letting strangers in the building, refusing to mop the floors), contracts can be voided immediately and the Board determines intermediary steps until a new vendor is identified.

**III.F. Facilities**

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182 [http://www.ndchsbrooklyn.org/site_res_view_template.aspx?id=0ccdc795-6373-4a16-98ce-b6ca00d8fb9f](http://www.ndchsbrooklyn.org/site_res_view_template.aspx?id=0ccdc795-6373-4a16-98ce-b6ca00d8fb9f)
**Explanation of School Facility**

We will be applying for co-location through the NYC DOE. However, in the event this is not available, we have already visited four spaces in Jamaica, Queens, and all fall within our budget and two are already zoned for a school. In every case, the owner has said they would build out to meet our needs so we will be able to get the Science, Art, and PE spaces. The above is our minimum needs, but it is always nice to have extra classrooms for special projects. This configuration is based on 28,000 square feet. The spaces we have been looking at have ranged from 28,000 to 37,000. NDCHS has always been in private space and took possession of the entire building during their first year of operation. Our budget here shows the same. Please note that under Dr. Asmussen and Mr. Tabano, NDCHS has saved enough money to qualify for a bond and will be buying and renovating the building where NDCHS is currently located. We have extensive experience negotiating leases, obtaining space, and renovations.

**Identified Facilities**

After looking for space in Carrol Gardens and Sunset Park for over five years for NDCHS, Jamaica is a completely different community. They have considerable real estate stock which could be used for a school. As stated above we have identified four sites, two are zoned for a school; however, we would never enter into negotiations until we received a charter. All the building owners we have met with understand the Regents timeline for awarding charters. All buildings are located on Jamaica Avenue and we would be glad to share the addresses privately with the NYSED. All are within easy walking distance of the bus and subway hub located in Jamaica. Below is the status of each building.

The first building, zoned for a school has been unoccupied for years. This building would be perfect, the owner has said he would build out for us and include the renovations in the rent. This space could be a full 37,000 square feet but we would probably only take 30,000 square feet. If we were to take this building, we would have a build out schedule which would entail renovating the first two floors during the 2018-2019 school year and move into these floors while they were renovating the remaining floors.

The second building would need much less renovations but would meet the needs of the school with 32,000 square feet. This space requires cosmetic updates as well as increasing the plumbing and electrical grid. In this space we would take possession of 16,000 to 24,000 square feet the first year while they would be finishing up the rest of the building.

The third building is move-in ready and zoned for a school and we would absolutely take this space if it is still available once chartered. The fourth space is in the same building with the same owner. Currently it is a huge retail space which they would building out for us with 33,000 square feet for a school. All spaces are prime real estate for a school.
Plan if Facilities Not Identified

Spaces have been identified but leases have not been negotiated. Ronald Tabano and Sara Asmussen have been looking at the spaces and will continue until a lease is signed. The owners are waiting for us to receive a charter in order to begin negotiations.

Funding for Facilities

NDCHS was denied for facilities funding even though the school was a start-up and all other schools in private space opening at the same time all received the funding. While we hope this will not be the case for New Dawn II, we have not included this money in our budget. We have included monies from the CSP funding to help us cover costs. Every building owner we have talked to have quoted us two prices: one for space as is and one for space built out. We are opting for the space as built out and this is reflected in the budget.

III.G. Insurance

Even though we have not yet identified a building, Austin & Company, with whom NDCHS has worked with for six years, has provided us with an estimated insurance premium of $28,950 for our first year of operation and $6,000 for Directors and Officers Insurance for the start-up period. Austin & Company is very familiar with NDCHS and is fully aware of all our programs. Included in any insurance will be the following: Property (equipment breakdown, business income with extra expense, automobile, crime) = $3,500; Excess Crime (including employee dishonesty and fraud and cyber liability) = $3,000; D&O = $6,000; General Liability = $8,100; Umbrella Liability = $3,500; Excess Educators Legal Liability = $2,000; Excess Fiduciary Liability = $150; Student Accident = $2,300; Catastrophic Student Accident = $400; and Workers’ Compensation and Employers’ Liability which will be determined based on the number of staff and budget. The policy will of course be made available to the NYSED for review and the school will not begin operation until all the appropriate insurance policies are effective.

III.H. Non-Academic Operations

Health Services

Like NDCHS, New Dawn II does not qualify to have a nurse on the premises. New Dawn II will work with area clinics and hospitals, which has been a very effective relationship at NDCHS. All students will have a copy of their insurance card on file for use in emergencies. In a transfer school, the tracking of students is a core component of the educational program. At the school level, the Principal or the Principal designee will store and administer medications per the NYC DOE regulations for high school students. As for record keeping and maintenance of immunizations records, the Parent Coordinator and Principal will be responsible for recording this data. In addition to the health records that will be recorded, the NYC DOE’s ATS (Automate the Schools) system tracks immunizations. The Principal monitors this report regularly.

Food Service

Breakfast and lunch will be provided by the NYC Department of Education’s School Meals Program. Breakfast and lunch is free for all students and will have access to both meals. During the start-up phase, the Parent Coordinator will work with staff from the School Meals Program to ensure that there is a schedule for delivering the food to New Dawn II. At least two staff will be trained in Food Safety through the NYC DOE’s School Food HAACP Program to distribute the meals. More staff will be trained as the number of students grows. To determine
free and reduced lunch status (the status can be carried over from the prior school year as per Chancellor’s Regulation A-810 II.D), parents/guardians will be asked to complete the School Meal Application, Form SD1041. During orientation, computers will be available for families to access the new Online School Meals Application directly. For those families who chose to complete the paper form, this will be scanned into the school’s database through ATS.

