

APPLICATION SUMMARY	
Charter School Name	Las Americas Discovery Charter School
Applicant Name	Philomena Jenkins
Media Contact Name	Venus Beckles
Media Contact Email Address	lasamericascharterschool@gmail.com
Media Contact Telephone Number	718-722-7810
District of Location	CSD 17
Opening Date	August 2017
Proposed Charter Term	5 Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	Year 1: K-1, 150 students Year 2: K-2, 240 students Year 3: K-3, 330 students Year 4: K-4, 420 students Year 5: K-5, 510 students
Projected Maximum Enrollment and Grade Span	K-5 510 students
Mission Statement	<i>Las Americas Discovery Charter School (LADCS) mission is to Empower scholars with a rigorous and structured atmosphere. Fostering character development which equip students for college and/or career choice, where all scholars will be academically and technologically proficient as well as display an enthusiasm for learning.</i>

Vision: Fostering each scholars’ distinctive curiosity and enthusiasm thru discovery with a STEAM education, college and/or career choice beginning with an elementary academic curriculum. Through our interdisciplinary program where every scholar will:

- 1) Receive a Personalized Student Achievement Plan (PSAP) focused on their individual academic needs.
- 2) Actively participate in a Science, Technology, Engineering, Arts, and Mathematics curriculum integrated into all subject areas thru Project Based Learning. (STEAM)
- 3) Gain high level skills through a Blended Learning model delivered by highly skilled instructional staff. Project Based and Inquiry Learning will be incorporated in all subjects.

Target Population: LADCS will provide a STEAM education to underserved elementary students in the CSD 17. We expect a large percentage of our students to be low-income and English Language Learners, and we have designed our school to specifically meet their needs. There is a long waitlist for charter schools in this area, indicating high demand for quality education programs.

Key Design Elements: LADCS will incorporate the following key design elements:

- **Smart Start** – Start with kindergarten and 1st grade in year 1, then grow one grade level each

year until we serve students in a K-5th grade School.

- **STEAM** – All scholars will have access to the STEAM curricula. The philosophy of STEAM revolves around the concept that: **Science & Technology** will be interpreted through **Engineering & the Arts**; and all are based in **Mathematical concepts**. All Scholars will benefit from a STEAM program that accommodates to all learning styles.
- **Blended Learning:** Accessible computer hardware and advanced learning software will help teachers differentiate and individualize learning. Drawing from the experiences of a successful KIPP school in L.A. that has been achieving outstanding academic results with early elementary students, LADCS students will spend 30% or more of their instructional time on computers, allowing Teachers to spend commensurate time providing targeted small group instruction. Assessments can be integrated seamlessly into Project-Based Learning and it provide tools for measuring student understanding from the beginning to the end of a project.
- **Project Based Learning:** Establishing Real-World Connections in Projects: Scholars will be engaged in their entire learning process because it relates directly to the world they live in. We want to extend learning beyond classroom walls. By providing a unique opportunity to help students practice critical thinking, collaboration, communication, and creativity. Scholars will be directly involved in planning and steering their projects. Scholars will be invested in their learning process by acquiring ideas that will empower them to work independently and as a team.
- **Parent Involvement** – LADCS will provide parents/guardians with frequent communication about student performance, monthly parent workshops, and opportunities to be involved in their child's education.

Staffing: Our school will be led by an experienced Principal supported by an experienced Board of Trustees. Our Co-Teaching Model will have a two Teachers will provide individualized attention and support for each of our scholars' needs. Non-academic functions will be overseen by a Director of Operations along with BOOSTED as our CFO.

Governance: LADCS will be governed by an experienced Board of Trustees with substantial expertise in education, organizational start-up and management, business and finance. The board also has ties to the community and will enact rigorous and transparent policies and procedures to ensure achievement of the school's mission.

Location: We intend to site the school in CSD 17.

School Culture and Character Development: We believe in nurturing the whole child. Our school's culture, values, and character development are promoted and displayed throughout the school day. Our theme is based on HEART (**H**onor, **E**mpathy, **A**ccountability, **R**espect, and **T**eamwork), LADCS wants to inspire scholars and faculty to take responsibility. Scholars should be held accountable for their learning. We believe that a great school should aim to develop students' mind and character.

The function of education, therefore, is to teach one to think intensively and to think critically- Malcom X

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Las Americas Discovery Charter School (LADCS)

Proposed School Location (District) CDS17

Name of Existing Education Corporation (if applicable) _____

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹¹

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

¹¹ N.Y. Education Law § 2854(2)(a)

Department of Education and the State Education Department in evaluating the program assisted;¹³ and

That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁴

I, Philomena Jenkins, hereby certify that the information submitted in this Full Application to establish Las Americas Discovery Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

A handwritten signature in cursive script, appearing to read "Philomena Jenkins", is written over a horizontal line.

Date: August 16, 2016



“A” Arts infused=STEAM

Proposed Opening: August 2017, CSD 17

Proposal to the New York State Education Department

Submitted by: Philomena Jenkins, August 16, 2016

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Table 1: Applicant Group Information

Table 2: Public Outreach Information

I. Mission, Key Design Elements, Enrollment, and Community

IA. Mission Statement and Objectives:

Mission Statement: Las Americas Discovery Charter School (LADCS) mission is to Empower scholars with a rigorous and structured atmosphere. Fostering character development which equip students for college and/or career choice, where all scholars will be academically and technologically proficient as well as display an enthusiasm for learning.

Vision: To build and sustain an atmosphere that foster each scholars' distinctive abilities and curiosity thru enthusiasm for exploration and discovery starting with an elementary academic education based on **STEAM** and **HEART**.

Provide a rigorous educational environment that is culturally empowering, socially nurturing, safe, and orderly to develop creative, respectful scholars and leaders who are invested to be positive influences in their homes and communities. Every scholar will:

- 1) Receive a Personalized Student Achievement Plans (PSAPs) focused on their individual academic needs.
- 2) Actively participate in a Science, Technology, Engineering, Arts, and Mathematics¹ curriculum integrated into all subject areas thru Project Based Learning.
- 3) Gain high level of academic skills through a Blended Learning Model delivered by highly skilled instructional staff.

Objectives: Our curriculum is created to ensure that LADCS creates an innovative educational opportunity for students in CSD 17. Meeting all six objectives of the New York Charter Act:

1) §2850(2)(a): We will commit to **improve student learning and achievement** at LADCS, we believe that every scholar can succeed, independent of the zip code they reside. The heart of our mission is that this community will receive a rigorous and structured educational option, that is not commonly available. Our Data- Driven approach, RTI Tiers and the use of i-Ready Computer Based Adaptive and Integrated Learning in a safe educational environment, will improve student learning and achievement.

2) §2850(2)(b): LADCS will **expand learning opportunities for all students at risk of academic failure**. We will employ Active Learning Methods (ALM) that aims to enhance the learning process by shifting the focus from Teacher-Lead to Students-Centered. LADCS will aligned the curriculum to the Common Core and the New York State Learning Standards. Our STEAM, Project Based Learning, (PBL) and Blended Learning (BL) principles supports active teaching, learning, and an engaging instruction. Our RTI tiers will support and timely identify scholars at risk of academic failure.

3) §2850(2)(c): Learning is a social practice and cannot happen alone. “By our nature we are social beings and we learn by interacting” (Schwartz. K, 2013). In order to **create innovative teaching and learning methods**. LADCS will use, Science, Technology, Engineering, Arts, and Mathematics integration as our primary signature. Technology, Engineering and Arts **will be simultaneously incorporated in teaching and the curriculum**, as the integration with PBL which will be used for inquiry, communication, construction and expression; as well as for assessment. Our academic curriculum is aligned with the Common Core Learning Standards (CCLS) and the New York State Learning Standards, allowing for students to gain deeper understanding and mastery of skills. (See section II.B)

4) §2850(2)(d): LADCS will provide **new and ongoing professional learning opportunities for all faculty and staff**. Our rigorous Professional Development (PD) led by the Principal, Project Lead The Way (PLTW), and other experts as need, will give Teachers the support they need to provide a differentiated instruction using formative_assessment data to improve learning, which foster

¹ Heckman, J. J. (2011, Spring). The economics of inequality: The value of early childhood education. *American Educator*, 35(1), 31–35. <http://www.aft.org/pdfs/americaneducator/spring2011/Heckman.pdf>

collaboration and growth based upon each student's unique learning style and needs. Moreover, a growing body of research shows that the interdisciplinary use of Arts provides multiple benefits for Teachers, including higher motivation ("bring joy into the classroom"), developing their pedagogic practice, and increased their interest using the **Arts, Engineering and Technology as learning tools**. These innovative teaching methods will attract high-quality educators to LADCS. (See section III E: Professional Development for a full description.)

5) §2850(2)(e): LADCS will **provide parents and students a variety of high quality rich and unique educational opportunities**. Our STEAM program will prepare our scholars with the opportunity to enter into any STEAM School of their choice when they leave our school. They will be exposed to various careers early in their life

6) §2850(2)(f): The Board of Trustees will form an Academic Committee made up of select Board members, the Principal, Dean of Intervention and the Executive Director. The Committee will work together. With i-Ready Diagnostic Assessment, our leadership, Teachers, and board members will receive timely reports with overall information on the school performance to promptly assess and provide necessary interventions and/or curriculum changes to ensure that we are supporting all students to master necessary skills. The Academic Committee's role will hold the school accountable for student progress. Changing **from Rule-Based to Performance-Based Accountability Systems**

IB. Key Design Elements

LADCS will be the first STEAM elementary Charter School in CSD 17, and **our goal is to ensure all** scholars perform at grade or above grade level of proficiency. The following four key designs elements will be used:

1. STEAM Educational Model: The philosophy of **STEAM** revolves around the concept that: **Science & Technology** will be interpreted through **Engineering** & the **Arts**; are all based in **Mathematical** elements. "Before they even enter school, children have developed their own ideas about the physical, biological, and social worlds and how they work. By listening to and taking these ideas seriously, educators can build on what children already know and can do."²

Academic Goals: The National Research Council has set three goals for a STEM education in the United States: **GOAL 1:** Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields³. **GOAL 2:** Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce. **GOAL 3:** Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines⁴. **LADCS educational goal is a national imperative!** we will utilize a STEM approach with Arts as an Integrated Model to generate a thirst for knowledge that will guide the child's passion as a life-long learner and prepare him/her to lead a productive, meaningful and successful life with a STEM background in fields that are growing exponentially.⁵

We will utilize Project Lead The Way (PLTW Launch program)⁶ that integrates a project- and problem-based curriculum. Scholars will receive a comprehensive approach to STEM Education. By

²National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Committee on a Conceptual Framework for New K-12 Science Education Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

³Wilson Wyner, J.S., Bridgeland, J.M., and DiIulio, J.J. (2007). *The achievement trap: How America is failing millions of high-achieving students from lower income families*. A report by the Jack Kent Cooke Foundation and Civic Enterprises. Available at: http://www.jkcf.org/assets/files/0000/0084/Achievement_Trap.pdf.

⁴National Research Council. (2007). *Taking science to school: Learning and teaching science in grades K-8*. Washington, DC: The National Academies Press.

⁵National Research Council. (2009b). *Learning science in informal environments: People, places, and pursuits*. Washington, DC: The National Academies Press

⁶<https://www.pltw.org/our-programs/pltw-launch/pltw-launch-curriculum>

using manipulatives, and hands-on-learning to promote open discussion and an inquiry approach which is a major component of the learning process; which allows the teacher to observe and check for understanding. This process will promote questioning and conjectures while providing justification for reasoning; results will be reflected in their writing. By integrating Technology, PBL and using a Data Driven approach, Teachers will become facilitators and be able to use assessment to improve instruction. As researcher Kyle Snow suggests, there should be “a place for both direct instruction and play.”⁷

Our scholars will display skills and knowledge that reflects the following eight indicators of an effective curriculum, as identified by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE):⁸ 1) Scholars will be active and engaged 2) Educational goals are clear and shared by all 3) Research-Based Curriculum 4). Valued content is learned through investigation, play, and focused, intentional teaching 5). Curriculum builds on prior learning and experiences 6). Curriculum is comprehensive 7). CCLS is validated in the curriculum’s and Instructional content 8). Data results will indicate that the curriculum, is promoting students’ achievement. This approach will give teachers an opportunity to build, and help scholars apply, *executive function skills*.⁹ These skills included organizing information, staying focused, strategizing, planning, and exercising self-control.¹⁰ Teachers will have necessary tools and Professional Development to empower their students and transform their classroom into a collaborative space where content comes to life. Using the “A” for Arts scholars will receive:

- **Art Integrated Learning:** BRIC in Residence Education Program will be embedded in our Arts /Music curriculum. Our goal is to expose and provide scholars with a broader opportunity to the Arts.
- **Working Artists** – Expose scholars to working with media makers as professionals in their fields, mentors, and community role models.
- **Arts Integration** – Programs integrate visual and media arts into core curriculum to increase knowledge of an academic subject while concurrently fostering a greater understanding and appreciation for media arts.
- **Youth-Centered** – Focus projects and lessons to be relevant to student needs, culture, abilities, and interests.
- **Project-Based** – Use the creative process of media making to engage scholar in project-based learning, leading scholars towards a purpose and an end goal.
- **Exhibition** – Students will display their creative works in organized venues, such as BRIC House. Students will visit the BRIC House, a state-of-the-art multimedia space in the heart of the downtown Brooklyn cultural district. Our Media and Art Teachers will work jointly with BRIC personnel. The curriculum is aligned to the CCLS for STEAM Standards.

⁷Snow, K. (n.d.). *Research news that you can use: Debunking the play vs. learning dichotomy*. Retrieved from <http://www.naeyc.org/content/research-news-you-can-use-play-vs-learning>

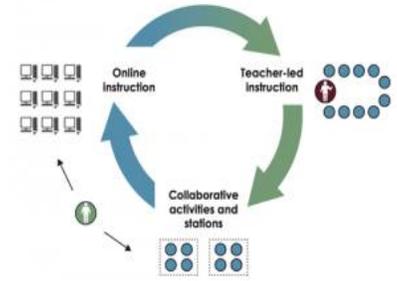
⁸ National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. (2009). Where we stand on curriculum, assessment, and program evaluation. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf>

⁹Gropen, J., Clark-Chiarelli, N., Hoisington, C., & Ehrlich, S. (2011). The importance of executive function in early science education. *Child Development Perspectives*, 5(4), 298–304.

¹⁰ National Center on Learning Disabilities, What Is Executive Function? Retrieved from <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/understanding-executive-functioning-issues>

2. Computer Base-Blended Learning: We will use i-Ready Computer Based Adaptive and Integrated Learning, this program content is:

Aligned: content is engaging and support our curriculum and instructional objectives. **Adaptive:** lessons are continuously personalized, instruction based on frequent assessment of student progress and mastery. **Assignable:** teachers have control over lessons assigning to address and identified needs of individual students and coordinate with their instruction. **Reporting:** programs provides useful data for all the stakeholders involved. Blended-Learning¹¹ is an evolving term that addresses the intersection of technology and instruction to maximize learning. There are many models of blended-learning, including: **Flex Classroom:** Online lessons at home and coaching by Teachers at school (Example: Woodland Park, CO). Students learn primarily online at a school with Teachers as facilitators (Example: Carpe Diem Schools, AZ).



Lab Rotation: Students rotate between a computer lab and traditional classrooms (Example: Rocketship Charter Schools, CA). **Class Rotation:** Students rotate between computers and teacher within a classroom (Example: KIPP Empower, CA). **Station-Rotation:** Students visit various stations or centers during the allotted time for a specific subject. For example, during math time students might rotate between one-on-one or small-group work with the teacher, working on computers or tablets, using additional centers or stations the teacher has set up using manipulatives, and/or working on projects. When using adaptive learning software that continually differentiates for students in real-time, they are able to move at their own pace and make self-directed choices. Also, Teachers have better data and opportunities to differentiate for all students during whole class or small group work. In practice, Blended Learning at LADCS will look like this: Each classroom will contain fifteen (15) network computers with head phones, and students will rotate on/off the computers throughout the day for Math and ELA. With half the class engaged on computers, being guided by one Teachers, the other half will receive targeted small group instruction with the Co-Teacher. Scholars will receive personalized attention with a teacher-student ratio no greater than 15 to 1 with our Co-Teaching Model. (See section I.C)

All Scholars will also have access to i-Ready an adaptive, and integrated computerized online home based lessons.¹² These lessons include: close reading lessons that provide even more instruction and practice on each standard. i-Ready a highly engaging lessons will provide a thoroughly immersive experience, giving students exposure to high-quality texts that guide them on their path to becoming detail and analytical readers. These lessons can be found within the reading comprehension domain and are automatically assigned, tracked, and available through the online reports to Administration and Teachers to make an informed decision and track scholars' growth and mastery of CCLS.

This model is appropriate for elementary students who need consistent structure, direction and support; it is based on what current brain research suggests about the learning process: students need to be challenged at the appropriate level. As cognitive psychologist Daniel Willingham points out, in order to engage students their instruction "has to aid in presenting problems as both challenging and solvable. And many technologies can do just that." Blended-Learning provides personalized lessons at the optimum level of challenge for each student by continuously assessing mastery and adjusting content and pace. In addition, the rotational model in and of itself enhances learning.

3. Project Based Learning, with a Full inclusion model curriculum aligned to the Common Core Standards.

¹¹<http://www.dreambox.com/blog/ten-steps-choosing-digital-curricula-blended-learning>

¹² <https://www.curriculumassociates.com/products/iready/i-ready-student-instruction>

Project-based Learning: Scholars will engage in Field Trips and Projects that support the big ideas, which allow Teachers to deliver problem-based content and instructional practices to foster Inquiry Learning. Scholars will think, write and research like scientists. Thematic Lessons will be the primary type of instruction in Mathematics, ELA, including alternates between Social Studies and Science-Based Projects incorporating Engineering.

Instructional Methods/Instructional Materials for Project Based Learning and Blended Learning:

Based on the Constructivist Instructional Model for Learning, which says that learners build or construct new ideas on top of their old ideas: Project-Based Lessons: Is a five-step process that allows students to improve their critical thinking and problem-solving skills, as well as to develop their depth of understanding. - **Engage:** teachers engage students (e.g., with a demonstration, brainstorm, problem) to raise questions and elicit responses that uncover what students know or think about the topic. - **Explore:** students then explore the topic together, without direct instruction from the teacher. The teacher asks probing questions of students and listens as they make meaning. - **Explain:** teachers ask students to explain their thinking based on their explorations and provide students with clarifications, definitions, and direct instruction. - **Extend:** students extend their knowledge of the topic by applying concepts and skills to new problems and tasks. - **Evaluate:** the teacher assesses students' knowledge or skills and asks them to assess their own learning.

- **Co-Teaching Model:** All classes are staffed with two certified Teachers. We will have 1 ICT class per grade level. This model will allow us to implement differentiated instruction and intervention, to better serve students' needs.
- **Full Inclusion Model of instruction:** ELLs and SWD needs will equitably access to the curriculum and quality instruction by using evidence-based curriculum models such as NYS ESL Standards, amongst others. Teaching faculty will follow a multi-tiered RTI model, to ensure IEP goals are met.
- **Classroom Management:** Students will learn to socialize with one another, and work on conflict resolution, teamwork and collaboration skills, resulting in a safe and excellent learning environment.
- **Set high expectations for student learning**¹³: ELA instruction will build fluency, phonics, decoding and comprehension, in the early stages. This contributes to an opportunity in the demonstration of skills learned in the scholar's daily work. A Curricular Approach for the Reader's/Writing Workshop by Lucy Calkins, will serve as the primary resource for establishing and supporting a writing curriculum. The Math curriculum will be based on proven research based Singapore Math.

