



PHASE I: Letter of Intent

Last updated: 06/28/2016

Basic Contact and Application Information

Page 1

Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group (operates no charter schools to date) or an Existing Education Corporation (operates a least one charter school) is submitting this Round 1 Letter of Intent.

Existing Ed Corp LOI to operate additional, new charter schools

Name of Existing Education Corporation

Teaching Firms of America-Professional Preparatory Charter School

Proposed Charter School Name(s)

(Please write out the full name for the school you proposed, and include the words "charter" and "school" in the proposed name(s)).

	Name of Proposed Schools	Grades Served Over Charter Term (K-5, .6-8, 9-12, etc.)	Max # of Students Served Over Charter Term
	Ember Charter Schools Initiative for Mindful Education, Innovation & Transformation	7-12	515

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Shahidah Kalam Id-Din	[REDACTED]	[REDACTED]
Public/Media Contact Person	Rafiq Kalam Id-Din II, Esq.	[REDACTED]	[REDACTED]

List of Key Design Elements

(Integral to the school model, these elements should be reflected throughout the application)

1	Teaching Firm model (fully teacher led school)
2	Holistic, authentic instruction
3	Unique ICT structure
4	Culturally-relevant pedagogy
5	Looping
6	Integrated and differentiated instruction
7	Neuro-pedagogy
8	Socratic inquiry-based instruction
9	Design Thinking
10	Economically-relevant pedagogy

If available, please provide the URL to the website established for the proposed school or existing education corporation.

www.tfoaprofessionalprep.org

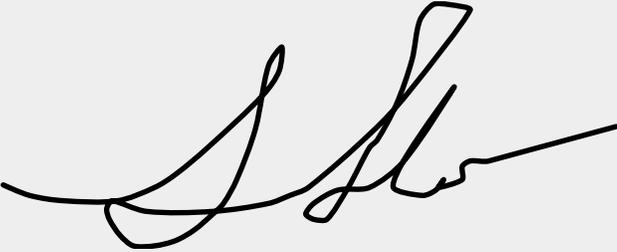
Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	(No response)
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to be the initials 'S.H.' followed by a long horizontal stroke.

Date

2016/06/28

Thank you for completing this form.

Proposed Charter School Information

School Overview, Mission and Students To Be Served Description:

Ember Charter Schools Initiative for Mindful Education, Innovation and Transformation (“Ember Charter Schools”, or “Ember”), is a newly proposed grades 7-12 charter that will ultimately serve as extension and continuation of our Teaching Firms of America-Professional Preparatory Charter School’s (“TFOA”) current K-6 charter under Education Law Section 2853 1(b-1). As a result, Ember Charter Schools will be an innovative, holistic and comprehensive secondary community of learning, practice and thought leadership in Bedford Stuyvesant-Central Brooklyn.

Our Mission: Ember’s mission is three-fold: a) to transform, empower and ignite students who have traditionally been labeled “at-risk” from historically underserved, under-resourced, low-income communities suffering from the ongoing trauma that emerges from generational poverty; b) to use our Teaching Firm model, a unique teacher-led approach, to nurture these students into social entrepreneurs, engineers, and global leaders equipped to solve their communities’ and our world’s problems; and c) to use our organization to concurrently affect net positive economic, socio-emotional and cultural outcomes within the communities we serve.

Our Students: Ember seeks to continue to serve the low-income students in the Bedford Stuyvesant-Central Brooklyn community who have been the most historically underserved and under-resourced. TFOA’s current student population, our currently operating charter school in CSD 16, will feed directly into Ember to the extent permitted by law. TFOA’s current demographic is 99% Black and Latino; 93% Free & Reduced Price Lunch; 15% students with disabilities (IEPs); 11% English Language Learners, with 35% of parents are born outside the USA. This demographic represents some of the poorest children in the nation, which in large measure, remain disconnected from high quality, holistic and comprehensive education options such as those Ember will offer. Ember will continue TFOA’s focus on this demographic and thus will offer admission preferences to students who qualify for free and reduced-priced lunch, to the extent permitted by law, along with returning students, siblings of enrolled and admitted students and children of staff members. Bedford Stuyvesant-Central Brooklyn remains an overwhelmingly Black and Latino community, and this area continues to be beset with high poverty, unemployment, violence, obesity, untreated trauma and other negative physical and mental health indicators.

Design Elements: The current and future key design elements of Ember’s educational plan are designed to achieve the implementation of the following five important objectives highlighted in the New York Charter Act (Education Law §2850(2)):

- A. Improves student learning and achievement;
- B. Expands learning experiences for students who are at risk of academic failure;
- C. Encourages use of different and innovative teaching methods;
- D. Creates new professional opportunities for teachers; and
- E. Provides parents/students with expanded choices in educational opportunities that are available within the public school system.