**Transportation**

The NYC DOE is responsible for providing transportation services to the students of New Dawn II who will receive the same transportation services as other NYC public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined by and provided by the Office of Pupil Transportation (OPT). After the School submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about students, the DOE will determine the eligibility for transportation of students. This eligibility is based on age and distance from the school, in accordance with the Chancellor’s Regulation A-801. The school will adhere to Metro Card eligibility, distribution, and safe keeping under the Chancellor’s Regulation A-801, following the guidelines as outlined in the OPT Manual. Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The School’s students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635.

While New Dawn II will be recruiting from the greater Jamaica area, as a charter school, enrollment is open to all NYC students. While we expect the majority of students to come from the neighborhood, Jamaica is located on the J, Z, and E trains which are central to all Queens mass transit at the Jamaica hub. The J, Z, and E trains can be accessed at the Jamaica Hub by the F trains. Students from the Rockaways can take the A train to Lefferts Blvd and pick up the Q10 bus to the Jamaica Hub. There are a number of bus lines that serve the area that also including the Q52, SBS, Q53, Q83, Q60, along with an Express Buses serving the Rockaways.

**Technology, SIS, Compliance & Reporting, Security & Custodial Services**

**Facilities:** Facilities are one of the most important aspects of the charter school start-up. The Executive Director will immediately request colocation space from NYC DOE once chartered. At the same time, the ED and Board Chair will continue to work with buildings identified above to negotiate a lease for a space. Depending on the space, renovations will begin immediately on the identified space. The leadership will begin as soon as possible on attaining the Certificate of Occupancy.

**Technology:** Technology will be included in the contract with NDCHS. Under this contract we will apply for E-rate funds as well as set up the schools technology. The owner of the building will be responsible for ensuring that there is enough power to the building to support the needs of the school. The IT Technician will also be responsible for designing and updating the website.

**Student Information Systems:** These systems are key to a charter school. Automate the Schools (ATS) is the basic system. The Director of Operations under the NDCHS contract will liaison with NYC DOE to get this system set up during the start-up phase. The Office Manager will receive training in how to use ATS. The Director of Ops will also install Jupiter Ed the school-based system. He will train the Parent Coordinator on the use of the system. The Parent


Coordinator and Office Manager will be trained on the upkeep of the system by the ED. Teachers will be trained by the Dean on the use of the system.

**General Issues**: Tasks include the ordering of all furniture, equipment, supplies, technology for staff and for classrooms in September, including ordering of the fireproof safe for testing materials, the fireproof locked cabinet for IEP records, as well as getting all utilities turned on in the school’s name. All wiring for technology and kitchen equipment will be installed during construction. The leadership will begin as soon as possible on attaining the COO since these are difficult to get in a timely fashion in NYC. Everything will be in place for students by August 2019.

**Fiscal, Policies & Procedures**: The Board of Trustees, ED and Director of Ops under the NDCHS contract will be responsible for this. NY Accounting Solutions will be responsible for the daily finances. Under this group of tasks is the securing of the 501(c)(3) status for this school which will start immediately upon chartering. Following this the development plan will be implemented. During this time, all policies and procedures will be adopted by the Trustees. These policies and procedures include, but are not limited to: Internal Financial Controls Policies and Procedures, Discipline, Personnel, Grievance, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, among others. The unaudited revenue/expense statements will be submitted by the August 31.

**Security**: Will be provided by a private company hired by the Board of Trustees after comparing different options. Security will be bonded and trained on security measures. Further, the security staff will be further trained on New Dawn II front door procedures.

**Custodial Services**: Custodial services will be provided by a private company hired by the Board of Trustees upon review of contracts.

### III.I. Family and Community Involvement

**Involving Families in All Phases**

While parental and family involvement looks very different with our population, they are fully in agreement with NCHS’s various approaches. We have had parents actively assist students in finding an ideal match for their internship while even agreeing to host other students at their place of employment. Parents and families also are attracted to our discipline policies because it is not punitive in nature and aims to improve behaviors over time. Parents are very active in our student grading and information system (Jupiter Grades) by signing up to view their child’s academic performance and attendance. Our parental support and understanding of what we do is also very evident from results of the NYC DOE annual survey. In the school term (2015-2016) we have over a 70% parental response rate for the annual survey.

Within Key Design Element #2, Social/Emotional Learning and Supports, we know that engaging our parents before we even open our doors will set the stage for a powerful relationship to form with all key stakeholders in our school community. This can happen in many ways. The Parent Coordinator will work with school leadership to engage all prospective New Dawn II students to visit the new school for orientation and a tour. During the application and intake process, the school may reach out to counselors and other community agencies that work with the prospective student to visit the Brooklyn campus to see how a “typical” day flows and allows them the opportunity to meet with matriculated students and staff. As students begin to enroll, the parent coordinator will meet with students and families individually to complete the

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enrollment process and explain the structure of the school. For the community to be more informed and invested in New Dawn II there will be several open houses at NDCHS, and when the building is ready for operation, New Dawn II will host open houses as well. New Dawn II will also hold community meetings at different locations in Queens so that the public can ask questions or express concerns.