4. Family Engagement:

With a strong belief that parent involvement is an essential element in the School-Teacher-Parents connection, we will create a framework that supports parent learning. Parents will receive timely information and tools that will help them become active partners in their children's learning. Every Friday parents will be invited to partake of our Community Circle. (See Section III.I)

Events includes: Family Literacy workshops, Parent Engagement activities throughout the year. We will utilize the of Six Types of Involvement framework: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with the Community. LADCS's Parent Association will promote Multicultural Day, Breakfast with the Principal, Parent Breakfast, Family Literacy and Math Night, Learning Leaders Workshop and many more activities. Our goal is to create a **welcoming school** environment, where diversity is recognized and celebrated. Teachers will communicate with parents to discuss students' strengths and needs. The school will assess family and student satisfaction using strategies such as surveys, feedback sessions, community forums, and consider results when making schoolwide decisions. The school will identify the process for promptly responding to parent or

¹³ <http://www.coreknowledge.orh/ed-hirsch-jr>

community concerns. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.

I. C. Enrollment, Recruitment, and Retention

Growth Plan: Beginning with grades K-1 and adding one grade per year until the 2021 school year. At full capacity the school will serve 510 students.

Projected Enrollment over the Charter Term:

		Year 1 (2017-2018)	Year 2 (2018-2019)	Year 3 (2019-2020)	Year 4 (2020-2021)	Year 5 2021-2022
Grade	Ages	Students	Students	Students	Students	Students
K	4-5*	90 **	90	90****	90	90
1 st	5-6	60***	90	90****	90	90
2 nd	6-7	0	60	90****	90	90
3 rd	7-8	0	0	60****	90	90
4 th	8-9	0	0	0	60	90
5 th	9-10	0	0	0	0	60
Totals		150	240	330	420	510

* Consistent with the home school district, all Kindergarteners who apply must turn 5 years of age by December 31st. We will backfill any empty seat that becomes available with students that were placed on the waiting list all year around.

** Three class, student ratio will be 30:2, one class, ICT

*** One class, student ratio will be 30:2 = 30, one class student ratio 30:2 (ICT) = 60 students

****This year there will be a 1 Lead Certified Teacher, and an Assistant Teacher/or Paraprofessional.

The New York State Charter School Uniform Application Form will be available at the school office (once approved), our school website, Informational Meetings, and at Recruitment Events (NYC Charter Center Fair). Translation will be provided for Non Speaking Languages Parents/Guardians. Applications will be accepted all year long. All interested applicants will be informed that the application must be submitted online, in person, e-mail, or by mail, and it must be received no later than 3 p.m. on the first Monday in April to participate in the Lottery. Any applications received after 3:00pm, will automatically be placed on a waitlist. If the number of applications exceeds the number of open seats, an Enrollment Lottery will be held publicly one week after the close of the open enrollment period. If the number of applications does not exceed the number of openings, applicants will be called and given instructions regarding completion of registration paperwork. The lottery will begin with the lowest grade level. The procedure will continue until each successive grade level is filled in the same manner. Preference will be given to siblings of current students and residents of CDS 17. Applicants will be informed of the lottery results. Successful applicants will receive an acceptance letter

Rationale for the enrollment Plan: LADCS founding team believes in starting with a small school. Research shows that small schools can help create **a sense of belonging**¹⁴. Having 30 students and 2 Teachers will eliminate the need for more classroom space, student ratio will be 15:1. We also believe that to **set a strong foundation** starting with certified Teachers only will set the high level of teaching, that will allow us to hire a Lead Teacher and an Assistant Teacher from 3rd Grade and beyond. We will backfill any empty seat with applicants that were place in the wait list during entire school year. We will only use NYSED weight lottery generator once per year.

Recruitment: Building upon the social integration and community work already started by the founding group, LADCS will use a broad-reaching recruitment process to attract a diverse student population reflective of CSD 17. This includes families who may be less informed about available options, and our recruitment efforts will allow full accessibility for all eligible students. We will

¹⁴ Mathis, William J. (2016). Research-Based Options for Education Policymaking: The Effectiveness of Class Size Reduction.

conduct a campaign to enroll students eligible for FRLP, SWD, and ELLs. Building upon the relationship and trust LADCS have with the community and the 350 families who are presently attending several Daycares in the Community, have expressed their interest and intent to enroll their child in LADCS if school is approved by NYSED. One of our school founder Ms. Leudo who has direct ties to this district and is familiar with the needs of the neighborhood, she has considerable experience reaching out directly to at-risk families from CSD 17. Accordingly, LADCS will go door-to-door to distributive brochures translated in the principal languages spoken in the community. We will hold informational Meetings with the many community organizations with which LADCS has developed strong relationships with: Preschools, Day Care programs, Community Centers, and Community-Based Organizations that serve Non-English speaking populations, also visiting organizations that advocate for SWD, and will visit local NYCHA housing to recruit Low-Income Families. As a final point, we will use our website and social media accounts to present our program to a wider audience that may not have been reachable thru previous outreach. We will participate in the New York Charter Center Enrollment Fair which attracts large numbers of interested families. We have used Newspapers and TV Media advertisement to bring awareness of our school.

Recruitment for ELLs, SWD and FRLP: To recruit these students, LADCS will use the following strategies:

- Comprehensive campaign to enroll **ELL, SWD, and student's eligible for the FRLP**
- Use **NYC Charter School Center**, this program offers assistance for **recruiting** and educating **ELLs and SWD**.
- We will participate in 2017- recruitment event hosted annually by NYC Charter School Center
- Use a **Weighted Lottery Generator** with guidance and permission from NYSED giving preference to students who are "**economically disadvantaged**"
- Conducted **door-to-door distribution and direct mailing** of 600 flyers in English and Spanish. We have continued to canvassing the neighborhood to promote the school program throughout the process of this application.
- **Hosted presentations** in Preschools, Daycares, God With Us Ministries, CNR Community Center, and other community-based organizations with special effort given to those that serve Non-English speaking families, FRLP, and SWD.
- **Letter** emailed to the **Committee on Special Education** to inform them of our proposal, program, and services. We visited the CSE center and left flyers to be distributed to with interested parents or guardians.
- Use our **website/social media** to reach a wide audience. DNAinfo.com article on our proposal with the following outcome 6095 recipients, 894 people saw the article, and 27 clicks to our website page on 6/20/16.
- **ELL and Low-Income Families outreach** thru **CAMBA** who provide services to Immigrants and Disadvantage Families. Local **YMCA** received flyers to share with families.
- **Welcome Center** to help streamline enrollment and placement procedures for ELL, SWD, and FRLP.
- **Welcome kits** that include key information, basic school supplies, and educational activities for ELL, SWD and FRLP families.
- We have purchased **marketing products to bring awareness and to promote the school**.
- Our Executive Director, Principal and the Student Family Liaison will be accessible and available to meet with all prospective families regarding accommodations and individual student needs.
- We will advertise our Special Education and ELL programs on our website, along with bios of team members as soon as they are hire. Admissions information sessions will be held, including a presentation on our robust Special Education program and Collaborative Team Teaching model.

- We participate in the state Child Nutrition Program and offer free and reduced meals to families who qualify.

Meeting Enrollment/Retention Targets: The Student enrollment population targets for CSD 17 are 92% FRPL, 11.4% ELL, and 15.4% SWD. We are confident that LADCS can meet the enrollment targets for the following reasons:

Retention Plan: Intervention will be integrated in regular instructional blocks through whole and small groups differentiated learning techniques and supported by the Co-Teaching Model, Dean of Intervention, ESL Teacher, Paraprofessional, and Special Education Teacher /Intervention Teachers as necessary. Instructional staff will use school approved strategies and intervention programs to promote students' growth and mastery of standards; intervention services are further described in the (Section II.B Special Students and Populations section). To meet our retention, target the following constituencies will have an active role: Faculty Staff, Scholars, and Parents. Our program will provide:

- 1) Providing a structured, safe and a collaborative environment for Faculty, Scholars and Parents/Guardians that supports learning to achieve great results where everyone is valued and respected.
- 2) Encouraging Parental involvement to support their children's educational success.
- 3) Integrating the school within the community as a whole, in which students can excel. In order to meet our retention rate of 91.1% for Economically Disadvantage, 92% of ELL, and 15.4% of SWD.

LADCS will implement the following retention activities in order to retain diverse learners: We will create a supportive community environment that promotes diversity by ensuring the individual learning needs and styles of our students are met thought and that **all scholars** have equitable access to a high quality learning environment. These strategies are implemented:

- **Dean of Intervention** will service SWD, ELL and students in need of a RTI Tier 3, and oversee the program to ensure students are receiving instruction in the least restrictive environment, while monitoring progress towards measurable benchmarks goals. Dean of Intervention will work jointly with Teachers, leadership, and CSE. The Principal and the Dean of Intervention will work jointly to identify students that qualify for these services.
- **Identify ELL students** through both Home Language Surveys and a follow-up pre-assessment evaluation administered for all new students within 5 days of enrollment.
- **ESL Teachers** will co-plan and ensure that ELLs learning needs and styles are being met, and propose suggestions for the intervention that is needed.
- **Make adjustments and modification** to the ESL and SPED programs based on student needs using data-drive information **to provide appropriate group and individualized instruction.**
- **Hire Multi-Lingual-Staff** to ensure effective, timely and prompt communication with all Non-English speakers. This will promote, engage and create active participation of the Non-English speaking school community.
- **Hold monthly parent workshops** Translation will be available for Non-Speaking English parents/guardians. We will partner with **Learning Leaders**. Topics will include: Increasing Speech and Language Skills at Home, Helping children with critical thinking skills, and How art impacts learning achievement, etc.
- **Offer parents and families referrals** to other service providers in the community that serve FRLP, Special Education, and ELL students.
- **Professional Development** training for staff thru the **NYC Charter School Center, PLTW, School Leader, BRIC, PTLW, and other Professional providers.**
- **Provide** Parents with two **satisfaction surveys**, to receive feedback. This will provide insight to **parent satisfaction with the school.**
- **After School programs**

I D. Community to be Served:

LADCS will be located in CSD 17. Below is data concerning CSD 17’s public school population for the 2014-2015 school year: CSD 17 is located in Central Brooklyn and encompasses the neighborhoods of Prospect Heights, East Flatbush, and Crown Heights. The district is home to the Brooklyn Botanic Gardens, the Brooklyn Museum, the Brooklyn Public Library, and Medgar Evers College.

79% of students in CSD 17 are identified as black, 14% identified as Hispanic, 2% identified as Asian, 3% identified as white, and 2% identified as other. ELLs and students with disabilities constitute 9% and 15% of the student population, respectively. 85% of the student population live in poverty. CSD 17 continues to struggle academically. In 2014-15, only 17% of students demonstrated mastery in English by scoring in the “proficient” or “advanced” categories on the New York State English Language Arts exam, while 24% of third graders demonstrated mastery in math. Of the 2010 high school cohorts, 65% graduated within four years, while 7% dropped out.

This community will benefit from our school because it shoulders challenging social, economic, and academic burdens that make it a definite candidate for an educational alternative that offers hope for significant improvement. Below is the enrollment and proficiency data provide by NYC DOE¹⁵ web page in regards to school accountability performance for 2015. There is a continuous trend of only 30% performing at grade or above grade level.

The data concerning the students achieving proficiency at level 3 and 4 on the 2015 New York State Exams shows: Most students are Hispanic and many are ELLs and from economically disadvantaged backgrounds. Roughly 80% of CSD 17 students are failing to achieve proficiency in ELA and roughly 75% percent of CSD17 students are failing to achieve proficiency in Math, suggesting a need for additional educational opportunities.

New York City Department of Education NYC Results on the New York State 2015 ELA Test (Grades 3-5) District Summary Results for All Students						
Level 3+4						
District	Grade	Year	Category	Number Tested	#	%
17	3	2015	All Students	1598	371	23.2
17	4	2015	All Students	1581	410	25.9
17	5	2015	All Students	1383	219	15.8

NYC Results on the New York State 2013-2015 Math Test (Grades 3-8) District Summary Results for All Students						
Level 3+4						
District	Grade	Year	Category	Number Tested	#	%
17	3	2015	All Students	1629	497	30.5
17	4	2015	All Students	1601	456	28.5
17	5	2015	All Students	1395	395	28.3

Assessment of Community Support for LADCS in CSD 17: 45% of the parents express the need of a STEM educational programs. 50% expressed that Arts programs, are highly important to them. This is the reason we changed our original school design from STEM to STEAM. In order to offer both groups an interest in our School. During the last 11 months, we have developed a strong presence with our neighbors in CSD 17. Parental support has been very robust and is evidenced in over 350 residents’ signatures of support so far. We anticipate this number increasing substantially since the Director of Friends of Crown Heights and several Early Childhood Providers assured us, they would recommend their families to apply to our school. NYC Charter School Center data shows that there are 43,000 students on the wait list, and 77% are economically disadvantaged. Our founding team has continuously solicited community input on the proposed school and used community feedback towards the design of the school.

¹⁵ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

With this history there is a strong community support and interest for our School in CSD 17. (See Attachment Table 2), LADCS is confident and eager to meet the Districts demand for our proposed school and our enrollment capacity.

Methods Tailored to CSD 17: Our school model **aims to close the achievement gaps** using differentiated instruction for **all** students; especially for **SWD, ELLs, and At Risk** scholars. Due to the probability of there being a large number of ELLs at LADCS, our ESL Teachers will be trained in SIOP¹⁶ and QTEL¹⁷ language acquisition techniques such as: Flexible groupings for differentiated instruction; Opportunities to pre-teach key skills, strategies, and concepts; Intensive, explicit instruction in decoding and word-recognition skills, which may include materials at the reading level of students; Guided reading to ensure students are reading books on or slightly above their levels (**See Attachment 3a**); Scaffolded instruction in the fundamental elements of plot, including conflict and resolution; Ample opportunities to practice delivery of oral presentations including dramatic role playing, and storytelling; Direct, explicit instruction in language development to address grammatical structures of oral and written standard English; Vocabulary instruction embedded in context, including academic language; Building of background knowledge; Use of visual clues; and amplification: expressing material in multiple ways to ensure all students get it.

I.E. Public Outreach

Building upon the community support LADCS has been able to gather community support for the past 11 months. We have implemented a multi-level community outreach plan on a consistent basis targeting various stakeholders in the community: Families and Parents, Community Boards 9 and 12, Community-Based Arts Organizations, Community Activist Organizations, Preschool, Daycare and Early Childhood programs, Educational Leaders, and Elected and Appointed Officials. The lead applicant used presentations to explain LADCS unique and innovative educational model and to gather feedback from the community stakeholders that brought awareness of this school proposal. Below is a partial list of public outreach showing the community's sustained commitment to LADCS. A full list of Public Outreach can be found in **Table 2**.

Family Outreach: We have presented our school proposal to over 350 parents: Face to face conversation, via email, and in public meetings held throughout the community including at God With Us Ministries, CNR Community Center, In all of our communications, we have expressed a genuine interest in receiving feedback about our school proposal, and have provided answers to the questions raised by parents. So far, LADCS has over 350 signatures of support and great interest in our initiative.

Preschool, Daycare, and Early Childhood Program Outreach: LADCS intends to build a supportive network of educational programs in the community to share best practices, find solutions to common problems, and share resources in order to ensure students receive the necessary services to perform at/or above grade level. For this reason, LADCS has reached out to Teachers and Directors at existing Early Childhood, Preschool and Bilingual Education programs to share our ideas. We have divided the community outreach strategy into four components to ensure all stakeholders in the community were properly informed, and also received their comments and input to put this program together.

1. Community Outreach at Large:

- We have placed ads in newspapers: El Diaro and La Voz Hispana with a circulation* of 14,900. These ads ran for four days each.
- DNA Info Article which was sent to 47,788 emails (to Prospect Heights and Crown Heights residents), with 7031 clicks to our website, and generated 28126 people that read the article.
- We created a website: www.lasamericascharterschool.org ,to receive online feedback and also

¹⁶ <http://www.cal.org/siop/research/>

¹⁷ <http://qtel.wested.org/success-stories/austin-independent-school-district/studies-about-qtel/>

used a survey to receive online feedback . (see survey monkey)

2. Community Organization:

- Sent email to CB8, and CB9 to inform them of our intent to operate a new Charter School.
- We have met with several Directors of Early Childhood Centers and Preschool programs who have shown interest in our educational proposal, and the school mission. We exchanged information of the needs and lack of a good elementary educational program in this community.

3. Family/Parent Level

- We have analyzed and updated the data from our website using Monkey Survey. (see)
- We have presented the school proposal to over 350 parents and community members.
- We have collected over 350 signatures of support from parents and community members.

4. Political Level:

- Met with Brooklyn Borough President Erick Adams, and Educational Director, to explain our proposal and we received a Letter of Support.
- Email to Congressman Hakeem Jeffries sent to Ms. Tasia Jackson.

*Results for Indirect outreach: 6,095. Direct outreach: 1,194. Newspapers outreach: La Voz Hispana: 3,500 and El Diario: 4,500 based on newspaper circulation in CSD 17 only. DNA emails: 12,888

Use of Feedback towards our School Design: To gain a comprehensive understanding of the impact our school can have, LADCS asked for feedback from families who attended the informational meeting and thru our web page. Many of the responses at this early stage were very positive, describing our proposal as “amazing,” a “wonderful opportunity for the children in Prospect Heights,” and a type of school that they will definitely enroll their scholar. Our initial name was Las Americas Charter School, after listing to parent feedback our name changed from LACS to LADCS we started with a STEM program , but Arts was important to our stakeholders and we became a STEAM program. We also add the word “Discovery” to our name implementing the nature of the School Mission.

I.F. Programmatic and Fiscal Impact

Programmatic impact on public and nonpublic schools in CSD 17: There are 22 other public elementary schools and 17 nonpublic K-5 schools in CSD 17: 12 of these are Roman Catholic parochial schools, two are Greek Orthodox affiliated schools, two are Christian schools, and one is a Jewish school. LADCS will open with 150 students in 2017-2018. In 2022, we would have 510 students; this would constitute only 1.4% of CSD 17’s current population of 23,431 students. The impact on student enrollment of other district and charter public and non-public schools in the Community School District is also expected to be minimal. LADCS will have the potential to positively impact local schools by modeling innovative programs and sharing effective practices, and creating opportunities to collaborate in areas such as professional development, parent involvement and extra-curricular activities benefiting students across the district.

Fiscal Impact on public and nonpublic schools: As a proportion of the overall New York City education budget, LADCS financial impact will be minimal. New York City’s DOE budget for fiscal year 2015-2016 is \$27.6 billion. In Year 1, LADCS expects to enroll approximately 150 students—only 0.64% of District 17’s student enrollment. Our school’s first year budget would be \$2,167,172, which represents less than .01% of the total NYCDOE budget.