Though structured across two charters (K-6 and 7-12), we envision operating the program as one continuous ‘K-12 University’ experience to serve students across the developmental continuum of their pre-collegiate lives with the following programmatic model:

- Lower school experience (grades K-4)
- Middle school experience (grades 5-8, with 7th and 8th as single-sex cohorts)
- Upper school experience (grades 9-12, with all grades as single-sex cohorts)

Additionally, the future design elements of Ember’s proposed educational plan will capture the evolution of innovation and development of TFOA as it looks to eventually incorporate the programmatic blueprint of The Anew School, an award winning school model with a focus on social emotional development, single-sex education, intensive international study experiences and community-based boarding schools. To be described more fully in our full application’s Attachment 10: “Optional Strategic/Business Growth Plan”, Ember’s future program design will add two additional program components to be launched upon all required regulatory approvals:

- Guided, intensive international travel and learning experiences for 7th and 8th grade
- Residential, community-based boarding opportunity for Upper School students

Instructional Methods: Ember will wholly adopt and utilize the same innovative instructional methodology currently employed at TFOA, which includes the follow researched-based practices:

- Integrated Instruction: an approach to teaching that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts (Bransford and Gardner);
- Differentiation: tailoring instruction to meet individual needs (Tomlinson);
- Looping: practice of keeping groups of students together for two or more years with the same teacher (Waldorf schools; Northeast and Islands Regional Educational Laboratory at Brown);
- Culturally Relevant Pedagogy: teaching that endeavors to develop student self efficacy by empowering them intellectually, socially, emotionally, and politically through using their cultural referents to impart knowledge, skills, and attitudes (Ladson-Billings);
- Economically Relevant Pedagogy: created by teacher-leaders at TFOA, an approach to teaching that endeavors to empower students to notice, explore and understand the interconnectivity of all knowledge, people, systems and the environment, and their collective relationship to how human beings proceed to satisfy their needs/wants now and in the future;
- Inquiry-based instruction and Socratic Questioning: an approach to instruction that involves teaching through asking students an ongoing series of substantive questions as the primary instructional tool for developing the mastery of critical thinking, analysis and other higher order thinking skills (David Perkins; the Galileo Educational Network; CriticalThinking.org);
- Design Thinking: an instructional practice that involves using and teaching the mastery of problem solving process through a “backwards” thinking framework that demands an exploration of purpose (goals or needs to satisfy), perspective (impact on various stakeholders) and people (end users) (Tim Brown (IDEO), and Paulo Friere (Pedagogy of the Oppressed));
- Neuropedagogy: an approach to teaching that involves applying neuroscience research on the brain and learning as we attend to students’ development and mastery of executive functioning and critical thinking skills (Guare and Kaufman; National Center for Learning Disabilities);

- Mindfulness and meditation: an instructional practice that involves teaching students to develop and use breathing and focused attention techniques to help cultivate and improve executive functioning skills, particularly response inhibition/emotion control, working memory and flexibility (*see* Association for Mindfulness in Education).

The Professional Partnership Hybrid: Ember’s Teaching Firm model is a unique professional-partnership hybrid, a design that combines the governance models of the nonprofit corporation and the professional-partnership structure. Typical nonprofit corporations are governed by a Board, which delegates the day-to-day management of the enterprise to an individual (e.g. an Executive Director, President or CEO). As discussed earlier, the professional-partnership is an organization governed by two or more producer-owners (the “Partners”), individuals who are full-time practitioners and share equally in the ownership, management and responsibility for the day-to-day operations of the enterprise. In the Teaching Firm, the Board of Trustees (“Trustees”), will delegate the day-to-day responsibility for the charter school to a group of master-teachers (the “Partners”) who will be full-time teachers who also share equally in the management and operation of the school within a professional-partnership structure formed via contract (as opposed to a formal for-profit legal entity).

Demand: Ember can demonstrate a sufficient demand within the community for our school. For the 2015-2016 school year, TFOA received over 500 applications, accepted 80 students and had a wait-list of over 400 students. There continues to be a high need for high quality middle and high schools in CSD 16. Recent school reviews and report cards, and other reports of middle-grade performances within CSD 16 reveal a continual dearth in high quality schools. In fact, only 13% of seventh and eighth grade students attending traditional public schools within CSD 16 scored at or above proficiency in math and English Language Arts (ELA). Several schools reported 0% of students scoring proficient in ELA and/or math at one or more grade levels.

