

# Education for Tomorrow Bronx Charter High School

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

## A. Mission Statement and Objectives

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

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

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

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

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

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

**B. Key Design Elements:**

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

**The Key Design Elements of EFT Bronx are:**

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

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

*Learning Formats:* Students will spend their school day in *Learning Formats*, student-initiated activities that enable teachers to support them in discovering and maintaining their own sense of purpose and responsibility, and ensure that each student is engaging with standards-aligned curriculum at the right measure of skill and challenge. The Formats are rule-bound routines and procedures that are designed to maximize student autonomy, engagement and social interaction. They include: Cooperative Unison Reading®, Work Time, Learning Conferences, Content and Writing Share, Writing Conferences, Small Group Instruction and Responsibility Teams<sup>1</sup>. Procedures and routines for each Format are delineated in a set of Rubrics that teachers and students use to norm practices across classrooms. Rubrics specify behaviors that support higher-order thinking, cooperative reasoning, and pro-social interaction. Teachers coach students to strategically use each of these Formats in order to engage in cooperative problem solving and learn content. Over time, students become increasingly adept at goal setting, planning and pacing their own work. As students gain independence, they increasingly rely on collaboration with peers as a chief mechanism for learning. The gradual release of responsibility resulting in increased independence will occur under the guidance of the Executive Director and the Site Director, ensuring that all pedagogical choices are firmly grounded in accountability systems that ensure student success. Under the supervision of the Principal, all teachers and students will be held accountable to implementing the Formats with high fidelity so that all students learn the content and habits articulated in the CCSS.

*Genre Practice:* LC operates on a theory of literacy instruction called *Genre Practice*, a cross-curricular writing and literacy program<sup>2</sup>. All students participate in designated writing classes, in which they write about topics of their choice and take responsibility to finalize writing pieces that meet criteria delineated in the CCSS. While being taught how different forms of writing function in society, students are given the simple directives of identifying purposes for writing, identifying target audiences, and finding successful means to achieve a desired and responsive understanding in the audience. Thus, students learn to use writing as a tool for meaningful self-expression. Students engage in frequent cycles of small-group and large-group sharing, exchanging feedback, and revise writing based on feedback, thereby gaining the 21<sup>st</sup> Century literacy skills outlined in the CCSS (See examples of instructional practice at: <http://bit.ly/1Gns0UZ> and <http://bit.ly/1ALLJFG>).

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

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

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

<sup>2</sup> For more information on Genre Practice, see: [www.learningcultures.net/the-model/genre-practice](http://www.learningcultures.net/the-model/genre-practice).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Math and ELA state assessments during the first year of implementation. Gains were maintained throughout the duration of the study, with statistically-significant increases in Math achievement results in each year of the study for JRS students. JRS English Language Learners (ELLs) outperformed the general population of JRS students by three times. Similar achievement gains have been replicated in seven other schools since 2011, with ELLs, Students with Disabilities (SWDs), over-age and “bottom-third” students consistently demonstrating even larger gains than the general population. LC was used as a school turnaround strategy at Urban Assembly High School for Green Careers (UAGC), an unscreened school that was one of the 5 lowest performing NYC high schools in 2012. After a year of implementation, the graduation rate at UAGC increased by 11% in 2014, and pass rates for the English and Living Environment Regents exams doubled. High School of Language and Innovation (HSLI), a district school in the North Bronx, where LC was used as a school-founding model, will graduate its first class in 2015. These students, 80% of whom are ELLs, will have had LC for four years. 25% of the cohort is on track to graduate with Advanced Regents diplomas, five times higher than the CSD average of 5.5% in CSD 9 for ELLs<sup>3</sup>. The strong school culture component of the LC model has been a consistently powerful force in schools where the model was implemented. At Urban Assembly Unison School, where LC was implemented in 2013-14 as a turnaround model, the Violent and Disruptive Incident Report rating declined from 5.6 incidents per student in 2013 to 0.54 incidents per student in 2014.

### **C. Enrollment, Recruitment, and Retention**

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

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

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

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

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

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

Evidence that enrollment projections by grade and school will meet or exceed enrollment and retention targets established by the Board of Regents: We designed our school’s educational program to attract and retain diverse learners in order to meet or exceed these enrollment and retention targets<sup>4</sup> for CSD 9:

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

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

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

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

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

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

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

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

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

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

### **Retention: Meeting Targets and Ensuring Adequate Enrollment**

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

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

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

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

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

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

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

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

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

Efforts to assess family and community support and evidence of sufficient support to ensure full enrollment: We have reached out to elected officials, community representatives, community organizations and parent groups in CSD 9. This community’s support for high-quality educational alternatives, and for a community school that will uphold the educational commitments articulated in the key design elements that we have incorporated into this school in particular (integrated SEL and athletics, individualized support for students, CTE) are factors that will ensure that the School garners broad support and meets its enrollment targets. There is also high demand for charter schools in CSD 9, evidenced by the application rate to existing charter schools. In 2014, there were 4,301 applicants for 811 available seats in CSD 9<sup>6</sup>.