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Operational Year	Enrollment (# of Students)	Per Pupil Allocation	Projected Per Charter Pupil Charter Cost (BxC=D)	Other Projected District Revenue (SPED funding Food, Service, Grants, etc. (E)	Other Projected Funding to Charter School from District (D+E=F)	Total Budget For District (G)	Projected Impact (Districts Overall Funding)

							(F/G=H)
2017-2018	150	\$14,027	\$2,104,050	\$63,122	\$2,167,172	\$825,800,000	0.26%
2018-2019	240	\$14,027	\$3,400,145	\$102,004	\$3,502,149	\$825,800,000	0.42%
2019-2020	330	\$14,027	\$4,721,951	\$141,659	\$4,863,610	\$825,800,000	0.59%
2020-2021	420	\$14,027	\$6,009,756	\$180,293	\$6,190,049	\$825,800,000	0.75%
2021-2022	510	\$14,027	\$7,370,536	\$221,116	\$7,591,652	\$825,800,000	0.92%

II. Educational Plan

II.A. Curriculum and Instruction

Overview: “Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires scholars to pay rigorous attention and develop adequate life and career skills¹⁸. Our Kindergarten instruction includes: communication skills, literature, dramatic play, creatives art, music activities, group projects, discussions, science and mathematical experiences, physical education. First thru Fifth Grades includes: Reading, Spelling, Writing, ELA, Mathematics, Social Studies, Science, Music, Arts, Physical Education, Technology. And Engineering. **We will use the CCLS and the NYS Standards to create our curriculum design.**

Curriculum that furthers the School Mission and Key Design Elements: We chose our curricular resources based on their compatibility with our mission and our educational approach in alignment with the CCLS and NYS standards. Two elements that contribute to our mission are STEAM and HEART. Project Based Learning is used as an Inquiry-focused, interdisciplinary approach for ELA, STEAM, and Social Studies, through the use of the Blended Learning (BL) and Inquiry Learning (IL). All of these components will integrate with the Inquiry Learning Model (ILM) using the Project Based Learning approach. With Data Driven and Differentiated Instruction, we will meet Benchmark #1. The curriculum will be delivered in a multitude of venues including; large group, small group, centers and technological methods. These instructional methods will allow Students With Disabilities, ELLs and those less advantaged to reach academic success. (See section II.D)

Curriculum Revision Process: The Principal in conjunction with the Teachers will review the curriculum annually to ensure all scholar needs are being met, the Principal will make final revision to ensure instruction is effective and scholars growth is achieved. If data indicates a steady decline in scholars is performing below grade level the curriculum will be revised immediately by the Principal and the Board Educational Committee will intervene to ensure the School will comply with the Charter accountability. **Then it will be presented to The Board for final approval.** The Principal jointly with Curriculum providers will oversee the process of selecting and developing the pre-opening curriculum, pending final approval of the Board of Trustees Educational Committee, but it will be further revised and finalized by the Principal and Teachers in our pre-opening time once they are hired. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. The pre-opening curriculum will be designed to directly respond to both the New York State’s CCLS and The New York State Learning Standards. Beyond finalizing the selection of curricular materials and the identification of all vendor partners, the Principal and the Educational Committee will be developing guiding documents that give all stakeholders (school leaders, Teachers, parents, students, and the Board) a shared understanding and baseline of what must be learned and when (see page 25). These documents include adjustments for gifted and talented students capable of moving at a faster pace and for struggling students of any kind that require additional remediation. The Principal will collect and use data to track the socio-emotional needs of

¹⁸http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf

students and use data regarding the impact of programs designed to support students’ social and emotional health.

Instructional Best Practices: LADCS instructional model will combine and incorporate best practices inherent in the Gradual Release of Responsibility(GRR) model and the Sheltered Instruction and Observation Protocol (SIOP) model. In fact, the components of the GRR model are already built into the SIOP model, making the utilization of both in concert together a natural and seamless process. Below is a crosswalk that delineates the connections, correlations, and synergies between the GRR model, SIOP model, and LADCS model:

LADCS Academy STEAM Instructional Progressions	Gradual Release of Responsibility	Sheltered Instruction Observation Protocol
Coherent Modeling & Structured Expectations	Direct Instruction & Focused Lesson	Lesson Delivery & Building Background
Differentiated Instruction & Multimodal Content	Collaborative Learning & Scaffolding	Comprehensible Input & Student Strategies for Success
Student-Led Discovery & Collaboration	Collaborative Learning	Student Interaction
Demonstration of Understanding & Meaningful Application	Independent Learning	Practice & Application, Review & Assessment

Students learn best when they are actively engaged in their work. Student engagement increases when tasks include authenticity, choice, creative thinking, critical thinking, and those that are product-focused or have an audience incorporated (Schlechty, 2011). **Strategies utilized are:** Student Center Instruction, Small Guided Group Instruction, Mini-Lessons, Reader’s and Writer’s Workshop, Project Based Learning, Blended Learning, Story Telling, etc.

ELA program, Open Court Reading¹⁹ program delivers a legacy of success over 50 years. The explicit, systematic, researched-based instruction supports **all** learners as they learn to read. Supporting best teaching practices to build a foundation for lifelong learning are critical years for transforming inquisitive students into highly skilled learners. Although every student does not begin school with the same degree of knowledge, Open Court Reading program will support **all students for academic success** in reading, writing, and language arts mastery. With an explicit, systematic approach to teaching, learning is exciting and engaging for all students. Advantaged of this curriculum are: a) Instruction in the five key areas of reading, b) Differentiated Instruction in every lesson c) English Learner support d) Strong inquiry/higher-order thinking strand and Robust writing strand. SRA Open Court Reading empowers Teachers with the tools needed to build strong readers, writers, and thinkers. Students who are able to comprehend complex texts are more likely to be successful after high school.²⁰ These components will be present:

- Teachers and the School leaders will work in teams to implement changes.
- Progress is tracked and success celebrated using online i-Ready data tools.
- Students are grouped according to their reading levels and moves as their reading improves.
- Struggling students receive computer-assisted instruction according to individual needs.
- Engages parents and actively addresses attendance, behavior, and health problems that could interfere with scholar progress.

¹⁹ <http://opencourtreading.com/pdf/resources/Research-in-Action.pdf>

²⁰ students who are able to comprehend complex texts are more likely to be successful after high school.

Science: Our program will engage students in a scientific project based and inquiry learning by tapping into their sense of wonder about the world around them. Students will question, and then plan how they will find answers to their questions. This will lead to conducting investigations, which may take form as activities, research, reading or interviews with experts. Students will then reflect on what they have learned through their investigations and share the outcomes of their discoveries using hands-on kits, implementing PBL project at the end of the study unit. We plan to use **Project Lead The Way (PLTW) Launch curriculum** for **STEM**. This curriculum offers assessment and PD for Teachers and is aligned with the Next Generation Science Standards, and this program is completely aligned with the Common Core, and NYS Learning Standards. Engineering will be an evident component when unit content is taught. **Launch – Assessment is a Student-Centered Balanced Assessment** PLTW will provide formative, and summative assessment within each PLTW Launch module. This Check for Understanding targets specific knowledge and skills gained throughout the module. Through a balanced assessment approach, assessment is an ongoing activity. Students will demonstrate their knowledge throughout the course by completing activities, projects, and problems using a variety of assessment tools, such as performance rubrics and reflective questioning, to deepen and expand their knowledge and skills. Also, assessment will be done through Teacher observation. This curriculum will provide materials and resources for Inquiry-Based Learning activities that engages students in problem solving. In addition, in order to assist grade-level teams with refining their project-based learning plans, LADCS will use a Teaching for Understanding tuning protocol. Grade-level teams present the projects to all staff during Monday professional development. A grade-level team will present its project, which will be followed by clarifying questions from staff members. Following that, staff members will give warm/cool feedback and indicate what they thought worked well and what could use additional thought or detail. Below are units that scholars will learn in our first year for Kindergarten and 1st Grade, we also included 5th Grade:

Aligned to Kindergarten Standards

Structure and Function: Exploring Design – Scholars discover the design process and how engineers influence their lives. They explore the elements of structure and function by identifying products around them designed by engineers and asking questions engineers might ask. They are introduced to a design problem through a story in which Angelina wants to design a paintbrush. Students apply their knowledge from the module to design their own paintbrushes.

- **Pushes and Pulls** – Students investigate pushes and pulls on the motion of an object and develop knowledge and skills related to forces of differing strengths and directions. Their explorations include pushes and pulls found in their everyday world, such as pushing a friend on a swing or pulling a wagon. In this module’s design problem, Suzi needs to move rocks from her yard so she can install a swing set. Students work through the problem by applying what they learn about forces.
- **Structure and Function: Human Body** – Students explore the relationship between structure and function in the human body. They examine major organs within the body and investigate how the structure of each is related to its function. Students are introduced to the design problem through a story in which Angelina falls off the monkey bars and breaks her arm. Students learn about the diagnosis and treatment of her injury and then work to design and build a cast for Angelina.
- **Animals and Algorithms** – Students explore the nature of computers and the ways humans control and use technology. Starting with an unplugged activity, students learn about the sequential nature of computer programs. Students are inspired by a story in which Angelina, Mylo, and Suzi

make videos to teach preschoolers about animals in their habitats. Then, students work in small groups to design and program a simple digital animation about an animal in its habitat.

Aligned to First-Grade Standards

- **Light and Sound** – Students investigate the properties of light and sound, including vibration from sound waves and the effect of different materials on the path of a beam of light. After students develop an understanding of light and sound, they are challenged to solve a design problem Mylo, Suzi, and Angelina face. In the story, the characters are lost and must use only the materials in their backpack to communicate over a distance by using light and/or sound. Students use the design process to sketch, build, test, and reflect on a device that solves this design problem.
- **Light: Observing the Sun, Moon, and Stars** – After observing the sun, moon, and stars, students identify and describe patterns in their recorded data. Angelina, Mylo, and Suzi introduce the design problem, which challenges students to create a playground structure designed to protect students from ultraviolet radiation. Students utilize their knowledge of light to design, build, and test structures created to solve this problem. Students then evaluate their designs, share their findings, and explore ideas to improve their structures based on the testing data.
- **Animal Adaptations** – Students explore animal adaptations for protection, camouflage, food obtainment, and locomotion. Students learn what it means for an organism to be adapted to its environment and how different adaptations can be categorized. Students are introduced to the design challenge when Suzi announces she is visiting the Sahara and needs to get prepared for her trip. Students are challenged to design the ideal shoe for travelers to wear in extreme environments, applying what they have learned and looking to plant and animal adaptations to guide their designs.
- **Animated Storytelling** – Students explore the sequential nature of computer programs through hands-on activities, both with and without a computer. They examine key aspects of storytelling and devise how to transition a narrative from page to screen. Students discover the design problem through a story about Angelina, Mylo, and Suzi, who wish they could find a way to create a story with characters who move and interact with each other. Combining fundamental principles of computer science with story-building skills, students develop animations that showcase characters, settings, actions, and events from short stories of their own creation.

Aligned to Fifth-Grade Standards

- **Robotics and Automation** – Students explore the ways robots are used in today’s world and their impact on society and the environment. Students learn about a variety of robotic components as they build and test mobile robots that may be controlled remotely. Angelina, Mylo, and Suzi are tasked with designing a mobile robot that can remove hazardous materials from a disaster site. Students are then challenged to design, model, and test a mobile robot that solves this design problem.
- **Robotics and Automation: Challenge** – Students expand their understanding of robotics as they explore mechanical design and computer programming. This module focuses on developing skills needed to build and program autonomous robots. Angelina, Mylo, and Suzi are tasked with designing an automatic-guided vehicle to deliver supplies to a specific area in a hospital without being remotely controlled by a person. Inspired by this design problem, students work with a group to apply their knowledge to design, build, test, and refine a mobile robot that meets a set of design constraints.

- **Infection: Detection** – Students explore transmission of infection, agents of disease, and mechanisms the body uses to stay healthy. Through a simulation, they compare communicable and non-communicable diseases. In the design problem, Suzi comes down with a fever and sore throat, and her friends wonder how this illness might have spread across the school. Students tackle the design problem by examining evidence to deduce the agent of infection, the likely source of the outbreak, and the path of transmission through a school. They design and run an experiment related to limiting the spread of germs and apply results to propose appropriate prevention methods.

Infection: Modeling and Simulation – In this module, students investigate models and simulations and discover powerful ideas about computing. The design problem – related to the Infection: Detection module – is introduced as Mylo and Angelina look to model an infectious disease to simulate how an illness spread through their class. Applying their new understandings, students program their own models and collect data by running simulations with different parameters.

Below is sample of the Structure and Function: Exploring Design: National and State Standards Alignment Aligned to *Next Generation Science Standards*

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

ETS1.A: Defining and Delimiting an Engineering Problem - Asking questions, making observations, and gathering information are helpful in thinking about problems.

ETS1.B: Developing Possible Solutions - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.

ETS1.C: Optimizing the Design Solution – Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

Science and Engineering Practice - Asking Questions and Defining Problems.

- Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.
- Ask questions based on observations to find more information about the natural and/or designed world(s).
- Define a simple problem that can be solved through the development of a new or improved object or tool.

Science and Engineering Practice - Developing and Using Models -Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. Develop a simple model based on evidence to represent a proposed object or tool.

Science and Engineering Practice - **Analyzing and Interpreting Data** -

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

Structure and Function: Exploring Design Standards Alignment – analyze data from tests of an object or tool to determine if it works as intended.

Crosscutting Concept – Structure and Function - The shape and stability of structures of natural and designed objects are related to their function(s).

Common Core ELA Alignment:

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1b Continue a conversation through multiple exchanges.

Common Core Math Alignment:

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
MP.2 Reason abstractly and quantitatively.
MP.4 Model with mathematics.
MP.5 Use appropriate tools strategically.

Teachers will use a rubric created by the Buck Institute to score their own instruction on the project-based learning unit. They will use these results to make improvements to the project for the following school year, as well as to make adjustments to the subsequent projects that they create.

Building Institutional Knowledge: At the end of each project, grade-level teams will be required to create a portfolio that includes the unit and lesson plans, pictures of student work, work samples, and any other artifacts from the unit. The goal is to create full units with all the necessary artifacts so that LADCS has institutional memory from which future Teachers can benefit.

Technology: Computer Science is offered from Kindergarten Code.org curriculum²¹ is completely free for anyone, anywhere to teach. To help Teachers implement this course for grades K-5, Code.org offers a high-quality, 1-day workshop for educators and content-area Teachers (librarians, tech-ed specialists, etc.). These workshops are led by experienced Code.org facilitators. Our staff will learn how to use Code.org courses to introduce computer science basics in a format that's fun and accessible to our youngest learners (Grades K-5). All the supplies we need to teach will be provided at no cost. Teachers uses The Code Studio dashboard they will be able to view the lesson plans, create student accounts and monitor student progress. Students don't need an email address to have an account in Code Studio. Students can even log in with a picture instead of a text password.

Course 1: K- 2nd Grade Early-Readers Sequences, Loops and Events, Meaningful Collaboration with Others, Problem-Solving and Perseverance Techniques, Internet safety. **Course 2: Ages 6+ Beginner readers** Conditionals, Algorithms, Binary Code, Debugging. At the end of each course students will create an interactive games or stories that they can share with anyone. These courses are also flexible. Educators can adjust them based on their students' developmental level and prior experience. All lessons align NYS Computer Science Standards. They additionally reinforce concepts and skills taught in other subject areas by integrating national Math, English Language Arts, and Science standards. It's important to build curricula that provides learning opportunities that appeal to diverse learners from various backgrounds. Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulos, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005).²²

²¹ <https://code.org/educate/curriculum/elementary-school>

²² <http://www.edutopia.org/teacher-development-research-keys>: -success

Exploring Computer Science is a yearlong course consisting of 6 units, approximately 6 weeks each. This will be implemented from 3rd to 5th grade. The course was developed around a framework of both computer science content and computational practice. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools/platforms, and culminate with final projects.

Engineering: Each classroom will have 5 WeDo kits. These kits will support hands on instruction to achieve curricular goals. The guide that comes with the WeDo software provides ideas of how to achieve mathematics, science, technology, engineering and language arts goals. John Heffernan has created one of the best known K-6 curricular plans involving educational robots. The curriculum starts with the (non-Lego) BeeBot in Kindergarten and moves the WeDo in lower primary and then the NXT in upper primary. The curriculum includes links to standards and open-ended challenges. This is not a separate subject it is integrated in math and science class as a PBL thematic unit. The powerful ideas from computer science addressed in this curriculum include: the engineering design process, robotics, programming, repeat parameters, and sensors. These powerful ideas are explored in the context of a curriculum that draws on the theme of the playground and can be adapted to many other early childhood themes. Each unit follows the same basic structure: 1) warm up games to playfully introduce or reinforce concepts, 2) introduction of the powerful idea through a challenge, 3) work individually or in pairs, 4) technology circle 5) free-explorations 6) student's assessment.

Teacher introduces the Challenge: Create a Car and assist students only as needed in solving the problem. Make a car that repeats going forward until it senses a wall or other object, then runs backward between 6 and 10 inches, then goes forward again until it senses a wall. The Technology Design Loop is not taught until the next lesson, allowing the teacher to assess what students already know during the first challenge. Still, as often as possible, lead assistance seeking students using inquiry instead of merely providing suggestions for them. Questions might include:

- How could you use one motor to move two wheels at the same time?
- How can you tell your robot to keep running a program?
- What does a robot need to “see” if a barrier in front of it?

If time allows, ask students to go around the room and observe their peers' robots. Encourage them to give constructive feedback. For example, a student might tell a peer:

“I like how you placed your sensor far forward of the wheels so that the robot stopped in time.” or “I think your design could be strengthened if you attached the motor like this.”

Have students organize and turn in their kits about 15 minutes before the end of the day. Have them fill out the day's student log.

Assess final products using the rubric as the pre-assessment for Robot Design.

Assessment: Assess final products (LEGO cars) using the rubric as the pre-assessment for Robot Design. Keep the rubrics to compare with post-assessments on the final day. Assess their final products using the rubric as the pre-assessment for Robot Design. Keep the rubrics to compare with post-assessments on the final day. Score and keep the systems model and the Technology Design Loop pre-assessments to compare with the post-assessments on the last day.

Extension: Make a car that repeats going forward until it is on a ramp, then runs backward between 6 and 10 inches, then goes forward again until it senses that it is on a ramp again.



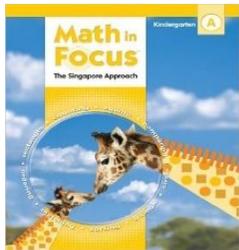
Pre-Assessment: Robot Design

Categories↓	Needs Improvement 1	Fair (Novice) 2	Good 3	Excellent 4
Innovative Design (program and structure in unison)	Design is substandard; not able to achieve the challenge; motor movement is inaccurate; misuse of sensors	Design is standard with no surprises or innovation; achieves the challenge at least some of the time; standard use of sensors	Some unique features that make the design better than average; achieves the challenge all or almost all of the time; thoughtful use of sensors	The design is surprisingly unique, making it superior to others; achieves the challenge every time; superior use of sensors
Structure	Structure is fragile, falling apart under normal use	Structure often holds together under normal use, but is cumbersome or inefficient	Structure is strong and efficient; almost always holds together under normal use	Structure is both solid and elegant; holds up against mishandling
Program	Program unable to complete the challenge; not linked to sensors; illogical	Program often completes the challenge, but inconsistently, inaccurately, or taking more time than needed	Program is logical and efficient; achieves the challenge all or almost all of the time	Program is surprisingly sophisticated; achieves the challenge all of the time

Score: ____

Arts: will be an essential component part of adding the “A” to STEM =STEAM. The curriculum includes studio production, video editing, drama, theater, and sound. The capacity of arts to be integrated into mathematics is clear in matters of an artistic design, but there is also acoustics calculus and geometry. Theater enhances many of the English Language Arts higher order thinking domains of speaking, listening, writing and reading. LADCS has “Arts” Integration Model that meshes together with Core Instruction. (See Art Integrated Learning in the Key Design Elements section)

Math Curriculum: Using Singapore Math in Focus²³



Math in Focus®: is a Singapore “**Math** that utilizes **PBL** which is a fundamental part of mathematics and is based on concepts and how to answer basic operational questions (addition, subtraction, multiplication, division) with confidence and accuracy, and applied to everyday life. The ability to solve problems is both a goal of mathematics and a tool within mathematics. As such, problem solving is integrated into all our mathematical learning instruction”. — by National Council of Teachers of Mathematics, 2000.