Planned Enrollment*:

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
7th Grade	Middle School	70	80	90	90	90
8th Grade	Middle School	-	70	110	90	90
9th Grade	<i>Upper School</i>	-	-	100	110	125
10th Grade	Upper School	-	-	-	100	110
11th Grade	Upper School	-	-	-	-	100
12th Grade	Upper School	-	-	-	-	-
TOTAL		70	150	300	390	515

Proposed School Location/Initial Facility Plans:

To fully realize our expansion plans, we will seek to work with the NYC Department of Education and City of New York to either secure additional space in existing public school buildings or obtain reimbursement for leased space to accommodate these expansion elements (each in a manner consistent with the recent amendments to the charter law). While we have not

as of yet secured appropriate and adequate facilities, we feel confident that we will be able to do so. Additional space request (or reimbursement to lease such space) will contemplate school facilities needed to accommodate our middle and upper school students. We are concurrently working with local leaders to realize our “Community Innovation Campus” project proposal to house Ember and our community vitalization plans for Bedford Stuyvesant-Central Brooklyn.

Replication of High Quality Charter School Model:

Ember is not a replication as defined by charter law, but rather a second charter and educational program extension under Education Law Section 2853 1(b-1). Nonetheless, our current TFOA charter (authorized by the NYC DOE Chancellor), has demonstrated success in achieving strong results for our students. By fully embracing our current holistic instructional approach that rejects the standard focus on content coverage and test prep, and instead embraces the authentic approach to nurturing mastery of self efficacy, executive functioning and critical thinking skills, we have achieved very strong and promising results. In 2015 our students achieved over 100% growth in overall ELA scores on the New York State standardized test, which was the highest growth in the State. We increased the ELA proficiency rate for 4th Grade students by over 240% from 2014, and ELL students’ ELA proficiency performance eclipsed the New York City rate significantly with 50% proficiency as compared to 4%. On the Science Assessment we achieved nearly 90% proficiency, with over 40% of students earning the highest proficiency score of 4. While Math proficiency rates were not as robust, we outperformed our CSD, as well as proficiency rates for Black students, our largest demographic.

2015 New York State Assessment Proficiency Results (% at or above proficiency)								
Content Area	TFOA Third Grade	TFOA Fourth Grade	TFOA (Overall)	CSD 16	NYC	NY State	Black Students (NYC)	Latino Students (NYC)
ELA	33.8%	46.9%	39.2%	17%	30.4%	31.3%	19%	19.8%
Math	22.5%	22.4%	22.5%	16.5%	35.3%	38.1%	19.7%	23.7%
Science	N/A	87.5%	87.5%	??	??	??	??	??

Our national norm test results continued to be strong (based on the ERB’s Common Core-aligned Comprehensive Testing Program (CTP) 4th Edition). Students showed strong performance indicators when compared to peers nationally across the board.

2015 ERB’s CTP Results (% at or above National Proficiency Average)			
ASSESSMENT CONTENT AREA	THIRD GRADE	FOURTH GRADE	SCHOOL
Verbal Reasoning	79%	89%	84%
Auditory Comprehension	73%	74%	74%
Reading Comprehension	68%	74%	71%
Writing Mechanics	50%	85%	68%
Writing Concepts & Skills	77%	57%	67%
Quantitative Reasoning	64%	79%	72%
Mathematics 1 & 2	55%	79%	67%

Community Outreach, Enrollment and Retention Information:

Community Outreach and Engagement: Our current charter school TFOA has been engaged in an ongoing and public dialogue with Bedford Stuyvesant community members and leaders over the last two years about why and how to expand the innovative and highly effective program we offer. This proposal to seek a new and additional charter for Ember Charter Schools represents the result of this ongoing consultation and design work. Many of the instructional design elements for

Ember came directly from the design thinking community conversations the TFOA teacher-leaders had with parents, students and community leaders over the course of the last two years. Initially we convened a public community meeting to solicit responses to the central question: “what kind of educational opportunities would you like for us to provide for your children?” The answers drove the evolution of the proposed charter design for Ember Charter Schools. After this initial meeting, we continued to meet with families and community members around the responses we received from core stakeholders, honing in on the most important education program elements that emerged again and again. All of this feedback sculpted the design outlined in Ember’s design. Community support for Ember is very strong, with vocal support of our local community leaders and TFOA’s parents (*see* attached “Evidence of Community Outreach”). Over 90% of parents expressed strong support for Ember’s proposal.

As the Ember design was finalized, we conducted a telephone survey of several hundred families about support for the core components and demand for the growth and expansion of TFOA’s programs. Over 90% of families responded, and over 90% of those responses were positive.