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

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

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

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

#### **D. Community to be Served**

**Reasons for the selection of the community and student needs:** Our applicant team has selected to locate EFT Bronx in Community School District 9. CSD 9 includes the Highbridge, Tremont, and the East and West Concourse neighborhoods of the Bronx, and includes parts of the neighborhoods of University Heights, Morris Heights, Claremont, Bathgate, Morissania, Melrose and Mount Hope. We identified CSD 9 for several reasons. There is an acute need for high-quality high school options in this community, evidenced by persistently low academic achievement. There has been an organized collective outcry for improved public education by parents in the CSD who have identified the public school situation in CSD 9 as a "crisis" (New Settlement Parent Action Committee report<sup>7</sup>, 2013). When the initial members of our applicant team reached out to the Parent Action Committee of the New Settlement Houses, members were eager to support us and work in partnership to support the applicant team of the School. Parents and community members are an integral part of a successful school, and our demonstrated ability to design a school in collaboration with parents and residents of CSD 9 is a harbinger of a successful school-community partnership. Also, the rich cultural diversity in the community is a factor that draws our team to the opportunity to work in CSD 9. The linguistic diversity and deep economic needs of the community create particular educational challenges we, as educators, are experienced in and suited to address. We believe that EFT Bronx will enrich the community in two important ways. First, our school provides an educational option to students in a community where limited high-quality options exist. Also, our willingness to share innovative practices and reach out to district schools will help seed school reform in neighboring schools in CSD 9. By implementing the recruitment plan outlined in *Enrollment, Recruitment, and Retention*, above, we expect to enroll a student body that reflects the vibrant diversity of the CSD9 community.

#### **The Value of EFT Bronx in CSD 9**

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

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

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

meeting grade-level learning expectations.

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

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

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

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

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

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

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

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

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

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

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

A new education model for CSD 9: Persistently low performance of students in district schools in CSD 9 is a trend that suggests conventional education systems have failed to meet the needs of the linguistically diverse and economically disadvantaged students in the district. This warrants the introduction of alternative education models, especially those that have demonstrated success in supporting the achievement of students who enter high school below grade level. The LC model has a record of success with this subgroup of students in high schools in Brooklyn, Manhattan and the Bronx. At High School of Language and Innovation, a LC school in Bronx CSD 11 serving 78% ELLs and 92% FRPLs, seniors in the citywide “bottom third” beat the national average rate of growth on the Degrees of Reading Power assessment by four times<sup>8</sup>.

### **Community Engagement**

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

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

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

### E. Public Outreach

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

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

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

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

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

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

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

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

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

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

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

**Means employed to ensure the applicant group solicited public input:**

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

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

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

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

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

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

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

Response to comments received:

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

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

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

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

**F. Programmatic and Fiscal Impact**

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

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

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

## II. EDUCATION PLAN

### A. Achievement Goals

The following achievement goals align with EFT Bronx’s mission to prepare all students to approach high school, college and career with a sense of purpose—making intentional decisions about how they learn and how they express and pursue their own interests. The school will require all students to meet requirements for a New York State Regents diploma, has designed educational goals to ensure students meet or exceed NYS learning standards. Metrics used to measure each goal are derived from the following sources: NYS requirements for credit accumulation; the NYS assessment program (Regents exams); and existing NYC DOE accountability systems, including the School Environment Survey<sup>9</sup>. The School set progress goals to measure student achievement and the overall educational program in the following areas: Student Progress (credit accumulation), Student Achievement (Regents pass rates), Attendance and Retention, College Readiness, Career Readiness, Closing the Achievement Gap. Consistent with the mission of the School, we have set goals in the areas of SEL and growth and Health/Athletics. In addition to being linked to the school’s mission, the Health/Athletics goal aligns with the Bronx borough initiative known as #Not62, which has recently been introduced by the Bronx Borough President. Currently ranked 62<sup>nd</sup> in health status among NY State’s 62 counties, #Not62 is a campaign to develop health awareness among Bronx residents.

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

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

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

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

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

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

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

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

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

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

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

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

### B. School Schedule and Calendar

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

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

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

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

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

### **C. Curriculum and Instruction**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Clear and coherent framework for teaching and learning:

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

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

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

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

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

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

## POST-TESTS

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

### (2) Genre Practice in English Language Arts

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

## FRAMEWORK FOR TEACHING & LEARNING: ENGLISH LANGUAGE ARTS

### GENRE PRACTICE

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

### COOPERATIVE UNISON READING

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

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

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

### WRITING SHARE

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

### WRITING CONFERENCES

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

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

### **(3) Foundational Skills and Background Abilities**

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

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

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

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

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

Summary of the School's subject matter offerings:

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

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

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

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

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

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

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

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

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

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

#### **D. Assessment System**

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

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

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

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

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

#### **Check-Ups: Curriculum-Based, Integrated Assessment**

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

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

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

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

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

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

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

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

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

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

The School’s clear and credible plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the School as a whole: On an annual basis, the School will distribute information about student progress toward meeting educational achievement goals. We will report course pass rates, performance on Regents exams, attendance rates, graduation rates, and other data regarding the School’s progress toward its goals.