Conceptual Understanding “This concrete to pictorial to abstract approach benefits all students but has been shown to be particularly effective with students

who have mathematics difficulties, mainly because it moves gradually from actual objects through pictures and then to symbols.” —Jordan, Miller, & Mercer, 1998 Visualization / Representation “For students to understand such mathematical formalisms, we must help them connect these formalisms with other forms of knowledge, including everyday experience, **concrete examples, and visual representations**. Such connections form a conceptual framework that holds mathematical knowledge together and facilitates its retrieval and application.” —by Donovan & Bransford, 2005, p. 364.

Students collaborate on projects that increase their communication skills and develop their reasoning and problem solving skills through hands-on activities. The schedule allows for 90 minutes of math study, which is used to increase skill level and mastery of the content

Bill Jackson, a math education specialist who has taught in New Jersey and New York reports the following: —I’ve seen firsthand the difference the Singapore math approach can make. I began using Primary Mathematics textbooks from Singapore ‘s Marshall Cavendish Education in 2000 when I was a classroom teacher. I have used Singapore math with both low-income inner-city students and affluent suburban students, and found that, when taught in the right way, it makes learning mathematics fun and engaging, allows students to understand mathematics deeply, and helps them become proficient at solving very complex math problems.²⁴

Instructional Methods/Instructional Materials:

Math Workshop: Math class is often conducted as a workshop with these parts:

- **Math Workshop Activity:** Teachers will set up the situation, question or activity in which students will explore by explaining learning benchmarks and goals for the day, by posing a problem or a task, or by modeling an activity.
- **Collaborative Learning Structures:** Using many of the structures developed by Kagan students will work together to meet the requirements of Collaborative learning as defined by Kagan known as PIES: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction. Creating this community where students are respected is crucial for a successful collaborative learning program. To encourage this, instructors need to observe how students treat one another and deal with problems since students from diverse groups state that insensitive comments usually come from classmates²⁵ (McKeachie, 1994).
- **Mini-lesson:** Based on what Teachers find during the independent or group work, they conduct a mini-lesson based on what students are struggling with or have discovered.
- **Sharing/comparing problem-solving strategies:** Students will spend time sharing, explaining, and defending their own work to their fellow students. They will also evaluate the work that others did.
- **Computer based instruction: i-Ready** software programs will be used to supplement classroom activities, increase students’ computer literacy skills, and offer students opportunities to practice new skills and knowledge with immediate feedback via online lessons picked by Teachers based on each students’ individual needs.

²³ http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif_research_efficacy_lr.pdf?la=en

²⁴ <http://schoolsofthought.blogs.cnn.com/2012/10/10/my-view-americas-students-can-benefit-from-singapore-math/>

²⁵ <http://archive.wceruw.org/cl1/cl/doingcl/envirom.htm>

Essential Course-specific Assessments:	
<ul style="list-style-type: none"> • <i>Singapore Math</i> end-of-year assessment <i>From the prior year</i> 	September
<ul style="list-style-type: none"> • <i>i-Ready</i> end-of-unit summative assessments (including observation, student self-assessment, and written assessment components) and formative assessments 	At the close of each unit, every 4-to-6 weeks, depending on grade level
<ul style="list-style-type: none"> • <i>Singapore Math</i> progress checks 	Weekly or more frequently
<ul style="list-style-type: none"> • <i>Singapore Math</i>, and <i>i-Ready</i> end-of-year assessment 	May

Social Studies: The heart of Social Studies (SS) is the preparation of our pupils to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience. Drawing on the social life that is of meaning and interest to the learners, SS seeks to inspire mental eagerness and evoke scholars' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, SS helps pupils to attain relevant knowledge and understandings about these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives. LADCS mission is to prepare scholars to critically analyze the world. We will use Scott Foresman curriculum that follows a student-centered, personalized approach to learning that combines constructivism with rich content. In a series of clear, engaging informational text book that provides Teachers with resources to engage scholars in meaningful discussion, simulations, and performance assessments. The K – 5th grade program offers a variety of ways for our students to think critically about key concepts—through reading, hands-on activities, and technology, they will actively experience the world they live in. Providing multiple ways to experience the content allows Teachers and students to personalize the learning. This curriculum provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with five-week units based on an essential question that can address skills and content knowledge appropriate for different grade levels. This structure enables the curriculum to satisfy state content standards by highlighting the areas that students are expected to master at a specific grade level and by aligning daily lessons with grade level expected outcomes.

Curriculum Resources for Social Studies:

Here We Go for Kindergarten, **All Together** for 1st Grade, **People and Places** for 2nd Grade this content will also be used in 3rd Grade, **Building a Nation** for 4th Grade, **Growth of a Nation** for 5th Grade, **Additional resources:** National Geographic Social Studies Curriculum, Videos, Field Trips, writing prompts and atlases, among others.

Curriculum Planning Process: LADCS will ensure at all times that the curriculum aligns to the CCLS. Teachers will use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. The **Curriculum is Differentiated** to provide an opportunity for **all students** to master grade-level skills and concepts. Even though we are a STEAM school, we have placed rigorous and structured emphasis in ELA to help us achieve success in STEAM, and in our RTI will monitor that students are achieving their level of proficiency, when they take NYS Standardize Test. We will closely work with CSE to ensure a collaborative environment to best serve SWD. The Homeroom Teachers will advise the Dean of Intervention of any concerns he/she has in regards to scholar performance, DI will meet with Homeroom teacher, Special Education teacher, Related Services, and the Principal, to review Teachers

concerns. The DI will monitor the data to make informed decisions on how instruction and changes can impact and improve student achievement to serve SWD. The same will be implemented for ELL and At Risk with support from ESL teacher. After all information is gathered we will notify the parent/guardian of our findings and concerns.

The curriculum is systematically reviewed and revised by the Principal in conjunction with Teachers from each grade level, Dean of Intervention, ESL and Special Education Teachers yearly and is lastly approved by The Board of Trustees.

During the planning year, LADCS founders, key staff, and selected consultants and providers will participate in the development of the curricular scope and sequence for each subject area, incorporating our LTM, IL, and STEAM program. The consultants and providers will be seasoned educators, coaches, curriculum specialists, and classroom Teachers with relevant experience in curriculum design and teaching in their subject area. They will be well-versed in New York State and Common Core Standards and have experience with and knowledge in Inquiry Learning instruction and Responsive Classroom.

Curriculum Resources for ELA

- I-Ready Computerized Program for Phonological Awareness (K-2) In combination with Open Court

Fountas and Pinnell's Guided Reading Model (K-5), Lucy Calkins' Reader's / Writer's Workshop Model (K-5). Open Court K-2nd Grade.

Literacy: Based on the experience of other successful elementary schools, our literacy curriculum will be organized into four overlapping strands: reading, writing, language, and speaking/listening; this will be emphasized equally and integrated together. We will use a high quality curriculum to provide standards-based instruction in all areas of literacy. The following curricular materials will be used to teach reading and writing:

Amount of Time: Scholars will receive 615 minutes per week of ELA. The key content and skills that will be developed are as follow:

- **Key Ideas and Details:** Ask and answer questions about key details in a text; re-tell familiar stories; identify characters, settings, and major events in a story; identify the main topic and re-tell key details; describe the connection between two individuals, events, ideas, or pieces of information.
- **Craft and Structure:** Unknown words; common types of texts; author and illustrator of a story and his/her respective role; front cover, back cover, and title page of a book, etc.
- **Integration of Knowledge and Ideas:** Relationship between illustrations and stories; compare and contrast adventures and experiences of characters; cultural connections to self and text; reasons an author gives to support points; basic similarities and differences between two texts of the same topic.
- **Range of Reading and Level of Complexity:** Group reading activities
- **Responding to Literature:** Connections between self, text, and the world; create a poem, dramatization, art work, or personal response
- **Print Concepts:** Follow words on page (left to right, top to bottom, and page by page); relationship between spoken words and written language using letters; spaces in print; upper- and lowercase letters of the alphabet.
- **Phonological Awareness:** Rhyming words; count, pronounce, blend, and segment syllables; blend and segment onsets and rimes of single-syllable words; phonemes. students will be put in small groups according to their needs to develop vocabulary with a focus on speaking, phonics, and grammar, as well as to work on the Language Standards and Foundational Skills outlined in the CCSS. This lesson could be used in isolation, but it is preferably used within the context of a larger session. Words Their Way will be the main instructional material.
- **Phonics and Word Recognition:** Letter-sound correspondences; long and short sounds with graphemes; high-frequency words by sight; similarly spelled words.

- **Fluency:** Emergent reader texts.
- **Text Types and Purposes:** Drawing, dictating, and writing for opinion pieces, informative/explanatory texts, or to narrate a single event or loosely linked events.
- **Production and Distribution:** Questions/suggestions from peers; add details; digital tools to produce and publish writing.
- **Research to Build and Present Knowledge:** Shared research and writing projects; gather information from sources provided.
- **Comprehension and Collaboration:** Collaborative conversations with diverse partners; asking and answering questions about key details and requesting clarification; ask and answer questions to seek help, get information, or clarify something; understand communicate with individuals from different cultural backgrounds
- **Presentation of Knowledge and Ideas:** Describe familiar people, places, things, and events; add drawings or visual displays to descriptions; speak audibly; express thoughts, feelings, and ideas clearly.
- **Conventions of Standard English:** Upper- and lowercase letters; use frequently occurring nouns and verbs; form regular nouns orally by adding /s/ or /es/; interrogatives; prepositions; complete sentences; capitalization of first words in a sentence and I; end punctuation; phonemes; spell simple words phonetically.
- **Vocabulary Acquisition and Use:** New meanings of familiar words; inflections and affixes; sort common objects into categories; antonyms; real-life connections between words and their use; shades of meaning of verbs; words and phrases acquired through conversations.
- **Writing Workshop Units:** Launching the Writing Workshop; Approximating Small Moments; Looking Closely: Observing, Labeling, and Listing Like Scientists; Writing Pattern Book to Read, Write, and Teach; Procedural Writing: How-To Books; Informational Books; Authors as Mentors; Informational Books in Science; Poetry and Songs.

Essential Course-specific Assessments:	
Kindergarten -3rd Grade • Fountas & Pinnell Letters, Words, and How They Work Assessment Checklists	Ongoing
Kindergarten-5th Grade • Fountas & Pinnell Benchmark Assessment System (BAS)	3 times a year August, January, May
i-Ready Diagnostic	Every 4 weeks
6Trait+ 1 Rubric	September, December, May
Observation and document production in reading and writing	Ongoing

We will use Fountas & Pinnell Leveled Literacy Intervention (LLI) as a small group, supplementary literacy intervention designed for students who find reading and writing difficult. These students are the lowest achievers in literacy at their grade level and are not receiving another literacy intervention. Through systematically designed lessons and original, engaging leveled books, LLI learning in both reading and writing, will help students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Every day there will be two periods, one a Reading Workshop and the other a Writing Workshop, dedicated solely to the development of literacy.

Reading Workshop: (60 minutes per day) Using Lucy Calkins' Units of Study, we will start with a

mini lesson in a small group center that explicitly addresses workshop procedural elements, a targeted skill or strategy, or literary analysis. Scholars will read independently from a book that they have chosen at book centers. Written journal responses will expand scholar's opportunity to respond to the literature. Scholars discuss themes as they are hand-picked from a variety of genres and they will read at their independent reading level to master stamina and skill. The Teacher will be working with another small group to assess progress, address fluency and comprehension skills identified during guided reading, and assess whether text difficulty is appropriate for the student to enhance achievement.

Instructional Materials: will serve as the basic structure by which students will learn to read, talk about, and think about texts. The main components of the Reading Workshop include: mini-lesson/reading aloud, independent reading, conferring/small group, sharing, running records, and teacher observations. The Reading Workshop models the practices and behaviors of fluent, comprehension-oriented reading. Throughout grades K-5, the Reading Workshop will teach students to recognize key ideas, details, craft, and structure, as well as to understand how knowledge and ideas are integrated in both literature and informational texts, as outlined by the Common Core Standards.

Instructional Methods: Interactive Read Aloud: Teachers will model fluent reading, developing vocabulary and comprehension skills using seminal texts. There will be built-in time for students to try out new or reviewed reading strategies. Teachers will use the CCSS to plan scaffolded lessons for high-level discussion of a variety of texts.

Guided Reading: In flexible small groups based on assessed reading levels, Teachers will coach students in comprehension strategies as they read and discuss a single text.

Independent Reading: Students will independently select and read books at their own reading level to develop comprehension skills and decoding strategies, build fluency and stamina, and acquire content knowledge. Teachers will work with students individually or in small groups to support their growth.

Collaborative Learning Structures: scholars will work together with Equal Participation, and Simultaneous Interaction. (Lester and Onore, 1990; McNeil, 1986; Dewey, 1916; Dewey and Bentley, 1949)

Computer based instruction: i-Ready Adaptive and Integrated Instruction and Diagnostic software will be used to enhancement classroom activities, Teachers will receive Data performance reports thru the portal on scholar deficiency and strengths in return they will receive immediate intervention based on each scholar individual needs.

Writing Workshop: (30 minutes per day). Using Lucy Calkins' Units of Study, we will follow a similar format to Reading Workshop and will begin with a mini lesson in a small group center to model a skill or strategy in a daily small group. Students will write independently and Teachers will briefly discuss with students to assess progress and confer a teaching point based on the writing. Explanatory writing, narrative writing, and opinion pieces, that is aligned with the Common Core Learning Standard, will be present during small group mini lessons and completed independently at another center by students during Writing Workshop. This block is designed to emphasize the act of writing itself. Students spend most of their time utilizing pencil and paper. The schedule will allow for authentic and content-based writing experiences, with emphasis on informational and opinion-based writing aligned with CCSS. Teachers will model the stages of the writing process, which include pre-writing (including brainstorming, research, and planning), drafting/composing, revision (which may involve working on introductions or conclusions, writing with clarity, and penmanship adding detail, etc.), editing (including conventions such as grammar, spelling, punctuation, and capitalization), and publishing (final version of piece to share with audience).

Instructional Methods

- **Independent Writing:** A mini-lesson with a clear instruction aligned with the CCSS followed by independent student writing. Teachers will guide Scholars individually, through large or small

group instruction while continuously assessing their growth and mastery.

- **Interactive Writing:** A “Collaborative teaching and learning”, Teachers and children jointly compose and write text, sharing their taught about what they are going to write about and the duties of the scribe. This instructional method will be used “to model Reading and Writing strategies. Teachers will use interactive writing primarily for k-2 Grades to support the development of phonological skills and help children comprehend meaning to print.
- **Mini-Conference with Individual Students:** Teachers walk through the classroom supporting scholar and providing feedback. Each mini-talk should last about 10-15 minutes and no more than twenty minutes. The Writers Workshop, a teacher will work individually with each student at least one or two times per week.
- **Sharing time:** Writers will share what they have written with his/her peers and seek constructive feedback. Teachers spend ample time instructing students how to offer and receive constructive feedback and consistently model the practice. Sharing is a voluntary activity to ensure no student is forced to share if they are not comfortable.

Reading Literacy Time: The components listed below illustrate how the daily instructional time in English Language Arts will be used: Using the Co-teaching model Scholars will start with Phonics/ Vocabulary learning, while implementing the use of sight words. One group will be doing guided reading in learning center with one teacher, while the other group will be having an Independent reading time being monitored by the other teacher. Using Research Activities, they will proceed to integrate into a large group mini-lesson in reading, after this lesson they will go to their desk to do independent guided writing. After this they wrap up by sharing as a whole group. Scholars who require extra support will proceed to the i-Ready ELA as a RTI block.

Guided Reading (Fountas and Pinnell): To acquire the foundation of literacy students will learn to love reading a wide range of texts from both the literature and informational text categories. As students move between grades and master skills, the complexity of texts will increase. Using the Fountas and Pinnell Benchmark system, Teachers will assess students’ reading comprehension levels and provide running records of students’ progress as they move along the F&P system of the A-Z text complexity scale.

Integrated Reading/Writing: In alignment with the CCSS and to share responsibility for students’ literacy development, reading and writing will be taught across all subjects as a mechanism to develop comprehension and as a component to properly communicate ideas. For these reasons, while the nature and amount of reading and writing vary by discipline and grade level, they are both major tools in all content areas to make sure our students are on track to be college and/or career ready in reading, writing, speaking, listening, and language.

Physical Education

Aligned with New York State (NYS) standards, LADCS Physical Education (P.E) curriculum will be part of a holistic, balanced education. Teaching children how to respect, develop, and take care of their physical health is just as important as teaching academic content. LADCS sees regular physical activity not only as a way to combat obesity and other health disorders, but also as a way to live a healthy and balanced life. Our P.E. will consist of 30-minute class and additional organized playtime with games and activities during recess. We will follow NYS Standards for P.E.

Ensuring Standards Are Taught: In order to ensure that Teachers are addressing all of the standards as articulated in the CCSS and New York State Standards, LADCS will create and use a standards tracker for each grade level similar to this sample. Teachers will indicate whether they intend to cover the standard throughout the year (A), in trimester 1, 2, or 3 (T1, T2, T3), or in a specific month (e.g. Oct). twice per year, each teacher will fill out the standards-tracker. By doing this, Teachers will assess what standards have been taught and when they plan to teach the remaining standards. The standards-tracker will also allow us to assess whether we are integrating across content areas in our

projects and if it is possible to improve the integration of all content areas into the projects. This will be a requirement for the first two years the teacher is teaching a particular grade level, and in subsequent years at the Principal's discretion. We will ensure our curriculum is vertical aligns across aligned subjects.

We believe an organized, clear and sequential curriculum best serves our students. Similarly, the Common Core Standards adopted by New York State calls for a curriculum that is "intentionally and coherently structured to develop rich content knowledge within and across grades." We believe too many start-up schools make the mistake of trying to create curriculum from scratch. Thus we intend to follow CCLS, and NYS Standard to define the focus of learning standards in each grade.

What to teach and when to teach: The initial process for determining what to teach and when to teach in STEAM and Core subject, is described in the curriculum development process above. Once the thematic units, understanding goals, and associated performances of understandings are determined, Teachers at LADCS will use the Understanding by Design approach to design lesson plans. According to Understanding by Design, written by Wiggins and McTighe²⁶, "Understanding by Design is not a philosophy of education, nor does it require a belief in a single pedagogical system or approach." Further, Wiggins and McTighe note that Understanding by Design is compatible with "a full range of prominent educational initiatives, including...Teaching for Understanding". Accordingly, Teachers at LADCS will use both the Teaching *for Understanding* approach as described above and the *Understanding by Design* approach described below.

In order to determine what to teach and when to teach ELA and Mathematics standards, Teachers at LADCS will begin by using the scope and sequence documents provided through the commercial curricular resources. As described above, during the Teacher Academy Training, LADCS Teachers will review the scope and sequence documents and adapt them, as necessary, to ensure that all standards are addressed. Once the scope and sequence documents are finalized, LADCS Teachers will collaboratively plan units of study with an emphasis on mastering the CCSS and the New York State Learning Standards by using the backward design guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises Teachers to "begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences." There are three steps to this process:

- **Identify desired results:** Beginning with the CCSS and the New York State Learning Standards, Teachers will determine a three-tiered hierarchical set of learning expectations:
- **Enduring understandings:** How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
- **Information and skills worthy of familiarity:** What prior knowledge do my students need to make meaning of this new information?
- **Important knowledge and skills:** What foundational knowledge and skills do students need to master this material?

As Teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic, or process: (1) represents a big idea having enduring value beyond the classroom; (2) resides at the heart of the discipline; and (3) is tied directly to state standards and standardized testing.