Recruitment and Retention of Students, esp. Students with Disabilities, ELLs, and FRPL:

Ember intends to continue TFOA’s successful outreach, enrollment and retention of students, especially special population students. Ember will make all reasonable efforts to ensure that our school continues to attract students from special populations in comparable proportion to schools in our district. Ember will engage in extensive outreach, with particular emphasis on staff and service providers at early childcare centers, shelters and CBOs that cater to students with disabilities, ELLs and low-income households. Ember will circulate tens of thousands of application-and-info sheets via direct mail, tabling and drop-offs across zip codes most connected to Bedford Stuyvesant-Central Brooklyn. Ember’s outreach teams will be bilingual, particularly Spanish-speakers as they represent the largest ESL population in the community.

In all of our outreach Ember will tout our unique school model and approach to serving at-risk students, particularly students from low-income households, English Language Learners and children with disabilities (e.g. looping, a unique ICT approach with two-highly qualified teachers in every classroom, ongoing professional development focused on serving the wide spectrum of learners who’ve experienced trauma attendant to generational poverty and violence, a team of special education specialists and social workers to support students and teaching staff, integrated instruction, leadership development, inclusion, differentiation and technology). Ember’s unique school model and approach is also designed to produce high retention rates with all of its students, especially students with disabilities, ELLs and those who qualify for free or reduced priced lunch. Ember will take a multifaceted, holistic and differentiated approach to serving the needs of all learners.

APPLICANT GROUP MEMBER NAME	PHONE NUMBER	EMAIL ADDRESS
Rafiq Kalam Id-Din II, Esq.	[REDACTED]	[REDACTED]
Alexandria Lee	[REDACTED]	[REDACTED]
Ardnas Rashid	[REDACTED]	[REDACTED]
Damien Dunkley	[REDACTED]	[REDACTED]
Shahidah Kalam Id-Din	[REDACTED]	[REDACTED]
Daniel Reynolds	[REDACTED]	[REDACTED]
Tadashi "Tood" dumas	[REDACTED]	[REDACTED]

Tameca Tillard	[REDACTED]	[REDACTED]
Renee LaRoche-Morris	[REDACTED]	[REDACTED]
Harry "Hank" Simmons III	[REDACTED]	[REDACTED]
Edward Donkor	[REDACTED]	[REDACTED]
Chantel L. Febus, Esq.	[REDACTED]	[REDACTED]
Brian Flanagan	[REDACTED]	[REDACTED]
James E. Bartlett	[REDACTED]	[REDACTED]

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

CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)
TFOA Professional Prep Charter School	Co-Lead Applicant; Education; Legal; Finance; Governace; Instructional Professional Development; Youth Social Emotional Development; Nonprofit Org Leadership; Charter School Development and Leadership	Managing Partner/Teacher	N/A
TFOA Professional Prep Charter School	Co-Lead Applicant; Education; Youth Social Emotional Development; Legal; Finance; Governace; Nonprofit Org Leadership	Partner/Teacher/School Le	N/A
TFOA Professional Prep Charter School	Education; Charter School Leadership	Partner/Teacher/School Le	N/A
TFOA Professional Prep Charter School	Education; Youth Social Emotional Development; Charter School Development and Leadership	Partner/Teacher/School Le	N/A
William Penn Charter High School	Education, Teacher Professional Development; Nonprofit Org Leadership and Development	Trustee	Co-Chair
Cleary, Gottlied, Steen & Hamilton LLP	Legal; Finance; Real Estate	Trustee	Secretary
Brown Brothers Harriman	Legal; Finance; Private Equity	Trustee	Treasurer

Learning Curve	Community Development; Youth STEAM Program Development and Leadership; Technology	Trustee	Trustee
BNY Mellon	Finance; Corporate Governance	Trustee	Trustee
Salesforce	Finance; Consulting; Capital Raising	Trustee	Trustee
Pinebrook Partners	Finance; International Private Equity	Trustee	Trustee
Proskauer Rose LLP	Legal; Corporate Governance; Domestic and International Litigation	Trustee	Trustee
Sterling Project Development	Real Estate Finance and Development; Public Finance; Government Econ Development	Trustee	Trustee
Museum of Contemporary African Diasporan Arts (MoCADA)	Fundraising; Real Estate Finance and Development; Board Development and Management; Arts & Culture; Strategic Planning; Project Management; Branding & Marketing	Trustee	Co-Chair

LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
N/A	No
2 years	Yes
2 years	Yes
2 years	Yes