**Family Communication During Opening**

Communication is an integral part of school operations. Relationships with new students begin as soon as they inquire about the school with the Parent Coordinator meeting individually with each new family and helps them through enrollment. An orientation is held prior to the start of the new school year, for family’s students and invested agencies. Orientations dates are scheduled at varied times and days to accommodate students, families and agencies. After orientation, parents can visit the school any time. They can make an appointment to visit the building or meet with a teacher, and there are several opportunities in addition to individual appointments in which parents can meet face to face with their student’s teachers and school leaders. It must be noted that the community of families in our school are working families. More than 80% of our student body is eligible for free or reduced lunch. We know that for our families, being at school, despite numerous time periods offered for face-to-face visits cannot be accommodated due to work schedules. This does not mean that they wish to be disengaged from our community. NDCHS has an email and phone system that allows parents to email and call the school at any time. The same will be implemented at New Dawn II. We will also mail out information, such as report cards and calendars, to ensure that all families are aware of school events and important dates. Students and families also have access to student accounts on Jupiter via passwords as well as have alerts sent to them regarding grades, reminders absences, and discipline referrals. These reporting materials will also be available in the student’s native language to encourage engagement of English Language Learner families.

**Family Community Once Open**

As mentioned in Request 2, parent engagement can be a challenge with working families. This does not mean that the family wishes to remain disengaged. By scheduling events at different times of the day, parents can make different arrangements to attend at least one even at the school during the school year. Regular events and celebrations are also posted on social media such as Facebook. Some of these events include school basketball games, college visits, and trips in collaboration with Discover Outdoors. The students’ mentors also reach out to families every other week to update them on their progress and to discuss any issues such as absenteeism or other concerns that arise.

**Supporting Student Growth**

Regular communication with our families is a requirement of all staff. As mentioned in the above section, New Dawn II staff knows the difficulties that parents may have to physically engage with the school. Despite Open School Night events throughout the year, New Dawn II acknowledges that parents need additional methods of communication to remain informed on their student’s progress in school. The use of the Jupiter Ed as an online platform for students and parents to communicate with all New Dawn stakeholders makes staying in touch
easy and accessible. Students can log in to the platform from a computer or mobile phone. Parents can have text messages or emails sent weekly on their student’s progress. Additional alerts, such as attendance and/or referrals for positive and negative behaviors can also be sent via text message or email. The system is also available in Spanish for parents. New Dawn works with the New York City Special Education Collaborative through the New York City Charter School Center to provide additional translation services for parents. In addition to classroom teachers, students are assigned a mentor who reach out to families every other week at minimum to inform them of students’ progress and possible interventions to so they can achieve academic and social/emotional achievement. School internship coordinators also speak to or meet with families consistently to update progress or discuss any issues that may arise. The Career and College Readiness counselor also supports families with regular updates on progress towards graduation and facilitating the college application process.

Community Involvement

Many of our students are over the age of 18 and parents themselves. It is important as a school that we help these students with community resources, such as the LYFE program to help these students with childcare resources. We have numerous other connections to the community to help students, depending on their need. New Dawn II will make these resources known to all students during orientation and throughout the school year. Students often enroll already invested in supporting agencies and will continue to do so in collaboration with New Dawn II. School counselors will reach out to local organizations that can further support our students. These organizations will include mental health facilities for additional counseling support, drug and alcohol education and support, Discover Outdoors (students engage in various activities outside, hiking, rock-climbing etc.). New Dawn II internship program will also provide valuable community partnerships as they begin to identify potential sites for students to be placed at. NDCHS staff will support New Dawn II staff with consultation and support in developing these sites and building relationships.

New Dawn II will continue to develop partnerships with the local police department in providing education programs surrounding gang violence as NDCHS currently has. By utilizing community resources will provide students with additional education and resources to further encourage them to stay in school and teach pro-social skills. As with our experience with NDCHS agencies in the community are deeply invested in our students and want them to succeed. This is evidenced by maintaining contact with students and school personal, and internship sites hiring students after they graduate full time. We anticipate the same relationships developing with New Dawn II.

Successful Models of Engagement

Our students will come to New Dawn II facing a host of obstacles ranging from truancy to incarceration which will impact the family one way or another. As with NDCHS, New Dawn II will use share PBIS interventions used with students with families as family involvement is an integral part of the PBIS philosophy. There is much research showing that PBIS

186 https://www.jupitered.com/
187 http://www.nyccharterschools.org/ells
188 http://lyfenyc.org/
supports families in leading to a decrease in at-risk behaviors such as alcohol use, violence, and other anti-social behaviors decrease as family supports increases. This is in full alignment with our pro-social and progressive discipline policy and an important part of New Dawn's overall philosophy. Families are involved in decision making when it comes to discipline, unless it involves legalities, and when creating academic or social/emotional plans that will further encourage the student to stay in school. Using these strategies also help families attain supports they may need which in turn can relieve family and student stress.