Aligning assessments to the desired results: Recognizing that Teachers will be shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers will use a variety of assessment methods (both formative and summative) throughout the unit of study. Methods will include quizzes or tests aligned with the style

²⁶ <http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf>

students will encounter on standardized-assessments, as well as more comprehensive or authentic checks for understanding, such as informal checks, student observation, 1:1 conferencing, performance tasks, and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

Differentiating instruction to meet the needs of all learners: Now that the learning expectations (knowledge and skills) have been identified, Teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including ELLs and SWD). Teachers will write effective standards-aligned lesson plans and use a repertoire of research-based instructional strategies to increase student achievement.

As Teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom, using specific data and analysis of sub-groups. Our instructional program will be driven by student data gathered by the Teachers themselves and the i-Ready reports in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers will continuously look at student work and questions in order to inform, structure, and refine their instructional practice. Teachers will be trained to take an analytical approach to teaching and learning. Teachers will act as researchers in their classrooms to test hypotheses, gather data, and draw conclusions about their instructional practices. Teachers will then be expected to base their pedagogical decision-making on collective research and to share best practices regularly, both in their grades and across grades. In effect, our Teachers will form a true community of learners as they take a more reflective and analytical approach to their instruction.

These teaching methodologies gives substantial responsibility to our faculty; we have several strategies to support these demands. First, in hiring Teachers, we will recruit and assess their capacity and interest in creating a curriculum. (We must ensure that we hire Teachers who are motivated by the opportunity and capable of fulfilling it.) Second, all Teachers will participate in guided professional development during the Teacher Academy Training and frequent portions of the weekly Monday professional development blocks. We will ensure that all Teachers acquire extensive training in the *Understanding by Design* approach so that they can serve as resources for their colleagues, in addition to the support provided by the Principal.

II.B. Special Student Populations and Related Services

To promote academic success, we support students in expanding their skills and in helping them develop strengths in areas in which they struggle. Our PBL educational program inherently values and accommodates differentiated learning, our special needs populations (struggling students, students with disabilities, English Language Learners, and Gifted and Advanced students) will automatically receive focused attention to their needs and strengths, as teachers implement individualized instruction based on data-driven assessments. Following are the additional components of our academic program that ensure that students are offered the most effective education possible: Small class sizes and low student-to-teacher ratios that allow teachers to truly know their students. Ample instructional planning time during the school day (when students are engaged in specialty classes as noted in the school schedule) so that teachers can modify and create lessons and curriculum to meet the needs of individual students. A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences. Ongoing communication between teachers and parents and a commitment to work together for the education of their children. Various

forms of assessment that are used to guide instruction. Learning goals that are clearly articulated. High expectations for all students

LADCS is committed to meeting the needs of **all** our students and have created processes and procedures to ensure SWD and ELLs will have full meaningful access to participate and progress in the general education curriculum, we will use Differentiated Instruction using Data Driven analysis to support scholars, using RTI tiers applying the following methods: Full Inclusion Model, Integrated Co-Teaching hiring Certified Teachers holding a Special Education or English as a Second Language certification with a minimum of 2 years' experience.

Differentiated Instruction: In a differentiated classroom, the teacher plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs." These services are based on recommendations by the CSE and the scholars IEP implementing the i-Ready Diagnostic will provide timely student data that will be used to provide additional support and intervention to students whose needs are not met in the regular education setting. Students With Disabilities and ELLs are taught in regular education classrooms to the greatest extent possible.

Supplemental curriculum: Teachers will collaborate and plan regularly with ESL and Special Education Teachers to ensure that the learning needs of their ELL and Special Needs students are being met so they can participate, progress and meet benchmarks in the general education curriculum. All of our Special Student Population policies and Related Services will align with all relevant State and Federal Regulations, providing accommodations of instruction for individual learners. Teachers will collaborate and plan regularly with ESL and Special Education Teachers to ensure that the learning needs of their ELL and Special Needs students are being met so they can participate, progress and meet benchmarks in the general education curriculum. All of our Special Student Population policies and Related Services will align with all relevant State and Federal Laws and Regulations.

Integrated Co-Teaching Model: In order to facilitate this process, LADCS will develop an integrated Co-Teaching model that allows Teachers the flexibility to ensure that differentiation occurs for all students. The Co-Teaching model allows for some of the following types of collaboration between the two Teachers: **One Teach, One Observe:** One teacher observes specific student characteristics while the other teaches. **One Teach, One Drift:** One teacher presents material to the class, while another circulates and provides unobtrusive assistance. **Parallel Teaching:** Teachers present material simultaneously, dividing the class into two groups. **Station Teaching:** Teachers divide content and split class into two groups. Each teacher instructs one group, and then the other. **Alternative Teaching:** One teacher instructs a large group, while another works with a smaller group needing specialized attention. **Team Teaching:** Both Teachers work together to deliver content to the entire class at the same time.

Co-Teachers in conjunction with Related Service Providers utilizes the push-in model to sustain Least Restrictive Environment (LRE) teaching and learning, according to IEP recommendation. At full capacity, the faculty will comprise 56 instructors, creating a teacher-student ratio of 30:2 that will ensure that our ELL and Special Needs population receives the support necessary to meet their needs.

Targeted re-teaching: When formal or informal assessments reveal that one or more students is struggling with a particular skill or concept; these students will receive targeted instruction to provide them another opportunity to learn it supported by more focused assistance. This instruction may be a single, brief lesson to correct a misconception, or multiple sessions to address a more complex concern. Our staffing structure of one teacher and one teaching assistant per classroom allows for a variety of small group instructional methods.

Full Inclusion Model for SWD and ELLs Students: LADCS anticipates having an ELL population that accurately reflects CSD 17's language learning needs and as such, structured our school to meet that need by using a full inclusion model. Through a full inclusion model we will implement many strategies including:

- Create an environment where learners feel secure and are comfortable taking risks
- Include the learner’s language and culture in the curriculum (including bilingual books)
- Promotes the following skills: Listening, Speaking, Reading, and Writing in an integrated way
- Use visual cues, graphic organizers, and manipulatives to represent, organize, and clarify concepts
- Use Collaborative learning structures and information-gap activities where learners work together to complete tasks and meet the learning targets
- Link new information to prior knowledge

Support for parent and families: LADCS will include parents in every stage of their child's education in partnership with them to ensure each student and his/her family is comfortable in the LADCS School Community, receiving necessary services to ensure student achievement. All Stakeholders working together for one common goal: Students Success.

Response to Intervention (RTI): Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all scholars in the general education classroom. Struggling learners are receiving appropriate interventions at increasing levels and intensity to scaffold learning. These services may be provided by a variety of personnel, including General Education Teachers, Special Educators, and Dean of Intervention. Progress is closely monitored to assess both the learning achievement and level of performance of individual



scholars. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. Our RTI program for struggling student will be identify using two methods:

1. All new students who enroll in our school will complete a screening assessment. This universal screening process will provide useful information for planning effective instruction, and more importantly, will enable the school to identify students at-risk of academic failure. We will use i-Ready Diagnostic in ELA and Math, and Fountel and Pinell for Primary Grades (MPG) assessments for this purpose. Corresponding thresholds for identifying struggling students will be set, likely students who score below the 25th percentile.
2. Students in grades three through fifth grade scoring below 25th percentile on the state’s English Language Arts and/or Mathematics exams will be identified as a struggling student and provided academic intervention services appropriate to each student’s particular need. It is anticipated that our school will adopt the same test-score thresholds adopted by the Board of Regents for traditional public schools that trigger intervention services. For school year 2015-16, these thresholds were follows:

English Language Arts		Mathematics	
Grade	Students identified as struggling when scoring at or below...	Grade	Students identified as struggling when scoring at or below...
3	299	3	293
4	296	4	284
5	297	5	289

Our RTI implementation will have the following essential components and it’s going to be implemented with fidelity and in a rigorous manner: Students who are identified as struggling students will receive intervention services through the school’s systematic intervention, or RTI, program as outlined below.

Tier 1 Interventions: High-Quality Classroom Instruction, Screening, and Group Interventions
Probable Number of Students: General Education

Responsible Staff Member: Classroom Teacher, ESL Co-Teacher, Special Education Teacher

Methods use: Teachers, Assistant Teachers, and ESL Co-Teachers will provide differentiation every day through small groups for literacy and math as needed to target individual learning needs. Supported with i-Ready Blended Learning. During this time, student progress is closely monitored. Scholars will be re-assessed, if progress is evident scholar will return to their regular classroom program. Students not showing adequate progress are moved to Tier 2

Tier 2 Interventions: Targeted Interventions

Probable Number of Students: 5-8 students per classroom

Staff Member involved: Classroom Teacher, ESL Co-Teacher, Special Education Co-Teacher, Speech or Occupational Therapist, Dean of Intervention, Parent/Guardian. Either the ESL or the Special Education Teacher will work one-on-one or in a group of no more than 8 students. Using push-in methods. The teacher will scaffold instruction in reading or math. Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions will usually be in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3

Tier 3 Interventions: Intensive Interventions and Comprehensive Evaluation

Probable Number of Students: 3-4 students per classroom

Staff Members Involved: Classroom Teacher, ESL Co-Teacher, Special Education Co-Teacher, Speech or Occupational therapist, Dean of Intervention, Parent/Guardian and CSE if necessary to request and re-evaluation if scholar is not improving or meeting IEP goals.

Methods Used: The ESL or Special Education Teacher works one-on-one with a student struggling **either in ELA (phonics, vocabulary, reading comprehension, etc.) or Math.** The teacher develops a lesson plan based upon the student's IEP and i-Ready Diagnostic recommendation on skills that have not been mastered using the Blended Learning approach in collaboration with the Academic Co-Teacher, Dean of Intervention, Principal and CSE.

At this level, students will receive individualized, intensive interventions that target the students' knowledge deficits. Students who do not achieve the desired level of progress in response to these targeted interventions will then be referred to the CARE team for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision. Although there are many formats for how we may implement RTI to best serve the needs of our students, in every case RTI framework will be provided in an efficient way to properly allocate resources to ensure improvement in student outcomes.

Implementation of Systematic Intervention

To accommodate the needs of a sizable at-risk student population, we will provide more specific at-risk instructional programming, additional staff dedicated solely to providing Tier Two and Tier Three interventions, plans for extended learning time, and increased learning intensity in specific areas to targeted student subgroups. This program will be funded with grant money from Federal Title I funding, we will be used for some or all of the following:

A Dean of Intervention to coordinate the systematic intervention strategy, Special Education Co-Teachers, Intervention Teachers and tutors to provide Tier Two and Tier Three interventions in Year 3, An afterschool support, Monthly monitoring to ensure that interventions are achieving their designed purpose, Paraprofessional

Students with Disabilities:

Staff and Services: LADCS will have a team of Special Education Teachers that will provide services for our students. In **Year 1**, we will have a Dean of Intervention/Special Education Coordinator, who will oversee the collaboration between classroom Teachers and Related Service providers ensuring that Scholars are meeting their IEP goals. We will hire a Social Worker, Special Education Teachers holding Certification, in **Year 3** we will hire a Reading and Math Specialist, we are adding 1 paraprofessional to provide extra support, All Related Services will be coordinated with outside vendors following specific requirements as stated in students' IEPs. Our goal is to provide services in the "least restrictive environment" for all our students; when possible, services will be provided by having Special Education Teachers/Specialists push into the homeroom classrooms. If the IEPs require pull-out, students will work with the designated Teacher or Specialist in another room. In pull-out sessions, specialists will incorporate classroom curriculum content with therapeutic methods and individualized approaches. LADCS will work with CSE staff to provide a Related Service Authorization (RSA) in the case that the school cannot provide on-site services that the student may require.

Weekly meetings between classroom Teachers and related service providers will allow service providers to share progress on IEP benchmarks as well as provide strategies for Teachers to utilize in the classroom to further support the needs of children with disabilities. Classroom Teachers will share data with related service providers of scholars' classroom performance.

Attracting Students with Disabilities

The school will comply with obligations under the **Child Find** requirements of the Individuals with Disabilities Education Act (IDEA), including 34 CFR §300.125, and will provide appropriate notification to parents consistent with state and federal requirements.

The school also will incorporate **Child Find efforts** in its marketing effort within the community to attract the broadest possible spectrum of students, including students with disabilities. Our strategy will aim to reach every family with a K-5 school-aged child within our geographic area via media, direct mail, and parent information meetings, including the families of SWD. By targeting all populations, we will have a student population reflective of the community we serve and will ensure that students have the ability to learn in an integrated school environment. Families who have a child with a disability and expressing an interest in enrolling at our school will be invited to a meeting with a representative from the school's Special Education, where they can learn about our Special Education services. Any questions or concerns will be addressed properly in this forum.

Identifying Students with Disabilities

Students with disabilities will be identified in one of two ways: by entering the school with an active Individualized Education Program (IEP), or by going through the school's Intervention Assistance Team (IAT) process.

When a new student enrolls at the school, the parent will be asked to indicate if their child has an IEP or Section 504 Plan and to provide a copy of these records/document to the school. Information received from the parent will be shared with DI that oversee Special Education and the Special Education Teacher. Administration will request a copy of all school files, including Special Education and Section 504 records from the child's prior school. Upon receipt, DI will review all student files to determine if the student received Special Education or Section 504 support. If the student received Special Education services or Section 504 support or Related Services, and these records were not provided by the parent or received in the student's cumulative file, then the DI will immediately request the missing records from the student's district of residence Committee on Special Education (CSE). The Special Education Teacher and school leadership will then be notified of this information.

If a complete Special Education record is not received within 14 days of the date the school is notified or has reason to believe that the student may have an IEP, the school will reach out to the prior school and CSE for additional information. If the requested information is not obtained, the school will initiate the special education referral or re-evaluation process by contacting the CSE. Upon receipt of a copy of the child's current IEP or Section 504 Plan, the school staff will complete the transfer consistent with State and Federal requirements.

We will have a number of strategies in place to identify students with disabilities. To begin, if a student is experiencing academic and/or behavioral difficulties within the general education setting, the Teacher, or other educational staff, and/or the parent may refer the student to the school's IAT. This team will consist of at least the Principal (or his/her designee), a classroom teacher, and the referring teacher. The student's parent or guardian will be invited to participate in this meeting and share additional information. The members of the IAT will review and analyze all data, including screening information/data, response to systematic intervention (RTI) results, classroom performance data, discipline data, data on state assessments, and any other data that will provide information about the student, including information provided by the parents. This data will be used to help determine the best educational/behavioral interventions for the student and service/support options (e.g. counseling or school social work support). The outcome of this meeting may include:

- Continuation of current intervention and progress monitoring through the RTI process.
- Implementation of additional interventions through the RTI process.
- Referring the student for a Section 504 evaluation.
- Referring the student to the special education team for consideration of a comprehensive special education evaluation followed by a contact to the CSE.

Implementing no further action at this time and continuing to monitor the student's academic, behavioral, and/or social progress.

The Principal will make the final determination on retention. The parent of the special education student may appeal the decision to the Board of Trustees of the school or may seek review of the suitability of the school for the student by the district CSE. The school's special education team and administrative leaders will work with the CSE and the parent to determine if the student's needs are better met through retention or through change of placement to another setting. If the parent objects to a recommendation the CSE, the parent may initiate mediation or impartial review proceedings.

504 Plans: Since many students may come to the school without an active IEP or identified disability, it will be the school's responsibility to identify students who may need special education services under IDEA or Section 504. a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such impairment; or (3) be regarded as having such impairment. Section 504 requires that a school provide a free and appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities. Students who qualify under Section 504 will receive accommodations and modifications. Once the disability is documented, a 504 plan will be developed. The teacher, the parent, Dean of Intervention and other relevant staff will be involved in the development of the plan. The plan can be reviewed and amended as often as necessary, at least annually

Related Services: LADCS will be contracted with third party that offer Speech/Language therapy, Occupational therapy, and Physical therapy as Related Services. Providers will screen students annually for speech language and hearing difficulties. The SLP will work with classroom Co-Teacher and Special Education Teachers to plan lessons to push into the classrooms as well as provide small group and individual therapy sessions. Dean of Intervention will oversee this process.

Social Worker Support: Services will be provided to improve students' mental and emotional health, this may be provided in small groups or some individual assessments, interventions, and referrals. When appropriate, or dictated by a student's IEP, individual or group counseling services will be

provided. Efforts will be made so that the provision of counseling and psychological services will not cause the scholar to miss valuable instructional time.

Social and Behavioral Supports: Services will be provided to improve students' social and emotional growth and encourage age appropriate behaviors. Strategies such as demonstrating positive character behaviors and role-playing appropriate for social interactions will be used. Our HEART Core Values will encourage Honor, Empathy, Accountability, Respect and Team Work as outlined in our mission. Appropriate student interactions are outlined in our Design Element; School Culture and the school's Code of Conduct. All adults on staff will be held accountable for exhibiting positive interactions and supporting students with decision-making, conflict resolution, and positive communication techniques. Scholars that display challenging behavior, a functional behavioral intervention plan will be completed.

ELLs: Identification of ELLs: ELLs will be identified through both a Home Language Survey and follow-up pre-assessment evaluations administered for all new students. In accordance with New York State Law, the Home Language Survey will be given to newly enrolled students before they take the pre-assessment tests. The NYSESLAT will be administered for potential ELL students during the pre-assessment evaluation provided for all new students. This assessment will be used to determine a student's language proficiency level. Because of the high frequency of ELLs in CSD 17, all Teachers will be trained in Sheltered English instruction methods meeting the requirements of State and Federal Law. ELLs children struggle with both over and under-identification for special education services. Over-identification occurs when a child's lack of English proficiency is mistaken for a language or learning disability. Under-identification occurs when a child's poor academic performance is erroneously attributed to lack of English proficiency when an underlying disability is present. LADCS is committed to accurately identifying children for necessary services and interventions. Therefore, we will consult with licensed bilingual speech-language pathologists and special educators to provide expert insight regarding bilingual language development.

Services: In accordance with the Commissioner's Regulation Part 154, students identified as ELLs shall participate in a Free Standing ESL program composed of a Language Arts instructional component and a content area instructional component. The program will be led and organized by the ESL Teachers/ Coordinator. The ESL program will be conducted using both push-in and pull-out. When using a push-in model, ESL strategies will be incorporated into classroom curriculum. In pull-out sessions, instructor will utilize curriculum content for ESL lessons. ESL Co-Teachers will meet weekly with classroom Teachers to share strategies, progress, and content materials.

Evaluation of ESL program: The Principal and DI will evaluate the effectiveness of the ESL program through monitoring students' performance on the NYSESLAT exam. They will also use i-Ready Diagnostic assessment test for ELLs, and Fountas and Pinnell data to monitor growth and progress of ELLs throughout the year. Parent Surveys and informal weekly communication between Teachers and parents will serve to ensure that parents are thoroughly informed of their child's progress. Based upon parent feedback and input, the ESL Co-Teachers and classroom Teachers will make modifications and adjustments, in conference with Principal and Dean of Intervention.

II.C. Achievement Goals

LADCS has set rigorous student achievement goals as a means to ensure our mission is fully actualized and every student can overcome any obstacle and perform at or above grade level, our students will be assessed regularly to meticulously evaluate academic performance against New York State standards, our scope and sequence, and curriculum plan. We will use absolute, comparative and growth-to-standard metrics to monitor individual student progress, assess the efficacy of the curricular program, and plan further instruction, interventions and/or professional development activities to

achieve these goals. As the school progresses and our educational model is implemented, we plan to set higher absolute measures that will reflect the success of our model.