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

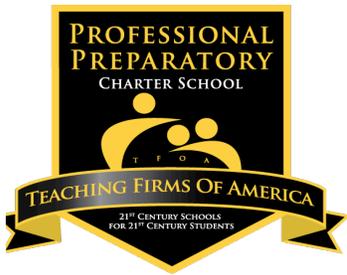
Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
01/16/2016 meeting date	Sent flyers to community based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application.	ABC Community Center 1000 Avenue A NYC CSD 5	Families of students with disabilities, community members	Need for family partners	Add a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten
12/12/2013	TFOA Community Meeting	School Auditorium (616 Quincy)	Families of current students	Education opportunities desired for students (various)	Begin new charter design process; volunteer parent groups formed to meet with teachers to advise and provide feedback	150 families students in grades K-3
10/25/2014	Community meeting	1 st Floor Mulitpurpose room (616 Quincy)	Families of current students; general community members	Follow up on design process; design elements introduced based on initial 12/12/13 meeting	Feed back on design elements (request for international exposure and opportunities; additional art and culture; look beyond middle school to include high school)	30 participants
11/15/2014	Community meeting	1 st Floor Mulitpurpose room	Families of current students; general	Follow up on design process revisions	Feed back on design elements	20 participants

		(616 Quincy)	community members			
12/6/2014	Community meeting	1 st Floor Mulitpurpose room (616 Quincy)	Families of current students; general community members	Follow up on design process revisions	Feed back on design elements	15 participants
1/10/2015	Community meeting	1 st Floor Mulitpurpose room (616 Quincy)	Families of current students; general community members	Follow up on design process revisions	Feed back on design elements; presentation of Anew School program	40 participants
Various	Meetings with Councilman, Assembly members, Congressman, Borough President offices	various	Local leaders and staff	Presentation and feedback on Ember and campus design	Expressed support; Councilman, Assemblyman members and Congressman agreed to provide letters of support	10-15 participants
8/6/2015	Community Meeting: Family Orientation	Auditorium (616 Quincy)	Families of current students; general community members	Presentation of Ember design elements	Participant expressed strong support for program design	400 families and students

EMBER CHARTER SCHOOLS
FOR
MINDFUL EDUCATION, INOVATION AND
TRANSFORMATION

Attachment# 2

Samples of Evidence of Community Outreach



616 Quincy Street, 3rd Floor
Brooklyn, NY 11221
718-285-3787

www.tfoaprofessionalprep.org

Mission

We are dedicated to preparing our students to become the future professionals (lawyers, doctors, scientists, entrepreneurs, etc.) who will lead our global society in the 21st Century.

Vision

We will provide a fun, 'college-successful', community-centered, culturally rich and relevant preparatory school experience to our students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

TO: TFOA-Professional Prep Families
FR: Rafiq Kalam Id-Din & Damien Dunkley
The Partners Council
RE: Upcoming Activism and Advocacy Teach-In Workshops

Peace Families:

First we'd like to thank everyone who signed up to attend our first Activism and Advocacy Teach-In workshop in October. It was a great success and we look forward to welcoming even more of you to the next one.

Next, we'd like to thank and share the names of the current lead members of our **TFOA Parent Activism & Advocacy Council**:

- | | |
|--|--|
| D. Clarke (Heremakhet) | D. Brown (Venceremos) |
| Iris Harvell (Umoja) | Shalon Nance (Lak'ech) |
| Derrick Cain (Mandela & Ubuntu) | Lisa Cain (Mandela & Ubuntu) |
| Deeandra Mitchell (Freedom, Venceremos, Mandela) | Gail Mason (Heremakhet, Lak'ech) |
| Melissa Jackson (Desmond Tutu, Venceremos, Black Star) | Luz Criollo (Mandela, Lak'ech) |
| Victor Holmes (Desmond Tutu, Lak'ech) | Ameisha Irving (Desmond Tutu, Lak'ech) |
| Shasha Dorsey (Heremakhet, Desmond Tutu) | Tiffanie Payton (Mandela) |
| Claribel Baez (Blackstar) | Brother Bolt (Ubuntu) |

If you are still interested in joining the Activism and Advocacy Team, or simply learning more about activism and outreach skills and strategies, please feel free to join us for any and/or all of the following Activism & Advocacy Teach-Ins:

Saturday, November 15, 2014: 9:30am
Saturday, December 6, 2014: 9:30am
Saturday, January 10, 2015: 9:30am

Teach-In and school design workshops will be held here at school on the first floor in the Multipurpose Room. Breakfast will be served and childcare will be provided here onsite. Please contact Sister Raquel (646-630-3342) or Brother Rafiq (917-536-2493) with any questions. Also attached please find some info from our first Teach-In and workshop, including "Persistent Charter School Myths" and the "Coalition of Community Charter Schools Guiding Principles" (of which TFOA-Professional Prep CS is a Founder and Executive Board Member).