**Sharing Practices**

Sharing best practices is an important part of the work that we do and necessary particularly with the specific group of students we serve. As with NDCHS we will continue to participate in instructional rounds with other transfer schools we have built positive relationships with. Instructional rounds are based on the medical model where a group is presented with a school wide problem of practice (POP) then visit classrooms in small groups to observe and provide objective observations related to the POP. For example a past POP asked, “in what ways and to what extent are students taking responsibility for their own learning?” Instructional rounds end with observing teachers identifying instructional practices they'll continue to use because they saw other teachers employing them effectively. This is a reflective practice where teachers adjust their own teaching practice to improve as it relates to the POP. will reach out to schools in the area to join in our process. We will also continue with our membership with the Special Education Collaborative where there are many opportunities to share best practices with other schools with similar populations.

**III.J. Financial Management**

**Annual Budgeting Process**

New Dawn II will follow the same process as NDCHS. The Principal will hold meetings with teachers, staff, and parents and through the SIE areas in need of budget attention will be determined. The Principal and NDCHS team will then meet with the accounting consultants and develop a budget. The budget is then presented to the Board of Trustees for approval. If there are questions or concerns, the entire team works together to resolve these issues. All budgets must be balanced and address the key design elements of the school.

**Fiscal Policies and Procedures**

The system used at NDCHS will move to New Dawn II. The Principal and Dean are employed at NDCHS so understand the ordering, paying, inventory process already in place. All materials must be approved by the Principal, then either the Director of Ops or ED at NDCHS. Anything over $10,000 must have a second bid; anything over $25,000 must have a third bid and both need full Board of Trustee approval. Inventory is taken at delivery, with a number, location where the item is going, and approval of delivery. This is then sent to the accountant who pays the bill and keeps all documentation together.

The Office Manager will be responsible for attendance records through an automated punch machine supplies by the payroll company. (S)he will then prepare records for payroll.

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189 https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf
190 https://www.birdvilleschools.net/cms/lib/TX01000797/Centricity/Domain/3660/Learning%20From%20Instructional%20Rounds.pdf
through the payroll companies system. The Director of Ops or the ED at NDCHS will approve
the payroll. The payroll once completed is then reviewed by the principal for approval.

Every year NDCHS has a clean audit with no material findings. Therefore the fiscal
policies and procedures will be used at New Dawn II as well.

Contractors

NY Accounting Solutions has been with NDCHS for over five years and we will retain
their services for New Dawn II. NYAS is responsible for all accounting systems in the building.
The ED and principal will be involved with approvals of all bills to be paid, but they will run the
checks. They will also be responsible for the annual audit and all taxes. This has been a very
productive relationship at NDCHS and we will continue in the same fashion.

Financial Oversight

Again as can be seen in our Audit Reports we have excellent oversight. There is a check
and balance of at least three people approving every single bill that is paid. Further all checks of
any amount must have two signatures: a staff and a Trustee. There are only two credit cards per
school and we prefer invoices. Receipts are kept with charges. Staff are discouraged from
purchasing items and then billing the school. It is in our staff contracts that if you must do this,
you must get the principal’s permission first or the money will not be refunded.

Staff are trained on auditing procedures. Interestingly, this is part of our program of
recycling. We want staff to be aware of why things cannot just be purchased and that items
should be reused instead of thrown out. We believe that if a staff understands the three approval,
two signatures on a check they will be less apt to throw out slightly used materials. It does work
and we will be taking this to New Dawn II.

In terms of banking we have an account whereby we submit the vendors and check
numbers for every single check which is written to the bank. If a check comes through with a
different number of vendor it is not paid. Overall we have excellent financial oversight.

Protecting Records

All staff are trained on the legalities of FERPA and how to protect confidential
information. All records that are confidential (finance, employee, student) and will be locked in
cabinets behind locked doors. Only the relevant people will have keys (SPED for student,
accounting for finance, office manager/principal for staff). The SPED Supervisor will be
responsible for training New Dawn II staff on student confidentiality. The ED will be
responsible for training staff on all other matters of confidentiality. Again NDCHS has these
systems in place and all New Dawn staff will be trained on them and the importance of all, but
particularly FERPA, confidential records.

Audits

The audit will begin in July of every year. Independent auditors come to the school for
two to three months going through all the financial, staff, and student records. They submit lists
of records they want to the accountant and (s)he then, working with NDCHS and the principal,
will give them the records. Because of the confidentiality of these records, we do have to
provide the auditors with a room through the summer. After they have collected all their
information, they then develop the report, asking questions of NDCHS and the principal where
there are issues.

The Board has specific responsibilities in this area. The Board hires the independent
auditor. Then in April/May the Audit Committee has a pre-audit meeting with the auditor where
the responsibilities of both parties are discussed. Following this, the audit begins. The Board is
available for questions from the auditors at any time. In September there is a final audit call with
the Audit Committee for preparation for September’s presentation of the audit to the full Board. In September the Board reviews the audit, makes corrections (if any), and asks questions of the auditor. In October the final audit is presented to the Board and they vote to approve before it is submitted to NYSED on November 1.

III.K. Budget and Cash Flow

Budget Narrative

During the start-up phase all our money comes from CSP. In year 1 the money comes from CSP, Title, IDEA, Special Education, and Per Pupil funding. In years 2-5 money comes from all these sources except CSP. The net income over the five years is as follows: Start-Up: $2,754; Year 1: $935; Year 2: $45,960; Year 3: $917,574; Year 4: $1,269,450; and Year 5: $1,210,229. We may, like NDCHS, be forced to purchase a building so the net revenue would go towards this expense.