GOAL I: ENGLISH LANGUAGE ARTS

Goal: LADCS students will become proficient readers and writers of the English language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts exam.
- Each year, the school's aggregate Performance Index (PI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each year, on a national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL II: MATHEMATICS

Goal: LADCS students will become proficient in the application of mathematical skills and concepts.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent

at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each year, on a national norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL III: SCIENCE

Goal: LADCS students will use technology, scientific concepts, principles, and theories to conduct and analyze investigations. Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam. Comparative Measures
- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: NCLB

Goal: The school will make Adequate Yearly Progress. Absolute Measure • Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal V: LADCS will create and maintain a positive, student centered, and responsive school culture.

- **Absolute Measures):** 75% or more of LADCS parents will rate LADCS as a 'safe' school on the Department of Education's Learning Environment Survey.

Leading Indicators: Because the state does not have test-based assessment for K-2 grade, LADCS will use the following metrics to evaluate student performance and gauge progress toward meeting our stated goals in the lower grades:

- **Absolute Measures** a minimum of 75% of students in grades K-2 will perform at grade level in phonemic awareness, phonics, and vocabulary, according to First Performances i-Ready Diagnostic Assessment.
- **Absolute Measures:** a minimum of 75% of students in grades K-2 will achieve a level 3 or 4 on independent writing assessments based on school-created writing rubrics for each grade level and administered three times each school year.
- **Absolute Measures:** a minimum of 75% of students in grades K-2 will perform at grade level in mathematics, according to i-Ready Diagnostic Assessment.

GOAL VI: Organizational Goals

Goal: The School will be organizationally viable and sound

Measures:

- Each year, the school will average a student attendance rate at or above 90%.
- Each year, the school will receive an unqualified audit from an independent certified public accounting firm hired by the Board of Trustees.
- Each year, the school will have an overall parent satisfaction rate of 90 percent, with at least 50 percent of parents responding to the survey.
- Each year, the Board of Trustees will conduct a self-evaluation to ensure it is effectively governing the school.
- Each year, the Board of Trustees will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.
- Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement

II.D. Assessment System

The LADCS Assessment System will be “part of a learning system for students and faculty, Board of Trustees and Parents linked to curriculum, instruction, and professional development,” following research-based assessment systems that use data to help improve the teaching and learning cycle. In alignment with Common Core and the New York State Learning Standards, grade level expectations, and grade span expectations, our assessment system will continuously provide high-quality information on student performance to ensure that all students are achieving necessary progress towards skills mastery of academic content and student college and/or career readiness. The Board will have access to the disaggregated data of the needs of individual students, cohorts, and the school as a whole. The Board will use this data to oversee the educational plan and make sure LADCS is furthering its objectives (Section I.A.) and Achievement Goals (Section II.C).

Assessments: Below is a partial list of developmentally appropriate diagnostic, formative, benchmark, and summative assessments aligned with our curricular materials that will help us capture a well-rounded academic scope of each scholar.

Diagnostic Assessment: The goal of diagnostic assessments is to give a performance data for each of our students and to inform interventions or enrichment from the very beginning of the school year. When students are enrolled, they will take the *i-Ready* Assessment test, this will provide us with an accurate description of students’ educational level, in language, academic/cognitive, range of independence, and social-emotional skills, which are critical predictors of school success. Kindergarten and first-grade students will be assessed again in December to monitor their growth. Potential ELLs students will be assessed on the NYSITELL to determine their language proficiency level and placement.

Formative Assessments: Teachers will use a variety of assessments throughout the year to obtain timely, accurate information about how successful students are at achieving the learning targets and use this data to immediately inform teaching and differentiated instructional strategies.

Teacher Observations and Students response to questioning/prompting: Teachers will keep detailed notes of student performance and behavior during lessons, one-on-one conferencing, and small group interventions. They will also take notes while conducting conferences.

Performance-based Checklists and Project Based Learning Rubrics: Teachers will use checklists and rubrics in all core academic and STEAM subjects. Students’ mastery of science and social studies standards will be measured through rubrics specifically developed for PBL, IL. The Principal will develop these during the Pre-Operations and Year 1.

Computer Based Assessments: LADCS will use *i-Ready* Diagnostic Assessments that afford Teachers, students, and families with immediate data on scholar performance.

Our STEAM Assessments: Aligned with Science, Technology, Engineering, Arts and Mathematics Blueprint. BRICS will create in-house Arts assessments to monitor student progress in Arts instruction and general art knowledge, respectively.

Benchmark Assessments: Teachers will use a variety of Benchmark assessments to measure a student's progress towards specific goals. Some examples are:

Item-Analysis: Teachers, supported by the Principal, will create class based item-analysis to track which domains within a given unit students are succeeding and which areas each student may need further support. **Fountas and Pinnell Literacy Assessment Tools:** Students will be assessed using the *Fountas and Pinnell Reading Benchmarks* three times a year to monitor individual student reading progress in the areas of decoding, fluency, vocabulary, comprehension, and cohort progress over time.

i-Ready Diagnostic Literacy Assessment: This standard-referenced computerized assessment based on developmental literacy goals for students in grades K-5, it will be administered ever three weeks to

determine growth in phonemic awareness, phonics, and vocabulary. This assessment will serve as formative, quantitative, and summative data to make informed and prudent decisions.

Math Assessment Tools: i-Ready Math Diagnostic and Singapore Math Assessment will be used. These assessments will be aligned with the Common Core Standards

Summative Assessments: Summative assessments measure the growth of students during the school year or at the end of units of study. By gathering this data over multiple years, summative assessments can track students and cohorts' growth throughout their K-5 careers.

New York State Exam: All students in grades 3-5 will take these annual tests in ELA, Math. Students in grade 4 will also take the NYS Science exam. LADCS will follow the guidelines for these exams and make sure students have the proper accommodations as indicated in their IEPs/504 plans.

New York State English As A Second Language Achievement Test (NYSESLAT) : All ELLs will take this annual exam to test their progress in English language acquisition. The results of this assessment will be used to determine whether students qualify for ELL services. The NYSESLAT will be administered every spring to all students who are identified as LEP. Students can score at the beginning, intermediate, advanced, or proficient levels. Students will be required to complete the assessment each year until their score is at the proficient level. Students are tested in the areas of listening, speaking, reading, and writing. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed. LADCS Teachers will examine the results from this test alongside other assessments; the school will be focused on providing quality English language development instruction to all LEP students at their proficiency level. The NYSESLAT is one of the measures used to determine whether students re-designate from LEP to fluent English proficient students. Re-designation will be one of the school's primary goals and measures of success.

New York State Alternate Assessment: The CSE determines eligibility for this assessment, and LADCS will comply with all IEP mandates. Students who qualify will be assessed annually on their progress toward mastery of learning standards through alternative grade-level measures.

In addition to the state assessments, LADCS will use the following assessments:

1. **Fountas & Pinnell Benchmark Assessment System (BAS):** BAS is a series of tests that can be used to identify a student's current reading level and progress along a gradient of text levels over time. It is designed to gauge student strengths and weaknesses against grade-level standards. BAS provides: 1) quick feedback on how students are progressing; 2) information at the class or grade level on the strengths and weaknesses of particular writing strands; and 3) targeted strategies for helping students master grade-level skills. LADCS will administer the BAS three times per year.
2. **Letters, Words, and How They Work Assessment Checklists (Fountas & Pinnell):** Letters, Words, and How They Work is a systematic approach to phonics instruction with an assessment checklist for each of the 100-plus mini-lessons per grade. These assessment checklists will be used on a consistent basis throughout the school year.
3. **6 + 1 Trait Rubric:** This commonly used rubric assesses both writing craft and conventions. It provides a means to monitor student progress during the year, as well longitudinally over multiple years. This assessment will be administered three times per year: August, January, and May.
4. **Rubrics based on the criteria presented in A Curricular Plan for The Writing Workshop (K-5):** The curricular plans are standards-based curricular materials for teaching writing workshop. Each unit identifies the core learning objectives for the genre under investigation. This rubric will be used at the end of each unit, which will be every 4-to-6 weeks.

5. **Singapore Math Progress Checks and End-of-Unit Summative Assessments:** Singapore Math program offers a variety of assessment tools to assess student learning. Throughout Math in Focus, there are many opportunities to collect data to: 1) see how each student’s mathematical understanding is progressing; and 2) to provide feedback to the teacher about each student’s instructional needs. The end-of-unit summative assessments will be administered approximately every 4-to-6 weeks following the end of a unit. The progress checks will be administered weekly or more to ensure students are mastering the content.
6. **Backwards by Design Rubrics & Checklists:** With the guidance of the Principal, and Dean of Intervention Teachers will develop valid and reliable rubrics and checklists using the *Backwards by Design*²⁷ approach to be used for evaluating student projects. These tools will provide ongoing data about students’ progress toward meeting state and grade-level standards and incorporate additional learning goals for character development. Teachers will refer to these assessment tools as they observe students and analyze student work. Students will also have access to assessment tools and will be guided in developing awareness of their own progress toward achieving standards mastery. Teachers will use the rubrics and checklists at the end of a project, which will be at least twice per year.
7. **Observation & Documentation:** Documentation, written observations of student learning, will be used to help Teachers evaluate students as both individuals and as participants in a group setting. Teachers will be guided in documenting student progress against criterion-referenced checklists and benchmarks that are derived from content standards. Documentation will play a role in assessing student learning in all areas of the curriculum. This method of assessment will be consistently used throughout the school year.

Teachers will use these assessment tools to gather data in the areas of mathematics, writing, and reading skills three times per year to track individual student success and to give a profile of the overall success and development of achievement at the school. These data will then be aggregated by grade, classroom, and sub-groups to enable school leaders to identify trends and address specific needs.

Use of Assessment Results for Curriculum and Instruction: LADCS chose the assessments discussed above for very specific reasons. As stated above, we believe that assessment is vital to ongoing school success and will use multiple measures of assessment to provide a richer and more in-depth view of each student’s progress. By selecting multiple measures of assessment, we will be able to track development over time and from year-to-year, assess content knowledge, determine the effectiveness of the project-based learning curriculum, and informally assess students on a regular basis. Each stakeholder group at LADCS will utilize student assessment results, although the use will vary by group.

Teachers: Teachers will utilize assessment results to continually adjust the pace of instruction, address knowledge gaps, and tailor lessons to meet the particular needs of individual students.

Teachers will access the data via the Assessment Portal on the school’s, student information system.

School Leaders: School leaders will use assessment data to review student learning for the school as a whole. The leadership team will consider in a comprehensive fashion the effectiveness of the school’s educational program, including its general education, intervention, ELL, and special education components. Assessment data will be used by school leaders to determine overall progress against educational goals; this type of data review will enable them to determine school improvement priorities and important levers for moving school performance forward. School leaders will access the data via the school’s website student information system, through a custom portal call Power School, which will highlight the most important information at the school level.

²⁷ <http://edtech4schools.pbworks.com/f/Understanding%20by%20Design%20Teaching%20Ellen%20Meier%20CTSC.pdf>

The School's Board of Trustees: The Board of Trustees will review assessment data to consider the degree to which educational programming is meeting the needs of our students, the expectations in the Accountability Plan. The Board will access the information through online Board Portal, which will include all of the meeting materials and corporate documents, as well as relevant school performance information. BOOSTED will also produce a suite of reports for the Board to review at our regular meetings which will cover student academic performance at the school and subgroup levels, enrollment and attendance, parent and staff satisfaction, and other critical component. The Executive Director will use data to review school program's effectiveness, and generate recommendations for the Board and Principal.

Parents and Guardians: Parents and guardians will use assessment results to determine the performance and progress of their children. With performance and progress in view, parents will be able to communicate with Teachers on how they might assist students at home to continue to develop knowledge, skills, and understanding in accordance with the learning goals outlined within the curriculum. Parents/Guardians will also have access, through our school's website, to an area specifically for Parents/Guardians, called the Parent Portal. When Parents or Guardians access the Parent Portal area through a secure, personalized portal, they will be able to view their child's academic results, assigned homework, resources for homework assistance, progress and growth information, newsletters, and the school calendar. It will also provide information on student behavior and attendance.

Progress over Time (Assessments 1-3 above):

The first three assessments described above (i-Ready, Fountas & Pinnell, and 6 + 1 Trait Rubric) will allow LADCS to track skill development and growth over time and from year-to-year. Assessments such as these will allow Teachers to pinpoint particular areas that have been and need to be further developed. These assessments will be administered at all grade levels and, together, will allow Teachers to assess literacy skills not only in reading and writing, but also in other subject's areas, such as science and social studies. For example, by using the BAS, Teachers will be able to assess students' reading development apart from the content; the 6 +1 Writing Traits will allow Teachers to identify students' writing growth over the course of the year and multiple years independent of the genre. Essentially, the purpose of these assessments is to allow LADCS to assess literacy development independent of the specific materials used to teach students.

Content and Curriculum (Assessments 4-5 above):

Not only do we need to know how students are progressing over time, but we also need to know how successful students were at learning and how successful Teachers were at teaching content and skills in specific units. By using the writing workshop rubrics and progress checks and end-of-unit summative assessments, Teachers will be able to determine if students acquired the skills and knowledge recently taught and whether re-teaching is necessary. These assessments will allow Teachers to pinpoint specific content knowledge that needs to be further developed in students.

Project-based Learning (Assessment 6 above)

By using the *Backwards by Design* rubrics and checklists, Teachers will be able to assess the efficacy of the teacher- and school-created curriculum that we will use in project-based learning. These rubrics and checklists will ensure that this type of instructional design (project-based learning) is being used effectively to ensure that students are meeting identified standards. Essentially, these assessments will allow Teachers to make connections between the standards and the teacher-created curriculum. Additionally, it will allow Teachers to give feedback where students have not mastered the content.

Informal (Assessment 7 above)

Finally, by using observation and documentation, Teachers will be able to supplement the more formal

assessments administered. At times, the formal assessment results will not fully match with what Teachers are seeing in the classroom. By using informal assessments, Teachers will be able to gauge what their students know and are able to do on a consistent basis. Informal assessments will allow Teachers to determine which students are acquiring the skills and knowledge and which students may need more support and re-teaching.

II.E. Performance Promotion, and Graduation

Promotion Standards is Aligned to the School Mission, Educational Program and Assessment System. LADCS will consider both the academic performance and social-emotional readiness in promoting students from grade to grade. We intent to provide enough support to avoid scholar retention and, instead, provide the targeted instruction and intervention necessary to ensure that scholar develop the skills to progress on-grade level. Since a great amount of our instruction is provided in small groups that are created on the basis of students’ instructional needs, more limited deficits in grade-level skills are addressed through supplemental, targeted instruction.

Once a student is identified as being in jeopardy of promotion, teachers will create a targeted academic plan to help prevent retention. Faculty will work with the scholar’s family to offer suggestions for out-of-school interventions and suggestions for home-based activities. Summer school will be available for any student who is recommended for retention. However, we recognize that there are occasions when a student would benefit from an additional year before moving onto the next grade.

In order to merit a recommendation of retention, a student must demonstrate:

- 1) Performance that is one grade level or more behind in a minimum of two academic areas
- 2) An equal delay in social-emotional development in grades K-3.

LADCS uses the assessments outlined in to determine whether students are performing one-year grade level or below. Students failing to meet any of the grade level or school expectations as defined by these assessments are noted as *Promotion in Doubt* as early as December and no later than February 1, at which time families are notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year, they are identified for retention for the following school year. Summer school will be available for any student who is recommended for retention. Principal has the final word on scholar retention.

Promotion Policies:

For students who have received an excessive amount of interventions throughout the entire school year, but fails to make suitable progress toward benchmark expectations, a referral to the Committee on Special Education may be made to determine if a learning disability exist. This number will be within the range of The

Sample Promotion Standards for 2nd Grade and 5th Grade:

- Meeting Grade Level Benchmarks for ELA, Math, Science and Social Studies
- Proficiency on State Assessments

ELA 2 nd Grade	ELA 5 th Grade
<p><u>Reading</u></p> <p>- By the end of the year, read and comprehend literature and informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Narrative Texts:</u></p> <p>- Describe how characters in a story respond to major events and challenges. Describe the overall structure of a story, including \how the beginning introduces the story and the ending concludes the action.</p> <p><u>Informational Texts:</u></p>	<p><u>Reading</u></p> <p>- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p><u>Informational Texts</u></p> <p>- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>Decoding/Word Study</u></p> <p>-Determine the meaning of words and phrases as they are used in a text, including figurative language such as</p>

<p>-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p><u>Decoding/Word Study</u></p> <p>-Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><u>Fluency</u></p> <p>-Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u></p> <p>-Write opinion pieces introducing a topic or book, state an opinion, provide support for that opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p><u>Conventions of Writing</u></p> <p>-Form and use the past tense of frequently occurring irregular verbs. Produce, expand, and rearrange complete simple and compound sentences</p> <p><u>Listening and Speaking</u></p> <p>-Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i>.</p>	<p>metaphors and similes.</p> <p><u>Fluency</u></p> <p>- Read grade-level prose and poetry orally with increased accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u></p> <p>-Write high-quality opinion pieces and informative texts. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>Conventions of Writing</u></p> <p>-Recognize and correct a variety of mistakes such as inappropriate shifts in verb tense and incorrect comma usage.</p> <p><u>Listening and Speaking</u></p> <p>- Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 5 topics and t</i></p>
<p>Grade 2 Social Studies and Science</p>	<p>Grade 5 Social Studies and Science</p>
<p><u>Social Studies:</u></p> <p>Unit1: Our Community’s Geography -Students can answer the questions “How does geography influence where people live and why?”</p> <p>Unit 2: New York City Over Time -Student can answer the question “How and why do communities change over time?”</p> <p>Unit 3: Urban, Suburban and Rural Communities -Students can answer the question: “How are communities the same and different?”</p> <p>Unit 4: Families, Change, and Time: How are families the same and different? -Students can answer the question: “What is government and why do people need laws?”</p> <p><u>Science:</u></p> <p>Unit 1: Earth Materials: -Observe and describe the basic properties and components of soil: Living components and Nonliving Components - Explore how erosion and deposition are the result of interactions between air, wind, water, and land.</p>	<p><u>Social Studies:</u></p> <p>Unit 1: Geography and Early Societies of the Western Hemisphere -Students can answer the question: “To what degree does geography determine culture?”</p> <p>Unit 2: European Exploration -Students can answer the question: “How do issues of power, wealth and morality influence exploration and colonization?”</p> <p>Unit 3: Comparative Case Study of Western Hemisphere Cultures -Students can answer the question: “How do key forces and events shape nations?”</p> <p>Unit 4: Western Hemisphere Today -Students can answer the question: “How does an interdependent region meet the challenges of modern living?”</p> <p><u>Science:</u></p> <p>Unit 1: Nature of Science - Formulate questions of scientific inquiry. Identify questions and formulate hypothesis design and conduct scientific investigations to answer those questions.</p>
<p>Unit 2: Forces and Motion - Observe and describe the position of an object relative to another object (over, under, on top of, next to). -Observe and describe how the force of gravity can affect objects through air, liquids, and solids</p> <p>Unit 3: Plant Diversity -Identify and compare the physical structures of a</p>	<p>Unit 2 Earth Science: -Investigate, record, and explain the variables that affect erosion and deposition; identify events that cause earth movements.</p> <p>Unit 3: Food and Nutrition -Recognize that humans need a variety of healthy foods, exercise, and rest in order to grow and maintain</p>

variety of plant parts (seeds, leaves, stems, flowers, roots); describe the basic needs of plants: Light, air, water, soil; observe that plants respond to changes in their environment

good health.

Unit 4: Exploring Ecosystems

-Observe and describe how plants use air, water, and energy from the sun to produce their own food.

Scholars with Disabilities: Scholars with IEPs and those in the process of evaluation will be promoted based on individualized-promotion criteria, in addition to the indicators stated above.