Thank you again for making time to join and raise your voices alongside ours and thousands of others across New York City to advocate for the resources and access our children need to grow and develop into healthy and successful citizen leaders of our global society.

Pamoja,

The Partners Council,

Rafiq R. Kalam Id-Din II, Esq.
Managing Partner

Damien Dunkley
Stakeholder Partner

21ST CENTURY SCHOOLS
FOR 21ST CENTURY STUDENTS



PLEASE JOIN US FOR OUR

2015-16 School Year

Mandatory Family Orientation

Meet our staff, parents caregivers and other members of our school community, and get the info you need for a successful school year!

Thursday August 6th, 2015

PLEASE JOIN US FOR
ONE OF OUR TWO SESSIONS:
12:00PM OR 5:30PM

1st Floor Multi Purpose Room
616 Quincy Street
Brooklyn, NY 11221

School merger details

International travel opportunities for students

Uniform policies

School growth plans (middle & high school)

Special education services

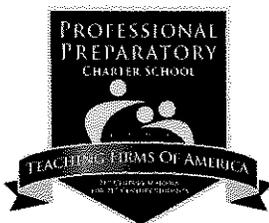
New charter app

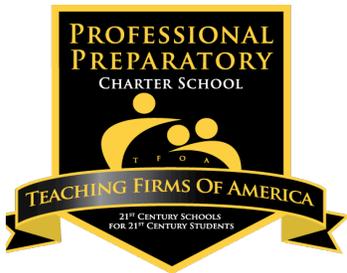
School bus schedules & policies

Arrival & dismissal

Culture & behavior practices

Pick-up/Drop-off procedures





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Brooklyn, NY 11221
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WHAT ARE THE MOST IMPORTANT THINGS YOU WANT YOUR CHILD TO LEARN?
We Cordially Invite

All Parents and Families

to a

Community Meeting

**Thursday, December 12, 2013 @6pm
School Auditorium**

HOW CAN OUR SCHOOL HELP YOUR FAMILY MEET ITS GOALS?

The Teacher-Leaders of TFOA-Professional Prep Charter School invite you to come out and share with us your thoughts about the kind of education you'd like your child to receive from our school, the kind of school community you want them and your family to be a part of, and the hopes and aspirations you have for their and your family's future.

WHAT OUT-OF-SCHOOL TIME PROGRAMS WOULD YOU LIKE OUR SCHOOL TO HAVE?

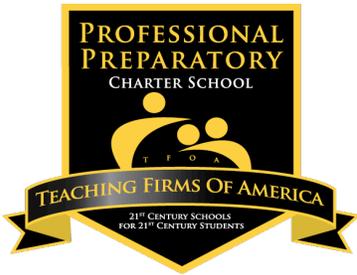
We want to hear from you!

It is our goal to use the comments/feedback you share with us at this meeting to help us evolve and improve our current teaching practice, and to help further guide our future plans to continue to serve our students, families and community.

WHAT IS YOUR BIGGEST CONCERN ABOUT YOUR CHILD'S EDUCATION?

We hope you will join us!

WHAT KIND OF COMMUNITY DO YOU WANT OUR SCHOOL TO BE?
**21ST CENTURY SCHOOLS
FOR 21ST CENTURY STUDENTS**



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¿CUÁLES SON LAS COSAS MÁS IMPORTANTES QUE USTED QUIERE SU HIJO APRENDER?
Le Invitamos Cordialmente

A Todos Los Padres y Familias a una Reunion de la Comunidad

**Jueves, 12 de diciembre 2013 @6pm
Auditorio de la Escuela**

¿CÓMO PUEDE NUESTRA ESCUELA AYUDAR SU FAMILIA CUMPLIR ESTOS OBJETIVOS?

Los Maestros-Líderes de TFOA-Professional Prep Charter School le invitan a venir y compartir con nosotros sus ideas sobre el tipo de educación que le gustará que su hijo reciba de la escuela, el tipo de comunidad escolar que usted desea para su hijo y familia, y las esperanzas y aspiraciones que tienes para el future de su hijo y familia.

¿QUÉ PROGRAMAS FUERA DEL HORARIO ESCOLAR LES GUSTARÍA TENER EN NUESTRA ESCUELA?

Queremos oír de usted !

Es nuestro objetivo utilizar los comentarios que usted comparte con nosotros en esta reunión para ayudarnos a evolucionar y mejorar nuestra práctica pedagógica actual, y para ayudar a guiar aún más nuestros futuros planes de continuar sirviendo a nuestros estudiantes, familias y comunidad.