Key Design Elements

The budget does align with our five key design elements Key Design Element #1: Curriculum and Instruction, Key Design Element #2: Social/Emotional Learning and Support, Key Design Element #3: College and Career Readiness, Key Design Element #4: School Improvement Engine, and Key Design Element #5: Professional Development.

Element #1: The budget supports Curriculum & Instruction by having teachers who teach engaging lessons through the Workshop Model. The school fully funds all supplies needed for teachers to be effective and for students to learn. Special Education teachers are hired to push into classrooms to assist teachers on the differentiation of lessons for IEP and ELL students. Further, using READ and Math 180 we provide remediation for students who are struggling.

Element #2: The budget supports the Social/Emotional Learning and Support through the hiring of counselors. As well, every student must take an Advisory every semester and part of every Advisory curriculum is based on social/emotional learning. For a seamless system, all support staff are under the SPED Coordinator to ensure that no student falls through the cracks. The use of the PBIS model for the culture of the school greatly facilitates this learning. Further, all staff in the building are mentors, having five to 10 students for whom they are responsible for the educational and social/emotional aspects of the students’ experience at New Dawn II.

Element #3: The budget supports College and Career Readiness Program by hiring a staff to oversee the college and internship programs, hiring a guidance counselor who only works with colleges and college applications, and hiring two internship coordinators to work in the community with students and businesses. Further, there is a stipend for all students to be able to buy lunch and pay for travel.

Element #4: Support for the School Improvement Engine comes in the form of paying staff at a higher rate to be able to work until 5 p.m. so that there is time to reflect on the outcomes of the school. Further, the budget also pays for PerfPlus, a key component in the SIE providing teachers with immediate feedback about lesson plans and testing results. The entire way the management team functions is a reflection of the SIE.

Element #5: Support for professional development is again due to the ability of staff to have time to attend PD by working until 5, meeting with the principal one a week, and in department meetings once a week. The biggest part of this expenditure is the embedded professional development which is done twice a month.
We have been living these Key Design Element at NDCHS for almost six years now and everything we do is focused on one of these elements so the budget is very reflective of these components.

**Plans for Shortfalls**

We will apply for all available grants for new charter schools: Walton, Stimulus, DYCD, and any other funding source that is available. Our net income is such in years 2 onward that we should not have problem. Our problem will be in year 1. Clearly the easiest cut would be to hold off hiring the College and Career Coordinator until year 2 since this is a planning year and will not impact students. The other area that we could cut would be to decrease the professional development PD budget which is currently at $125,000. We would not want to but we could decrease this and still have them come once a month for half the costs. Clearly the easiest way is to have full enrollment. We were overenrolled our first year at NDCHS because the need was so high. We will continue recruitment throughout the year to ensure we have enough students.

**III.L. Pre-Opening Plan**

Please see Attachment L for the timeline of pre-opening activities.

**III.M. Dissolution Plan**

Please see Attachment M for the Dissolution Plan
Table 1: Applicant Group Information  
Last updated: 02/07/2018

Must include a minimum of 5 members proposed as Trustees

<table>
<thead>
<tr>
<th></th>
<th>Name/Phone/Email Address</th>
<th>Current Employment</th>
<th>Relevant Experience/Skills and Role on Applicant Group</th>
<th>Proposed Role in School (e.g., trustee, employee, none)</th>
<th>Proposed Position on Board (Officer, Trustee, Constituent Rep)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ronald Tabano</td>
<td>Principal/CEO, John V. Lindsay Wildcat Academy Charter School</td>
<td>School leader and founder of Wildcat, over 40 years experience in all phases of education. Experienced in facilities and finances.</td>
<td>Trustee</td>
<td>Chair</td>
</tr>
<tr>
<td>2</td>
<td>Amit Bahl</td>
<td>Principal, Urban Dove Team Charter School</td>
<td>Worked in various positions within schools, current principal, was a founding applicant for Urban Dove</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>3</td>
<td>Jonathan Carrington</td>
<td>Dean, KIPP AMP Elementary School</td>
<td>Academic dean, certified teacher, years of experience working in charter schools</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>4</td>
<td>Maria Groeneveld</td>
<td>Attorney, Davidoff Hutcher &amp; Cintron</td>
<td>Legal issues pertaining to charter schools as well as leases and facilities.</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>5</td>
<td>Dumar Paden</td>
<td>School Leader, Achievement First Public Charter Schools</td>
<td>High School leadership, academic dean, has worked at New Dawn 1 as a founding counselor,</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>#</td>
<td>Name</td>
<td>Position</td>
<td>Experience</td>
<td>Role</td>
<td>Applicant Group</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>6</td>
<td>Jane Sun</td>
<td>Lead Data Engineer, CEI</td>
<td>Extensive experience working with student growth models in charter schools, experience with transfer school, on the Board of New Dawn 1.</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>7</td>
<td>TBD</td>
<td>Banker</td>
<td>This individual must get approval from the corporate offices of his bank to participate. This approval has not yet come through but will be completed by the time of the full application. Extensive experience in finance.</td>
<td>Trustee</td>
<td>Treasurer</td>
</tr>
<tr>
<td>8</td>
<td>Sara M. Asmussen, Ph.D.</td>
<td>Executive Director, New Dawn Charter High School</td>
<td>Extensive experience in charter school set up, finances, facilities, compliance.</td>
<td>Employee</td>
<td>None</td>
</tr>
<tr>
<td>9</td>
<td>Lisa DiGaudio, Ph.D.</td>
<td>Principal, New Dawn Charter High School</td>
<td>Extensive experience with curriculum and instruction. Experienced with classroom observations and staffing.</td>
<td>Employee</td>
<td>None</td>
</tr>
<tr>
<td>10</td>
<td>Donna Lobato</td>
<td>SPED Coordinator, New Dawn</td>
<td>Extensive experience with CSE and special ed programs and populations. Will be assisting in</td>
<td>Member of Applicant Group</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Charter High School</td>
<td>the set up of the special ed and ELL programs at ND2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zachary Flory</td>
<td>Teacher Leader, New Dawn Charter High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science teacher at New Dawn will be moving to ND2 to develop the Teacher Leadership program including PLC's and Facilitative Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Employee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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).
This is the second LOI for the proposed school; no application was submitted. New Dawn 2 (ND2) is based on New Dawn 1 (ND1) located in Brooklyn, NY. Dr. Asmussen is the founder of ND1 and worked with Founding Board Chair, Mr. Ronald Tabano, in developing the initial application for ND1, which was chartered by the Board of Regents in September 2011. This applicant group also submitted a proposal to SUNY to open a middle school in 2015, which was withdrawn. An application was made to SUNY to revamp Roads when it closed in 2016 which was rejected. The majority of the members of the applicant group have been working together six to 10 years. There are no substantial modifications from the original charter.
### Projected Enrollment Table Over the Charter Term