Exit Standards: In order to complete the elementary academic requirements at LADCS and be promoted to Middle School, scholars **must demonstrate mastery of skills, and content in English Language Arts, Mathematics, and Science at the fifth grade level or above.** These exit standards will be based on the CCLS. Student mastery of these standards will be evaluated using results from State Exams, in house School assessments, and grades.

II.F. School Schedule and Calendar

The school calendar includes three weeks of professional development before the school year. Teachers attend workshops on topics such as curriculum development, classroom management, data analysis, and instructional planning, STEM instruction. During this time, teachers also focus on content-specific curriculum and assessment planning and instructional practices. During the school year, we have nine full days of professional development in addition, students are dismissed early every Friday (see attachment 3A) so teachers can participate in professional development. The Principal uses these professional development sessions to address trends that they have seen during frequent lesson plan review and teacher observations, delivering professional development sessions on particular topics, or working with small groups of teachers who need additional instructional support. Teachers Development, Data Monitoring, Review of the School goal attainment. Teaching staff will receive training in Special Education Services, ELLs services during the summer professional development session and throughout the school year as necessary. Also, on Friday we included Project Based Learning Time, students exploring the connections STEAM through the LTM model. Similarly, on Friday’s time will be set aside to build community with staff, student, and family members is a time to celebrate scholar’s achievement.

Kindergarten Schedule K-101

Time	Kindergarten Class Schedule Monday	Minutes
7:15-7:40	Arrival/ The school serves breakfast.	25 min.
7:40-8:15	Community Circle: The school day begins with a school-wide meeting to share information, recognize achievements, highlight a virtue, and build community	35 min.
8:15-10:00	ELA: Includes whole-class read-aloud and small group rotation among teacher led phonics instruction, guided reading and computer-based lessons.	105 min.
10:00-11:00	Math: After a short class meeting to go over the day’s agenda, teachers launch into a 20-minute math meeting focused on using an interactive bulletin board with topics relating to counting, time, the calendar, temperature and money etc. using manipulative, scholars work groups, using story to show evidence of their worked 20 -minutes and they do independent work at their desk.	60 min.
11:00-11:45	LUNCH	45 min.
11:50-12:25	SPECIALS (Art, Music, Technology. PE)	35 min.
12:30-1:00	Social Studies: Students study social studies using content integrated with the literacy program.	30 min.
1:00-1:30	Science/ STEAM: Students study STEAM daily using inquiry-based lessons	30 min.
1:30-2:00	Blended Learning(i-Ready) this time is used by Teachers to provided RTI/Enrichment according to individual needs	30 min.

2:00-2:30	Dramatic Play, Story Telling, Poetry: 10-minute Structured play that provides a creative outlet while simultaneously developing self-control and social skills while learning ELA incorporating Arts	30 min.
2:30-3:15	Math Workshop The math block uses both teacher-led and computer-based instruction.	45 min.
3:15-3:30	Dismissal: Students are dismissed; Teachers have PD from 3:45-4:45 pm.	15 min.

Weekly Instructional time per Subject

ELA	615 min.
Math	390 min.
PBL	130 min.
S. S	120 min.
Science/STEAM	180 min.
Blended Learning	120 min.
Technology	70 min.
P. E	70 min.
Music	30 min.
Art	35 min.
Community Circle	20 min.

Our school schedule provides more core instructional time throughout the year as required of other public schools, follows NYC Recommendations for instructional time and meets NYC’s minimum recommendations.

Extended Learning Time: LADCS’s school day will run from 7:15AM-3:30PM Monday to Thursday and 7:15-12:30PM on Friday (see attachment 3a). This extra time will allow for more time on academic core content subjects and the STEAM program. We have a total of 186 days of instruction.

Professional Development/Planning: Teaching staff will participate in weekly planning sessions. The school schedule has been built to allow Teachers a prep time block daily, instructional coaching with the Principal, Teachers will share with grade level team as well as cross grade level on Fridays. During this time, planning and collaboration will occur. In addition, Teachers and Co-Teachers will share their lesson plans with other staff

members with ample time for the Dean Intervention and Principal to provide feedback and input. In addition, all staff members will participate in professional development on Friday. Providers from Lucy Calkins Readers/Writers workshop, PLTW, SIOP, i-Ready will provide PD personnel to train teachers.

Supporting SWDs and ELLs: Our School-wide Co-Teaching model will allow Reading, Math Specialist, added in Year 3, to provide extra targeted intervention time by pushing in or pulling out students for small-group or one-on-one instruction. Detailed notes of interventions and scholar growth will be recorded and reviewed by Special Education Teachers, ELLs Teachers, Co-Teachers and the Care Team to ensure SWD and At Risk of Academic Failure are advancing towards meeting his/her goals.

Classroom Management: Core Values Morning Meeting time will allow Teachers to explicitly model classroom behavior, conflict resolution, and social skills, and develop a sense of community and belonging. Monday, and Wednesday will be used to promote HEART values, and Friday will be used for a school-wide Community gathering, Displaying the week’s PBL work, common songs, chants and other musical activities, Faculty, Scholar, Parents/Guardians will have an opportunity to review students work. (See II.G. School Culture)

Celebrate learning through Student-led presentations and project: There will be two Portfolio Days (first Wednesday of February and June): student-led presentation where students display their work to their parents in an organized way and showcase their academic progress and growth achieved throughout the year. In alignment with STEAM principles, and to build student confidence through presentation, we will have at least five public presentations including: Brics performances, Science Fairs, Projects Based Displays created by all students.

Communication Time with Parents/Guardians: During Teacher planning time Teachers will check-in with families about students on behavioral progress, academic growth, tardiness, absenteeism, or other relevant topics affecting the child’s achievement. The annual academic calendar provides for ample face-to-face time between Teachers and parents/guardians. LADCS Literacy,

and/or Math Night, in early fall, will provide Parents/Guardians an overview of the Academic Curriculum. Parent Workshops will cover several topics including Project-based and STEAM curricula.

II.G. School Culture

We believe in nurturing the whole child. Our School's Culture Values are promoted and displayed through the school day. Our theme is based on **HEART** (**H**onor, **E**mpathy, **A**ccountability, **R**espect, and **T**eamwork), LADCS wants to inspire scholars and faculty to take responsibility. Scholars should be held accountable for their learning. We believe that a great school should aim to develop students' hearts as well as their minds. As Dr. Martin Luther King, Jr. said, *"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education."*

LADCS will foster outstanding academic achievement, continuous improvement, cultural appreciation, moral excellence, high expectations, personal responsibility, self-determination, individual accountability, bi-literacy and collegiality. LADCS has a School-Wide Professional Development Plan and a School-Wide Code of Conduct that are not just for students and instructional staff, but also for everyone. All stakeholders participate in workshops to ensure that they are indoctrinated into the tenets of the school's culture: — **HEART** (**H**onor, **E**mpathy **A**ccountability, **R**espect and **T**eam Work). **Honor**: Our students believe in integrity. Their responsibility is to recognize and protect the rights of others and work towards a wholehearted understanding of human connections. **Empathy**: students are sensitive to the feelings, thoughts, needs and experiences of another. Our students learn to see the world from another's point of view to appreciate different perspectives. Every human being is valuable and worthy of our compassion. **Accountability**: Our students consider the consequences of decisions and actions and accept full responsibility. **Respect**: Students value the talents, contributions, opinions and perspectives of others. Students hold themselves, peers, parents and Teachers in high regard. They show consideration for the property of others, including public property. **Teamwork**: Our students are committed to inclusiveness, cooperation and collaboration.

At LADCS, there is an awareness of the urgency of the now a phrase coined by Howard Thurman to indicate that every moment must be utilized to achieve our shared/common goals. —Carpe diem! In other words: enjoy, make use of, and seize the day! There can be no wasted time. We make constant and continual efforts toward achieving, maintaining and exceeding the performance standards set for the school.

Student Community Circle: Part of creating a strong school culture is instilling a sense of community in each and every classroom. LADCS will do that through the following strategies:

- **Morning Meeting**: Core Values begins with scholars gathered in a circle. LADCS Pledge is recited. Teachers will lead students in greeting each other and setting the tone for a productive, reflective day of learning. (AT LADCS we follow rules, no disrespect, no attitudes, This Our House)
- **Community Gatherings**: Core Value meeting time will be used for a school-wide Community Gathering, as an approach to welcome and dismiss the school community at the beginning and end of the week, respectively. Fridays Parents/Guardian participate with Faculty, and Scholars to celebrate Students work and achievements. Common songs, chants and other musical activities will be used to build the sense of community and dedication to the week's work.

Teacher/Staff Community Building Rituals:

- **Teacher Academy Training**: A three-week PD Training that builds community and a spirit of collaboration between Teachers. This sense of collaboration and cooperation is essential, to be establish this way Teachers can learn to count and depend on each other throughout the year as they work together in planning, teaching, analyzing data, assessing students, and working with

students and families.

- **Weekly Friday PD (1:10-3:30 p.m.):** On-going instructional improvement is an essential part of the instructional cultural of LADCS and Friday afternoon is dedicated to Teachers' Personal Learning. Teachers will receive support and training on instructional practices that will help them improve their teaching in the classrooms.

Parent Community Building Rituals:

- **LADCS Parents' Organization:** LADCS will encourage and support parent input and involvement in the school by providing space and logistic support. We have hired Student/Family Liaison to support our Parents.
- **Student-led Teacher Conferences:** Parents will be given as many opportunities as possible to come to the school and see what their children are learning. Conferences are a positive experience used to help parents and Teachers work together to support children's learning.
- **Literacy Reading and Math Night along with Parent Workshops:** Literacy Reading and/or Math Night will be held in the early Fall Semester. This meeting will provide parents with an overview of the curriculum. The Parent Workshops will be held on a variety of relevant topics presented by instructional coaches, learning specialists, guest speakers, Teachers, and administrators, with built-in time for parents to actively participate.
- **Performance:** Performance is an exciting time for students to share their work with their families and the community. We will invite Guest to provide feedback and view our students work.
- **Communication with Parents:** will reflect the following: 1) Teachers will communicate with parents to discuss students' strengths and needs. Bi-weekly. 2) The school will assess family and student satisfaction, using strategies such as surveys, (2 times per year) feedback sessions, (survey will be distributed after each workshop) School Messenger will be sent in English and Spanish, and we will consider Parents input when making schoolwide decisions. 3) The school will have a systematic process for responding to parent or community concerns. 4) The school will constantly share school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents

Discipline Policy: Prevention is Key

At LADCS, the majority of discipline work should occur through classroom management and before there is any conflict or problem in the school. For this reason, we will use some of the Responsive Classroom structures below, a research-based socio-emotional program, to help instill **positive discipline**:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead. Songs and music will be an essential part of this period.
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique. STEAM program through orchestral training will serve as a great vehicle to instill positive attitudes to children.
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work. Project Time blocks from Tuesday to Thursday are a good example of this type of strategy.

Anti-bullying plan with protocols for defining bullying, defining school's sphere of authority, reporting bullying confidentially (when possible) to school administration and authorities (when necessary), providing consequences to offender for bullying, identifying target's needs, school re-entry plan for offender, and providing staff development for preventing bullying.

School-wide Implementation of Discipline System: Teachers and Administrators are equally responsible for implementing the discipline system. Teachers generally handle daily minor infractions in their classrooms; bullying prevention and classroom management are key aspects of a

teacher's job description. LADCS will implement the following 3-step approach when dealing with any disciplinary infraction: 1. Reflection period (what happened and why); 2. Exploration of potential actions (to make sure the infraction doesn't happen again); 3. Find short-term consequences that will help us make sure the infraction won't happen again.

In our efforts to teach positive, life-changing discipline, the LADCS staff will employ the following strategies for minor infractions such as classroom outbursts, disrespect, tardiness, disobeying minor rules (see Attachment 4 for level 1 infractions):

Verbal Warning, Time-outs, Reflection time, Lost of Privilege, Verbal or Written Apology, Call home
For major infractions (see **Attachment 4 for list of infractions**), LADCS will use the following strategies, making sure to follow due process: Letter and/or phone call to parent, In/Out of school suspension, Parent/Guardian meeting, Expulsion.

Suspensions/Expulsions: When there is serious cause, the Principal may suspend a student for a period up to five days; for the most serious infractions, the Principal may suspend a student for a period of more than 5 days and up to one year after the student has been found guilty in a formal hearing. At a student's disciplinary meeting, the Principal will present to the parent or guardian witness accounts, documentation, and evidence justifying the decision for suspension. The Principal will also allot time for informal response to the evidence from the parent/guardian. After hearing the parent/guardian response, the Principal will make a final decision about the consequence given. The Principal and all staff members who witnessed the alleged violation of the Code of Conduct will participate in the hearing. For the hearing, the student will reserve the right to be represented by counsel, question witnesses, and present evidence. In the case that the Principal decide together that a student's violation of the Code of Conduct justifies an expulsion, a hearing similar to the one detailed above will take place. Based on the evidence presented in the hearing, the Principal will make the recommendation to the Board of Trustees, who will reserve the right to make the final decision. The student's lawful parents or guardians hold the right to appeal the decision to the Board.

Due Process: In the case of disciplinary action (suspension or expulsion) involving the removal of students from class or activities, parents will be notified. Students will be told of the charges against them and evidence will be presented; the student will have the opportunity to describe his/her version of the incident. In accordance with Federal due process law (*Goss v. Lopez*), in cases of suspension for a period of 10 days or less, students will be given oral or written notice of the charges against him or her. The parents/guardians will be notified as soon as possible via phone or email. If the student denies the charges, the school administrators or Teachers will present the evidence held against the student. The student will be afforded the right to present his or her version of the incident. For suspensions for more than 10 days and for the rare case of expulsion, students will be afforded full Due Process protections including the right to secure counsel, the opportunity to confront and cross-examine witnesses supporting the challenge, and the opportunity to call his or her own witnesses to verify his or her own version of the incident.

Discipline of Students with Disabilities: In accordance with IDEA, Students with an IEP or 504 plan are protected by certain rights when it comes to disciplinary action. That being said, all students are expected to follow the school rules. LADCS will consider the individual student, the student's needs, and the student's plans when making disciplinary decisions. If it is discovered that the behavior of a student with an IEP or a 504 plan is a manifestation of the student's disability, then the student will be returned to class no more than 10 days of suspension. If the Manifestation Determination hearing finds that the student's behavior was not a manifestation of the student's disability, then the child may be disciplined in the same manner as a child without a disability. **Alternative Educational Activities:** In the case of suspension or expulsion, alternative educational activities will be provided so that the student can continue to make academic progress.

Evaluating School Culture: As a data-driven school, LADCS will collect data on incident rates of different categories of behavioral issues. Teachers will administer student surveys in an effort to

determine whether students feel safe and supported in their classrooms. This data will be taken seriously and administrators will work quickly and collaboratively to resolve any areas of concern.

III. Organizational and Fiscal Plan

III.A. Applicant Group Capacity

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if Any)
Philomena Jenkins	School Administration, Elementary Education, Teacher Development, Leadership, Curriculum Writing, PBL, BL, STEM (see attachment 5a)	Applicant. Board Member President. Support Curriculum Writing. Participate in Charter Application
Karlene Cowan	Business/Corporate Operations, Management, Budget and Accounting, Charter School Organizational and experience with turnaround Schools (See attachment 5a)	Vice-President. Supported Charter application. Oversee as a BOT all Operations and Compliance with meeting Charter Operation Goals and Renewal
Rajni Perreira	Real Estate , Accounting, Business (See attachment 5a)	Board Member
Lidia Leuso	Health Administration, Community Engagement, (See attachment 5a)	Board Member
Ching Lui	Educational, experience with SWD, ELL, At Risk (See attachment 5a)	Board Member

III.B. Board of Trustees and Governance

Board Governance Responsibilities and Relationship to the Board of Regents: The Board of Trustees (BoT) will be responsible for ensuring that the school complies with all legal, fiscal and programmatic requirements consistent with LADCS’s Charter, including all applicable Federal and State Laws. The BoT will also be responsible for overseeing the school’s performance in achieving its educational mission. The BoT understands that as a school authorized by the Board of Regents Chartering Entity, LADCS must meet the benchmarks outlined in the Charter School Performance Framework and must meet all deadlines for required reports. LADCS welcomes visits by inspectors, consultants, members or other guests from the Board of Regents and looks forward to a strong working relationship with the Regents and the NYSED.

Proposed Governance Structure of LADCS: The proposed Board has the necessary range of skills and experience to guide LADCS in its efforts to fulfill its mission. These skills include experience and expertise in general, special, and bilingual education, as well as in educational leadership, curriculum development, non-profit and business management, music education, finance, law, and technology.

Election: Trustee candidates must be nominated by a sitting Trustee. No person who has a conflict of interest prohibited under Sections 801 through 806 of the General municipal law may serve. Trustees will be elected by majority vote of the sitting Trustees. The Board shall never have fewer than five Trustees, and it will endeavor to have at least one Trustee who qualifies as a “financial

expert” according to item 407(d)(5)(i) of the Securities and Exchange Commission’s Regulation S-K. Initial terms of the Trustees range from two to four years to limit large, simultaneous turnover.

Officers: Officers of the Board will have the following general responsibilities and such powers as the Board may prescribe: the Chairperson is responsible for the general supervision, direction and control of the affairs of the school; the Treasurer will oversee the school’s ongoing fiscal condition by helping to create strict internal fiscal control policies; the Secretary will be responsible for keeping the minutes of Board meetings and interpreting the Bylaws (see attachment 5b) in the case of a dispute.

Committees: The BoT is responsible for establishing and reviewing organizational, institutional and educational policies to ensure that LADCS is accomplishing its mission. In order to govern and oversee the fiduciary, legal and instructional activities of the school, the Board will maintain the committees listed below, and will be at liberty to create committees it deems necessary:

- **The Executive Committee**, led by the Board Chair, will support the Board with general responsibilities and will regularly interact with the ED regarding the school’s academic, financial, and administrative performance between Board meetings. The Committee will engage in orienting prospective Board candidates to ensure that Board composition reflects and strengthens ties with the community served by the school. The Committee will assess the performance of the ED based on the job description, the ED’s annual goals and the school’s overall goals.

The Finance Committee, chaired by the Treasurer, will coordinate the Board’s financial oversight responsibilities and along with the ED will: (i) review and provide recommendations regarding the school’s annual budget reflecting short- and long-term plans of the school for approval by the entire Board; (ii) review and provide recommendations regarding the school’s financial performance; (iii) assist in oversight of LADCS’s external and internal audit; (iv) work with the DoO to meet LADCS’ annual goals and fiscal health.

The Educational Committee will monitor the school’s accountability goals for student achievement. In coordination with the ED, the Committee will: (i) advise the Board on the school’s performance in core activities of teaching and learning; (ii) recommend to the Board the adoption of academic policies to help fulfill the school’s mission; (iii) receive and review reports on academic performance created by the Principal; (iv) work with the PRINCIPAL’s to meet LADCS’s educational goals.

Board Oversight of the Executive Director (ED): The Board will delegate authority for day-to-day operations of the school to the ED and report directly to the Board by using assessments of the following categories: academic performance, student participation, family satisfaction, financial stability, and compliance with the charter agreement and all relevant laws and regulations. **Oversight of Academic Programming:** Academic performance will be assessed based on the goals outlined in section II.A., and the assessments outlined in section II.D. The ED will work closely with the Principal to develop monthly reports for the Board on the school’s progress in meeting its academic benchmarks. A more detailed report on each grade’s performance will be presented to the Program Committee for a specific assessment on overall student performance.