¿CUÁL ES SU MAYOR PREOCUPACIÓN POR LA EDUCACIÓN DE SU HIJO?

Esperamos que usted nos acompañe!

¿QUÉ TIPO DE COMUNIDAD ESCOLAR QUE USTED DESEA PARA NUESTRA ESCUELA?

**21ST CENTURY SCHOOLS
FOR 21ST CENTURY STUDENTS**

School Orientation Agenda 12pm & 5:30pm

12 – 12:15 Welcome (Partnership) & staff intros

12:15– 12:20 - Pick up & Drop off procedures. (OPS & Deans Team)

- Leaving students at the door, being on time, who can pick students up?, orders of protection.

12:20-12:25 – Uniform Policies – (Deans Team & Partners)

- what is the uniform, when do they have to be worn

12:25-12:30 – Culture & Behavior Practices (Partnership)

- Leadership Index, choice theory,

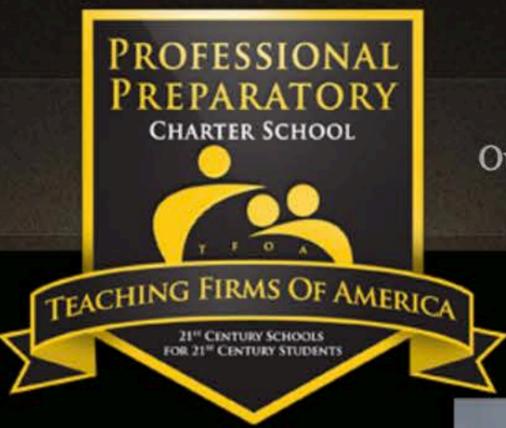
12:30-12:35 Bus Policies (Alisa & Alex)

- Bus suspensions and expulsions, late pick ups, changes to bus plan.

12:35-12:40 - Special Education Services (Jason & Deepa)

- What settings and services we provide. When services begin, who can I reach out to with questions about my specific child

12:40-1 –New Charter Ap/ School Growth/ School Merger/ International Travel Opportunities for children (Partnership)



We're looking to grow & evolve for 2016 & beyond!!
New charter design and expansion application
to be submitted to NYSED!
Comments & Feedback Welcomed!
See our "News" page for more details!!



- 1 2 3 4 5 6 7 8 9 10 11 12

Our Vision

TFOA – Professional Preparatory Charter School is a highly innovative charter school located in Bedford Stuyvesant, Brooklyn. TFOA originally served Kindergarten and First graders, when founded and opened in August 2011, on the 3rd floor of PS/IS 308. This school year (2014-2015), we now serve Grades K thru 4, and intend to expand to 5th grade by school year 2015-2016.

We offer a vision for our school that is very different from most charter and traditional public schools. Our vision is to provide our children with a dynamic learning experience that exemplifies culture, morality and discipline, while cultivating and invigorating their spirit. We are student centered, data driven and mastery focused, and hold ourselves and each other accountable for the most important outcome: high student achievement.

[Edit](#)

Upcoming Events

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

Quick Links

Donate
Support us by donating any amount

**The
Arts**

INQUIRY

International
Travel
Experiences

Design
Thinking

"We're GROWING UP!!"
TFOA (together with the ANEW School) is becoming

Ember Charter School

For
Mindful Education, Innovation and Transformation

Our 2.0 Vision for the Innovative K-12 School
You Asked Us to Build!!

Community
Based Boarding
School
Opportunities

All Boys,
All Girls
Cohorts
Beginning in 7th
Grade

**COMING
SOON**

Elementary School
K-4
+
Middle School 5-8
+
High School
9-12

Culture
Economics

Meditation

Grades K-2 One Call Survey Results			
0		1	1%
1	Press 1 if you want to expand to middle/high school	19	17%
2	Press 2 if you want to expand to preschool	5	4%
3	Press 3 if you want us to expand to both middle/ school and preschool	79	70%
4	Press 4 if you do want us to expand at all	8	7%
9		1	1%
Total		113	100%

Grades 3-4 One Call Survey Results			
0		1	1%
1	Press 1 if you want to expand to middle/high school	24	19%
2	Press 2 if you want to expand to preschool	5	4%
3	Press 3 if you want us to expand to both middle/high school and preschool	89	70%
4	Press 4 if you do want us to expand at all	8	6%
9		1	1%
Total		128	100%



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

DISTRICT OFFICE
Shirley A. Chisholm State Office Building
55 Hanson Place, Room 328
Brooklyn, New York 11217
718-596-0100
FAX: 718-596-4992