<table>
<thead>
<tr>
<th>Grades</th>
<th>Ages</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>15-18</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td>10th</td>
<td>16-19</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>11th</td>
<td>16-20</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>12th</td>
<td>17-21</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Ungraded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>120</td>
<td>220</td>
<td>320</td>
<td>420</td>
<td>400</td>
</tr>
</tbody>
</table>

f. Proposed CMO and/or partner: NDCHS is ND2’s partner. During the course of the planning year, ND1 and ND2 will merge their Boards. By the application date the plans will be underway and a timeline for completion provided. Please see attached letter of support.

g. School Performance: ND2 will replicate the model of ND1, which earned a five year renewal in 2017. ND1 is an academic success. Every year we meet the large majority of our progress goals as reported on our Annual Reports to NYSED. The NYC Quality Snapshot indicates that again this year, students at ND1 outperform similar students in NYC. ND1 students outperform in the areas of graduation, particularly for over-aged/under-credited students, high school persistence, and enrollment in college.¹ During our renewal the number of graduates, particularly for students with disabilities receiving a Regents diploma, was mentioned as a key contribution to our five-year renewal. Comparing ND1 Regents results to the other transfer schools in NYC, students outperform other schools in both Common Core Algebra and ELA regent results. When renewed in the spring of 2017, there was a total of 189 graduates. Since that time New Dawn has graduated an additional 70 students for a total of 259 graduates.

ND1 has been working with the NYSED Charter Office as well as other transfer schools to develop a measure. Below are the Peer Targets for graduation breakdown for the first two years of ND1’s charter, compared to the benchmark set by NYC DOE for students: on track, 15 years old over-aged and under-credited, over-aged and under-credited, and most at risk. The results show that ND1 students are outperforming others. The data below also shows that ND1 is actually reaching out to and enrolling the most at risk students, which made up 45.7% of the student body in School Cohort 2012 and rose to 48.6% of the student body in School Cohort 2013. This percent has risen to 51% in current years.

<table>
<thead>
<tr>
<th>School Cohort 2012 N = 140</th>
<th>% of Cohort</th>
<th>NYC DOE Peer Target Graduation Rate</th>
<th>ND Graduation Rate</th>
<th>Difference New Dawn – DOE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non OA/UC</td>
<td>26.4%</td>
<td>67%</td>
<td>89.2%</td>
<td>+22.2%</td>
</tr>
<tr>
<td>15-year-old OA/UC*</td>
<td>14.3%</td>
<td>30%</td>
<td>70.0%</td>
<td>+40%</td>
</tr>
<tr>
<td>Collapsed OA/UC</td>
<td>13.6%</td>
<td>50%</td>
<td>63.2%</td>
<td>+13.2%</td>
</tr>
<tr>
<td>Collapsed MAR</td>
<td>45.7%</td>
<td>25%</td>
<td>37.5%</td>
<td>+12.5%</td>
</tr>
<tr>
<td>Non-Dropout Rate</td>
<td>45.7%</td>
<td>55%</td>
<td>63.6%</td>
<td>+8.6%</td>
</tr>
</tbody>
</table>

Of the graduates, over 57% go to college. This is higher than the national average of 9th graders to college, which is currently at 20.8% for the nation and at 22.6% for NYS. In addition to graduation, persistency is noteworthy because of student participation in the internship program. Students participating in this program learn real-world career and soft skills required for navigating social interactions in the workplace. This is extremely important in developing the at-risk student, who typically feels failed by adults and is reticent to engage in social interactions.