Individual student progress will be reported on ILPs and report cards. Students will be responsible for sharing ILPs and report cards with families, and during conference nights, students will play an integral role in keeping families abreast of their progress. Print and electronic copies of report cards will also be sent to parents.

#### **E. Performance, Promotion, and Graduation Standards**

Alignment with the School’s mission, educational program, and assessment plan: Promotional standards for EFT Bronx students will include criteria for credit accumulation and credit distribution. These criteria will be based on standards set by New York State, but also include standards that further the school’s mission of preparing all students for college and career. In order to support this element of the school’s mission, standards for career readiness are included in the promotional criteria for each grade. Also, in order to support our mission of successfully educating students who come to the School over-age and under-credited, “Foundational Skills” will be included in the promotional criteria for grades 9 and 10. Based on diagnostic assessments that students take upon entering the school, they will be placed on a teacher’s “Student Support” caseload. Their case manager (a teacher at the school) will be responsible for engaging in frequent individual and small-group Check-Ups and instructional sessions so that students are equipped with the tools to use Work Time in order to build foundational abilities in reading and math while staying engaged in units of study with their R-Teams. EFT Bronx students will be held to the same high school graduation requirements as all other high school students in New York State. SWDs will be held to the same promotion standards as all other EFT Bronx students, and will be eligible for Regents and Local Diplomas by meeting the same requirements as all other students in New York State<sup>20</sup>.

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

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

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

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

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

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

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

Diploma and graduation requirements:

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

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

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

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

### **E. School Culture and Climate**

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

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

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

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

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

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

## **G. Special Student Populations and Related Services**

### **Responsive General Education Classrooms**

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

### **Support Services for Students at Risk of Academic Failure**

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

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

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

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

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

### **Support Services for Students with Disabilities**

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

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

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

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

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

### **Identifying, Assessing and Serving ELLs**

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

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

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

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

### **III. ORGANIZATIONAL AND FISCAL PLAN**

#### **A. Applicant(s)/Founding Group Capacity**

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

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

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

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

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

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

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

### **B. Board of Trustees and Governance**

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

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

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

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

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

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

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

Board of Trustees' roles and responsibilities:

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

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

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

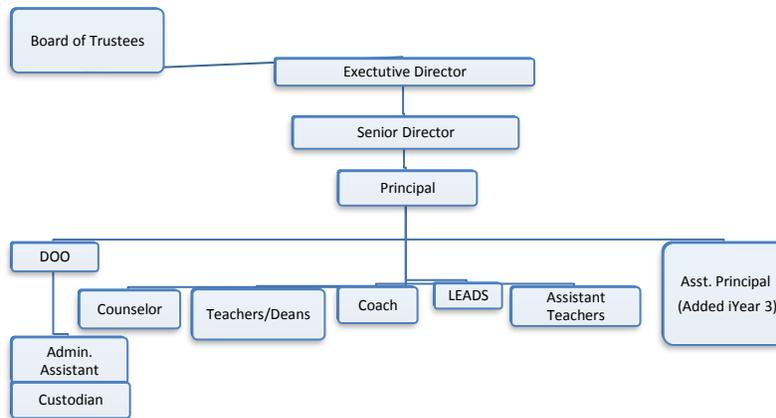
The EFT Bronx bylaws and code of ethics comply with applicable New York State laws. Bylaws establish the membership and powers of the Board of Trustees, describe the terms of members and procedures for election. Bylaws describe the Board's committees and procedures for meetings. Every effort will be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

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

### **C. Management and Staffing**

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

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



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

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

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

**Staffing Plan, Years One through Five:**

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

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

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

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

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

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

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

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

#### **C.1. Charter Management Organization: Not applicable.**

#### **C.2. Partner Organizations**

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

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

#### **D. Evaluation**

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

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

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

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

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

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

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

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

### **E. Professional Development**

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

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

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

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

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

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

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

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

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

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

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

Opportunities for ongoing professional development and planning:

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

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

Building organizational capacity through professional development and distributed leadership:

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

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

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

#### **F. Facilities**

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

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

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

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

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

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

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

### G. Insurance

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

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

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

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

#### **H. Health, Food, and Transportation Services**

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

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

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

#### **I. Family and Community Involvement**

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

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

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

#### **J. Financial Management**

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

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

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

Cash management: The ED, with approval of the Board, will identify excess funds available for investment and will use vehicles such as money market and interest-bearing savings accounts to invest excess for later use. Formal approvals and transfer will follow guidelines described in the school's Financial Policies and Procedures (FPP) Manual. The ED may, with the approval of the Board, establish credit lines and borrowing limits if needed in alignment with the school's FPP based on annual audits, financial statements, and cash flow projections. If funds are borrowed, they will be repaid with appropriate, measurable and identifiable revenues as reflected in accordance with the school's financial statements. The Principal will alert the Board if lines of credit or borrowing limits are ever not adequate to meet the needs of the school. No amendment may be made to the borrowing policy or credit limits without prior Board approval.

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

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

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

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

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

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

#### **K. Budget and Cash Flow**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### L. Pre-Opening Plan

#### Pre-Opening Plan Summary

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

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

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

### **M. Dissolution Plan**

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