WALTER T. MOSLEY
Assemblyman 57th District

ALBANY OFFICE
Room 528
Legislative Office Building
Albany, New York 12248
518-455-5325
FAX: 518-455-3684

COMMITTEES

Housing
Banks
Codes
Correction
Education

EMAIL
mosleyw@assembly.state.ny.us

June 24, 2015

Board of Regents State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Board of Regents:

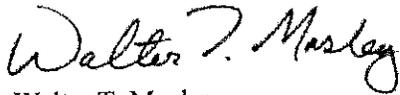
I am writing to you in support of the charter application for the proposed Ember Initiative for Mindful Education, Innovation and Transformation (Ember), the resultant entity that will house the merger of two amazing education organizations: Teaching Firms of America-Professional Prep Charter School (TFOA) and the Anew School (Anew).

This merger and the extraordinary promise of their collective work to build the first K-12 university in our community is exactly the kind of impactful and transformational opportunity I have consistently advocated for throughout my career, and I will do everything I can to see that the totality of their efforts come to fruition. I am particularly excited about helping to realize two important aspects of the project: 1) the portion of the project that will be Anew as New York's first ever international public boarding middle school; and 2) the domestic community based boarding school right here in Bedford Stuyvesant. Their focus on building both an all boys AND all girls academy reminds me of the extraordinary examples set by Morehouse and Spelman colleges, and I have no doubt that the leaders of TFOA and Anew are well on their way to creating something that will one day be similarly powerful and transformational for the young people of our community.

I am particularly familiar with TFOA's work and esteemed reputation as a community based charter, and know that they play a deeply valuable role in our community. As the only Black-led charter school in Brooklyn, I enthusiastically applaud their innovative and holistic teacher-led model, particularly for the authentic, progressive and culturally relevant instruction they provide, as well as their commitment to educating ALL students to become the next generation of creators, producers, entrepreneurs, intellectuals, leaders and civically engaged activists. I stand in full support of their efforts for this merger and their audacious vision to simultaneously advance both educational achievement and economic vitalization for our community.

I look forward to continue working with the TFOA staff, students and families as they become the Ember Community for years to come and serving as a resource and advocate for them on whatever matters may arise for which I can be helpful. Please feel free to contact me if I can do anything that would aid you in your evaluations and determinations for granting the charter for Ember.

Sincerely,

A handwritten signature in cursive script that reads "Walter T. Mosley". The signature is written in dark ink and is positioned above the printed name.

Walter T. Mosley
New York State Assemblyman, 57th AD

WTM/ag



ANNETTE M. ROBINSON
Assemblywoman 58th District
Kings County

CHAIR
Banks Committee

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Aging
Children and Families
Housing
Oversight, Analysis and
Investigation
Real Property Taxation
Small Business

July 10, 2015

State Board of Regents
State Education Department
Albany, New York 12234

Dear Honorable Regents:

I write in support of the charter application for the proposed Ember Initiative for Mindful Education, Innovation and Transformation (Ember), the resultant entity that will house the merger of two amazing education organizations; Teaching Firms of America-Professional Prep Charter School (TFOA) and the Anew School (Anew).

This merger and the promise of their collective work to build the first K-12 university in the Central Brooklyn community is exactly the kind of impactful and transformational opportunity I have advocated for during my career. I will continue to work with the sponsors to help bring this concept to reality. I am particularly excited about two important aspects of the project: 1) Anew as New York's first ever international public boarding middle school; and 2) the domestic community based boarding school here in Bedford Stuyvesant. The effort to create both an all-boys AND all-girls academy is reminiscent of the examples set by Morehouse and Spelman Colleges. I have great confidence that the leaders of TFOA and Anew are well on their way to creating something that will one day be similarly powerful and transformational for the young people in the Central Brooklyn community and beyond.

I am particularly familiar with TFOA's work and esteemed reputation as a community based charter, and know that they play a valuable role in our community. As the only Black-led charter school in Brooklyn, I enthusiastically applaud their innovative and holistic teacher-led educational model, particularly for the authentic, progressive and culturally relevant instruction they provide and their commitment to educating ALL students to become the next generation of intellectuals, leaders and civically engaged activists. I support their efforts for this merger and their vision to simultaneously advance both educational achievement and economic vitalization for our community.

I urge you to approve the application for Ember. I look forward to continue to work with the TFOA administration, students and families as they become the Ember Community for years to come and to continue to advocate for them on whatever matters may arise where I can be helpful.

Sincerely,

A handwritten signature in cursive script that reads "Annette M. Robinson".

Annette M. Robinson
Member
NYS Assembly