From a Social Emotional Learning perspective, ND1 has developed a very effective program which has greatly impacted the learning environment. Students who have failed, come to school depressed and angry and their behavior is many times an indication of their need to push the adult away before the adult pushes them away. ND1 has developed programs over the years to combat this which have been very effective with some severe behavioral issues. This has been done through training staff to meet students where they are, the implementation of a PBIS program, a rigorous mentoring program, and a constant focus on the culture of the school both with staff and students. Initial assessments in this area show that students have learned to trust and appreciate their relationships with the adults in the building.

ND1 receives applications from students all over the city. Due to the enormous demand that ND1 has observed for enrollment by students throughout Queens, the decision to replicate in CSD 19/27 made the most sense. ND1 has a large portion of inquiries from students from the Rockaways and Jamaica, however, traveling to and from ND1 back to these communities is a hardship for many students, which deters their official enrollment at the school.

h. Strategic Vision and Growth Plan: Our strategic vision is to provide a learning environment for students who are struggling in school and who are over-aged and under-credited, focusing on students who are the most at risk of dropping out. This is based on the belief that it does not matter WHEN a student graduates, but THAT a student graduates. Over the last five years we have refined the ND1 model and feel it is time to replicate. ND2 is to be a complete replica of ND1, with no changes in the education model. The focus of ND1 is on curriculum and instruction, social/emotional learning and support, college and career readiness, and use of the school improvement engine. The Key Design Elements include (1) Curriculum and Instruction, (2) Social/Emotional Learning and Support, (3) College and Career Readiness, (4) School Improvement Engine and (5) Intensive Staff Profession Development using a Facilitative Leadership Model.

Curriculum is based on NYS learning standards, while instruction is based on the Workshop Model. Social/emotional learning and support is provided by a mentoring program that involves the entire staff and the implementation of a Positive Behavioral Interventions & Support (PBIS) program. College and career readiness is provided through the ND1 Internship Program and the

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2 http://www.higheredinfo.org/dbrowser/?year=2010&level=nation&mode=data&state=0&submeasure=119
College Readiness office. Students work on their internships one week and then attend classes the next week. During the week they are on internships, they work on a college level research paper which aligns a content class back to the internship itself. College awareness is now included as a lesson in every core class and advisory with the advisory classes focused specifically on becoming college and career ready. Through the use of the School Improvement Engine (SIE), there will be a constant looping of assessing and analyzing systems (not only academic, but back office work as well), identifying potential or real problems, developing interventions, implementing interventions, and then starting the assessing and analyzing stage over again. Finally, intensive staff PD is done through both embedded and off-site PD in curriculum, instruction, and techniques used with at-risk students. Facilitative leadership allows teachers to become building leaders for a variety of purposes. Our strategic vision for ensuring the most at risk students receive an education is based on the above key elements of the model’s design and focuses on three groups of people: students, teacher, and staff.

Students are at the center of the vision. Students who have failed at other schools come to ND1 exhibiting questionable behavior. This impacts teaching, instruction, and learning. Strategically, at all replication schools, our front door policy, mentoring, and PBIS will be implemented as they have been found to be key components to a student’s success. A welcoming front door with administrators present sets the tone for the day, PBIS allows everyone to focus on positive behaviors while minimizing negative behaviors, and mentoring ensures that no students falls through the cracks and that every student has an adult in the building they can turn to.

Teachers are provided with a myriad of different professional growth opportunities. Over time we have come to realize that charter schools, especially new ones, have high staff turnover rates. Therefore, PD is of the utmost importance and includes content area, techniques to work with at-risk students, and embedded PD. Another issue impacting charter schools is that there is no room for job growth. To combat this, we have instituted a facilitative leadership program where teachers (or staff) take over the responsibilities of a given area. The committees are allowed to make decisions and act on topics of concern. A perfect example of this are the PLC’s that are either teacher or staff led, choosing their own problem of practice, visiting each other’s classrooms, and providing feedback. We also groom certain individuals to become administrators so that we can either staff new schools or replace staff who leave old schools to start replications. These strategies will be implemented at any replication.

Staff are included in the activities available to teachers. Staff are also incentivized by having their annual increases based partially on their job performance and partially on student outcomes. This ensures all staff have “some skin in the game” and their focus is to be on students and their successes. These strategies will be implemented at any replication as well.

Our growth plan is as follows: **2018-2019**: work on opening a new school in September 2019; **2019-2020**: ensure both ND1 and ND2 are running successfully and assess ND1’s performance on third year visit from NYSED; **2020-2021**: apply to open a school in Staten Island and assess ND2’s performance on third year visit from NYSED; **2021-2022**: work on opening a new school in September 2021 and get ND1’s second five-year renewal; and **2022-2023**: run Staten Island and get ND2’s five-year renewal.

### III. Enrollment and Retention Strategies

a. **Recruitment**: ND2 will enroll students throughout the year. ND1 experiences a 20% attrition rate as students graduate or move from semester to semester, so ND1 backfills
throughout the year to account for the students who graduate, transfer, or move. The ND2 recruitment and enrollment plan will be a direct replication of ND1. To meet the needs of over-aged and under-credited students there are several strategies. First, there will be no credit limitations or required number of passed Regents exams. Students with any amount of credits can apply after year 3. Second, there will be no upper age limit. Finally, there are no grade levels only A, B and C week. These strategies attract our target group. The staff at ND2 will visit local schools, and attend recruitment fairs hosted by various NYC DOE programs.

Unfortunately, the majority of students who have failed at traditional high schools are in fact living in poverty. This fact is supported by the data at data.nysed.gov for those schools identified as transfer schools by the NYC DOE and the NYC DOE data files used to create the Transfer Schools Quality Snapshots. Further, both CSD’s 19 and 27 have large areas of poverty. We have already reached out to, and presented, at meetings of different communities of language and will continue to recruit from these groups for our ELL group. People representing these communities are on the Board of Trustees as well. Finally, the five transfer charter schools have significantly higher percentage of special education students as compared to district schools. We will continue with our recruitment efforts with school guidance counselors.

b. **Retention:** ND2 is committed to fulfilling its mission and retaining students by keeping them engaged at the school. At ND1, we have found that by developing relationships with our students through mentoring and advisory, we encourage students to persist in their pursuit of a Regents Diploma. The same retention strategies have also effectively kept students living in poverty, SWD’s and ELL’s at the school. Students classified as SWD and ELL particularly respond to the full inclusion program at ND1 which will be replicated. A team of counselors, social workers and special education teachers will support these vulnerable populations and encourage academic growth, as evidenced in the work done at ND1.

c. **Success in Meeting Enrollment & Retention.** We can assure this level of attrition and enrollment based on the five years of operation at ND1. Once schools discover you are willing to take their most difficult students, there is no problem with recruitment. District transfer schools have an SWD population around 9% while ND1 has 40% and we are not changing the special education program at ND2 so can assume that it will be as popular as it is at ND1. There has always been over 80% of the students living in poverty and a ND1 ELL population between 5% and 9%, which mirrors the HIGH SCHOOL population of ELL students in Brooklyn.

**IV. Public Outreach and Community Support**

a. **Public Outreach:** ND1 has always had the goal of replicating so that NYC had more transfer school options for its students. ND1 began its outreach efforts immediately following the Regents approval of our five-year renewal. The applicant team has been working with community stakeholders, such as local officials, parents, and Community Board 12 (CB12) to receive input in the school model. (See Table 2). ND2 found that working with different community stakeholders to support each of our key design elements would be beneficial in receiving input on the application, as well as analyzing the needs of the Queens community. In August 2017, a meeting was held with Maureen Campbell. Dr. Campbell is life-long resident of the Rockaways, as well as a Charter School developer. Her commitment to the Jamaica community is long-standing, and as such, opted to join our board to continue the outreach efforts in that capacity.

Through September 2017 and the present, Dr. Campbell, and the ND2 team have been meeting with different stakeholders that support our key design elements. Examples include the
partnership we are forming with ADA Jessie Sligh from the Queens Courthouse. ADA Sligh has pledged support and has joined our outreach efforts. He is excited to be supporting our social emotional curriculum and internship opportunities by connecting students with our school. Michael Michel is the President of Christ the King High School. His reach with thousands of students and parents recognizes a need for students to attend a quality instructional program when they fall behind. Mr. Michel has joined our steering committee and has helped us with our continued outreach in the community; helping to arrange meetings with local officials such as Senator Comrie’s office. Our presentation to the Education Committee of CB12 in September also helped connect us to local residents and have a frank discussion regarding the design and location intent. Most residents were happy to hear that ND2 would not be seeking colocation, and with that off the table, they were willing to hear about the model and how we would be serving the most at-risk youth. As a result of that meeting, we were able to present at the General Assembly meeting in December 2017 for CB12, with hundreds of local parents and residents asking questions and making comments about our model. This meeting was captured live on CB12’s Facebook feed, and additional comments were made via that website by residents. ND2 will continue to work with CB12 and provide updates to our development at each checkpoint. We also continue to invite CB12 members and residents to attend our Open Houses at ND1, so that they may see the school model in action.

ND2 is currently in the process of furthering their partnerships with internship stakeholders. Burlington Coat Factory is a major partner in the Brooklyn campus, and it is our desire to continue working with them in their Queens locations. Our team is meeting with them to further that relationship for our future location. In addition to our internship placements, we also partner with the CollegeNOW program. We are also working on expanding our partnership with the program to the Queens campus. Both entities have been largely supportive of our work, as evidenced in our continued partnership over the course of the ND1 charter.

b. Parent Interest: As with ND1, parents are interested in the school model because we do not impose credit and Regents requirements for enrollment. In addition to this open enrollment policy, parents engage with the school as much as they can. Our outreach efforts have yielded a positive response from parents in the community. Our meetings with parents at various community meetings highlighted the exasperation many parents feel when a traditional model school is not appropriate for their child. These parents feel they have limited options in providing a high school diploma opportunity for their struggling student. Upon hearing about our model, many felt the emphasis on academics and career development would be very appealing to the immigrant community that resides in Jamaica (particularly the Guyanese community). At the CB12 meeting, many parents followed us outside to continue asking questions and providing feedback to our current work. As with the feedback from our parent meeting in September, expanding to Queens will provide students who have limited school enrollment options a second chance at developing key skills for workforce development. Thank you for your consideration.

Sincerely,

[Signature]

2/7/2018

Ronald Tabano, Chair, Proposed Board of Trustees, New Dawn 2