Fiscal Oversight: The ED will work with the DoO and other staff to develop monthly reports that will reflect the school’s fiscal position and projected budget for subsequent years. The ED will meet with the Finance Committee monthly to present this report and to discuss fiscal policies and protocols that will help the school to have a sound fiscal plan. The Finance Committee will periodically meet with auditors regarding the school’s financial performance. Other responsibilities of the Board include: electing and removing Trustees; appointing, removing, and setting compensation for the school’s Leadership Team; acting as trustee under any trust incidental to the school’s purposes; acquiring/holding/disposing of property for the school; and indemnifying and maintaining insurance for the school’s Trustees, employees, and agents.

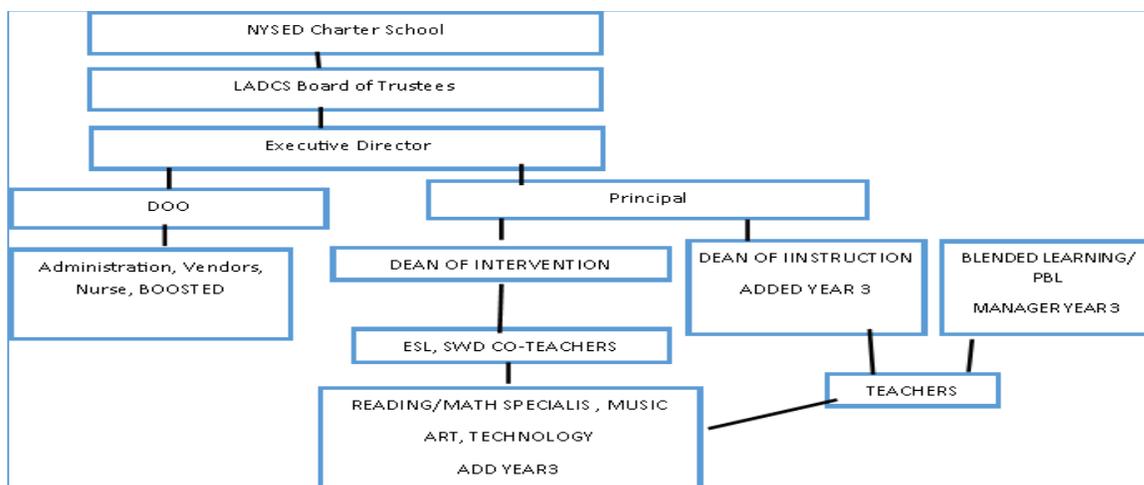
Board Meetings, Parents and Staff: Monthly Board meetings will be held at the school (or at any

other reasonably convenient place the Board may designate), and will follow an agenda developed by the Executive Committee. Board meetings will adhere to the Open Meeting Law, and will include an oral or written report, a financial report by the ED, and opportunities for public comments. Parents and Teachers will be welcome to attend Board meetings as an opportunity to directly address the Board with concerns. Meeting times will be announced in English and Spanish to parents, staff, and the general public one week prior to their occurrence. Minutes of Board meetings will be posted on the school’s website and copies maintained at the school office. The Chairperson, Secretary, or Treasurer may call for a special meeting of the Board of Trustees at any time, as may any three Trustees at any time with a written demand.

Recruitment, Selection, and Development of Board of Trustees: To recruit future Trustees, the applicant group will search for individuals with expertise in a variety of industries to ensure the Board’s capacity to oversee, advise and help strengthen the leadership of the school to fulfill its mission. The process for nominating and approving new Board members will be as follows: 1) When a potential trustee is recommended to the Board, a member of the Executive Committee will contact the potential trustee to explore his or her background and qualifications; 2) if the potential trustee may be a good fit for the board, he or she will be asked to visit the school and attend a board meeting. The Board will explain the expectations for Trustees and will highlight the prospective Trustees’ specific skills that will help address the Board’s and the school’s needs; 3) the potential trustee will be presented with a Board application, a description of the role and its responsibilities, an accountability plan, information on the charter itself; 4) if it is determined that the potential trustee is philosophically aligned with LADCS’s mission and possesses useful capacities to serve on the Board, the Executive Committee will recommend his or her approval to the full Board. Prospective Board members will be evaluated based on skills, expertise, teamwork, participation, available time commitment, energy, philosophical alignment and potential conflicts of interest; 5) the Board will vote to accept or reject the approval of the new trustee; 6) if approved, the new trustee will presented with a Board binder that includes the school charter, by-laws, code of ethics (see attachment 5c), personnel policies, financial statements, and other relevant documents.

Given the uniqueness of LADCS ’s educational model, the Board must not only govern efficiently, but must also understand, experience and believe in the school’s mission. To facilitate this, Trustees will be expected to visit the school while in session at least twice during the school year unless circumstances make it impossible for them to do so. In consultation with the ED, the Executive Committee will create a self-evaluation rubric for Trustees and the ED to assess the Board’s performance.

III.C. Management and Staffing



The chart below illustrates our management structure and personnel reporting responsibilities at full capacity. Responsibilities and qualifications for key positions are provided in Attachment 8a.

Organizational Structure: The **Board of Trustees (BoT)** has the ultimate responsibility for overseeing that all aspects of LADCS comply with local, state, and federal requirements, as well as its own internal rules and bylaws. It also has the authority and responsibility to receive and require any and all documentation, data, reviews and reports necessary to make informed judgments about the school's operations. The **Executive Director (ED)** will be the chief executive officer of the school and report directly to the BoT. Along with the ED, In order to insured that the **Principal** main goal and attention to focus on the curriculum and learning achievement, we have added a **Director of Operations (DoO)**, one **Dean of Intervention/Special Education Coordinator, the DoO and the Principal will report to the ED.** The team will hold weekly meetings as necessary to ensure alignment between the educational, operational, organizational and financial divisions of the school. This distributed leadership will also help each division to achieve greater organizational efficiency. The DoO will ensure LADCS's operational soundness, legal compliance and fiscal health (Years -3) with the support of an **Office Manager.** We will contract with BOOSTED for financial management and fiscal health, allowing the DoO's schedule to focus primarily on the operational soundness of the school as it approaches full capacity (510 students) in Year 5. The Principal will be the primary instructional leaders of the school and will be supported by: **1) The Dean of Intervention (DI)**, who will be responsible for the implementation of a fully inclusionary model that serves the needs of all students including, but not limited to, implementing students' IEPs. In that regard, he/she will supervise the ESL/SPED faculty, Learning Specialists as well as of the Related Service Providers and will work with them to ensure that SWD, ELL and FRPL students have equal access to the curriculum and quality instruction; **2) Social Worker (SW)**, who will work with students, Teachers, and parents to create a safe, healthy, and supportive learning environment that **Specialist** will be hired in Year 3 to support any scholars that might be struggling.

Management Roles: A annual basis, the Board of Trustees will evaluate the executive director. Prior to the start of the school year, the Board will set annual goals for the executive director for each of the key areas/ responsibilities, which include: Academic oversight, Planning and operations, Fundraising and financial oversight, Facilities, Outreach and collaboration (including diversity goals), Communications (including parent participation and satisfaction). In addition to these key areas, the Board will make an assessment of the executive director's commitment to LADCS mission, vision, and key design elements.

The Board will create a process for evaluation that will include the compiling of a detailed report on the effectiveness of the executive director in relation to the goals and mission/vision/key design elements as identified twice per year. These results and findings of the evaluation would be delivered to the full Board of Trustees following each evaluation review cycle. Should the Board find that the identified goals are not being met, the Board may ask the executive director to create and present an action plan for addressing goals that were not met.

In the event the executive director is not meeting the expectations of the Board, the Board may choose to not renew the contract of the executive director. Should this occur, a member of the LADCS Schools leadership team will provide oversight and assistance to the school as needed. (see I.C.).

The **Director of Operations (DoO)** will ensure LADCS 's operational soundness, fiscal health, and legal compliance. Furthermore, the DoO will be responsible for the safety and wellbeing of all students; this responsibility includes ensuring compliance with Special Education regulations, ensuring that special accommodations are made for ELLs, and providing PD workshops on school health policies and procedures. The DoO will also oversee other policies and procedures, such as operations for vendors, hiring consultants, and outsourcing vital services as needed. Also his/her responsibility includes preparing annual budgets, supporting the annual auditing process, working along with the other members of the ELT, managing day-to-day finances, and conducting accurate

and timely billing to ensure adequate cash flow.

The **PRINCIPAL** will be the school’s primary instructional leaders, responsible for overseeing the development of the curriculum, supporting Teachers to increase their effectiveness, and maintaining all student assessments and progress. The Principal will be responsible for implementing the LADCS curriculum, which includes developing a protocol within our school, training Teachers in the use of the educational curricula and instructional models, and overseeing their use by monitoring assessment and other data to refine its role in the classroom and broader curriculum with the goal of achieving our academic objectives. The Principal will ensure the alignment of STEAM, Blended Learning, Project Based Learning Academic Curriculum aligns with the CCLS and the Blueprint for each subject. The Principal will use assessment data to develop and implement PD sessions for the staff, conduct observations around the school, provide feedback and assist with modeling lessons to ensure Teachers receive the requisite amounts of training in curriculum and assessment tools.

Staffing Plan:

Ensuring that the Teacher Body Reflects School Growth: In Year 1 our teaching staff will have ten classroom Teachers to facilitate our co-teaching model with a student-to-teacher ratio of 30:2. These includes six General Ed. Teachers (one per classroom+1 classroom), two SPED Teachers (one per grade) and one ESL Teachers (one per grade). Teacher faculty will gradually grow with the school to reach a maximum of 47 Teachers serving 510 students in Year 5. At the classroom level, our budget allocates sufficient resources to ensure that as the school grows continues. (i) a student-to-teacher ratio of 30:2; (ii) an SPED student-to-teacher ratio of no more than 15:1; and (iii) an ELL student-to-teacher ratio of no more than 15:1, including Learning Specialists in YR 3.

Teachers: LADCS will build a diverse and collaborative team of high-quality Teachers, who will ensure the development of LADCS’s innovative **STEAM**-Student Centered curriculum. In order to attract great talent, LADCS will offer a supportive environment for Teachers where creativity and collaboration will be highly encouraged and rigorous academic standards will be expected and maintained. LADCS’s planning sessions and co-teaching opportunities will involve the sharing of content, resources and strategies, which can promote collaborative research in education. Our founding team has created a unique curriculum that Teachers will become involved in LADCS’s groundbreaking work in the field of Arts-integrated education. LADCS will offer competitive salaries based on the DOE pay scale plus a comprehensive benefits package with an annual 3% increase. Moreover, LADCS plans to build internal capacity by promoting senior Teachers into leadership positions, allowing interested Teachers to grow professionally with the program as a way to build a high-performing educational community. Below is our staffing chart:

Staffing Chart	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	150	250	330	410	510
School Year	17-18	18-19	19-20	20-21	21-22
Position					
Executive Director	1.0	1.0	1.0	1.0	1.0
Principal	1.0	1.0	1.0	1.0	1.0
Dean of Intervention	1.0	1.0	1.0	1.0	1.0
Director of Operations	1.0	1.0	1.0	1.0	1.0
School Student/Family Liaison	1.0	1.0	1.0	1.0	1.0
Administrative Assistant	1.0	1.0	2.0	2.0	2.0
Dean of Instruction,			1.0	1.0	2.0

Project Based/Blended Learning Manager			1.0	1.0	1.0
General Ed Co-Teachers	6.0	10.0	14.0	18.0	22.0
P.E.	1.0	1.0	1.0	1.0	1.0
ELLs Co-Teachers (1 FTE/grade level)	2.0	3.0	4.0	5.0	6.0
Special Education Co-Teachers (1 FTE/grade level)	2.0	3.0	4.0	5.0	6.0
Science Teacher	1.0	1.0	2.0	2.0	2.0
Reading Specialist			1.0	1.0	1.0
Math Specialist			1.0	1.0	1.0
Music Teacher			1.0	1.0	1.0
Technology Teacher			1.0	1.0	1.0
Art Teacher			1.0	1.0	1.0
Social Worker	1.0	1.0	1.0	1.0	1.0
Paraprofessional	1.0	1.0	2.0	2.0	2.0
Cafeteria Monitors	0.5	1.0	2.0	2.0	2.0
Total FTEs	20.5	26.0	44.0	50.0	56.0

Funding Our Educational Program To Serve The Needs of Our Students: Our staffing model and the budget allocation are built upon these core elements of our curriculum: 1) Rigorous Academic Instruction, which requires that the Principal provide Teachers with the necessary PD, Coaching, and Support to improve student learning and develop a high-quality Co-Teaching Model; 2) Supervision of the STEAM curriculum by Principal. Year 1 and 2: BRIC Media Arts will provide Art Curriculum, Year 3: BRIC and Art, Music Teacher work jointly. 3) a Fully Inclusionary Model in which the Dean Intervention will ensure that SWD and ELL and At Risk students have equal access to the curriculum through the RTI model and other interventions; and 4) a professional learning community in which instructional coaches will work with the Principal to train Teachers in our curricula and instructional models. Additionally, in Year 3 learning specialists (reading, math) will spend 20 hours per week providing student interventions and working with Teachers. The School Social Worker will work alongside the Dean of Intervention, Learning Specialists and Related Service providers to create a nurturing environment where SWD and ELLs can succeed.

III. D. Evaluation

A school quality review (SQR) will take place once per year with an outside consulting firm to evaluate the effectiveness of the LADCS program in a variety of respects, including leadership, teaching and learning, school culture and climate, and finance and operations. The Finance Committee will participate in the annual review administered BOOSTED that evaluates the effectiveness of the Operations and Finance sectors. The DOE Annual Progress Report card and the feedback taken during annual site visits from the State Educational Department will be taken into account to evaluate the educational program.

Teacher Evaluation: To make teacher evaluation a useful tool to improve student learning, LADCS will use the following components in teacher evaluations:

Individual Goals: Teachers and evaluators will meet three times during the year to discuss teacher goals and growth towards achieving them, and review evidence from the teacher’s work, including photos, student work, and peer observations (see Section III.E.).

Formal Observations: The instructional leader will record the lesson and provide feedback on instructional practices and student learning. Teachers will have to reflect on this feedback, write a formal reflection, and address the topics at the next meeting/formal observation.

Informal Observations: School administrators and instructional coaches will regularly visit classrooms and give feedback to Teachers about their classroom performance. Informal and formal observations will be part of the teacher portfolio used for teacher evaluation.

Teacher Portfolio: Examples of lesson plans, notes from informal observations, reflections from PD sessions and individual goals meetings, and write-ups from co-teaching meetings and professional learning groups will be compiled by Teachers as authentic examples of their growth over time. The portfolio will be used as an element of their evaluation.

Formal Evaluation: Three times per year Teachers will be formally evaluated using the four domains of the Danielson Framework for Teaching Components:⁷⁶ Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. All Teachers will receive formal feedback through a three-phase supervision cycle. The three phases of the process will be: a planning meeting, observation drop-in, and follow-up meeting etc. The administration will use a balanced approach to evaluate a teacher's performance that takes into consideration student diagnostic assessment baseline data and the teacher's progress and effort in making strides towards implementing the improvement plan. Teachers will be evaluated using the categories of Highly Effective, Effective, Developing, and Ineffective. Personal Improvement Plans (PIPs) will be created as part of the evaluation process for Teachers rated "developing" or "ineffective." Teachers rated "developing" or "ineffective" will receive tailored PD support to fulfill the requirements of the PIPs and to meet mutually agreed benchmarks. Copies of teacher evaluations will be given to Teachers and kept in their professional files.

Student Growth: At the beginning of each year, the Principal will select a diverse sampling of students from each class and monitor their progression by using formative and summative assessment tools and periodic reviews of the students' portfolios of work. At the end of each year, the Principal will use the data from student growth analysis as one component to measure teacher performance.

Evaluation of the Executive Director, Principal and Director of Operations At the beginning of each year, the Board and the ED will create annual internal goals for the organization geared towards meeting the specific benchmarks and measures set within the New York State Board of Regents' and New York State Department of Education's Charter School Performance Framework. The Board will conduct an annual evaluation of the Executive Director focused on academic achievement, financial stability, and operational soundness. At the beginning of the year, the Board and the Executive Director (ED) will establish measurable process and outcome goals for the year. The ED will prepare a self-assessment based on these metrics and present it to the Board. The ED's performance review will include input from Teachers and staff, families and students, as well as assessment results, enrollment and attendance data, parent, teacher and student satisfaction surveys results, budget information, and audit results. The ED will evaluate the Principal and Director of Operations once a year looking for positive growth trends to determine whether they are helping students and Teachers improve the teaching and learning cycle. This evaluation will comprise student formative assessment data from across the school year, teacher evaluations, and parent, teacher and student satisfaction surveys, compared against the Principal individual goals. The ED will evaluate the Director of Operations by looking at the operational and financial performance data gathered from the annual evaluation of the educational program. The DoO will be evaluated based on the annual internal goals pertaining to operations and finance. The ED will also evaluate how well the DoO met his or her own individual yearly goals. These evaluations will be discussed with the Board at board meetings.

Evaluation of Family/Parent Satisfaction: Partnership with families will be essential to our evaluation process. LADCS will collect parent/guardian and family feedback through the Parents' Association, the Family/Parent School Survey, and the annual NYCDOE School Survey on the school's record of serving their children. This parent input will be shared with staff, and an action plan will be created to work on areas for improvement.

Annual Audit and Annual Reports: Either members of the board or an outside organization will conduct annual audits of all administrators and of program policy implementation to ensure

adherence to the school's charter and fiscal solvency. LADCS will submit annual reports documenting progress to state authorities in compliance with all relevant requirements.

Evaluation of Board of Trustees: The Board will develop a method of self-evaluation, including measures of Board adherence to LADCS's mission and vision, attendance and participation, fiscal responsibility, handling of complaints, and overall contribution to the school. The Board of Trustees will create an evaluative group assessment tool to determine their effectiveness at the end of each school year. The assessment tool will provoke the Board of Trustees to evaluate their performance in the following areas: member participation and fulfillment of duties, attainment of organizational goals, transparency and communication with other stakeholders, and alignment of initiatives to the mission and vision of the school. The Board will also assess the skill sets of its collective members to determine if any weaknesses need to be filled in. From this evaluation, the Board of Trustees will create strategic goals for themselves as a body as well as goals for LADCS as a whole.

School Accreditation: As part of the requirements of a public school, regular school accreditation and evaluation will take place. Our school will comply with all requirements of the DOE and SED. A School Designer will work with us to implement school-wide structural and systematic improvements based upon student assessment data and other forms of feedback.

III. E. Professional Development

To develop a professional learning community⁷⁷ that will focus on ensuring high-quality instruction, our annual calendar and daily schedule will offer continual, scaffolded support for Teachers, geared towards meeting the needs of all students. Our educators and administrators will regularly consult on progress, as determined by qualitative peer feedback and quantitative data gathering, and share best practices for improving staff techniques and outcomes. Below are the components of the professional development program:

Professional Development Structures

Teacher Academy Training: Summer Institute: During the multi-week summer institute, all faculty will be introduced to our curricular materials, participate in in-depth training on our instructional techniques, learn to administer assessments, and collaboratively plan curriculum and lessons.

Ongoing School-wide Professional Development: Our weekly shortened day allows the faculty to meet as a full staff with our Principal and outside educational consultants to continuously develop, refine, and evaluate curriculum and lesson plans based on individual students' needs, teacher needs, and the progress of the school as a whole in a collaborative, supportive environment. Our school calendar also includes nine full work days throughout the year for intensive development, either via outside conferences or internal full-day workshops with visiting staff developers. In addition, portions of these sessions will be used for breakout groups that allow for Teachers to work in partnership with their peer Teachers in the same grade and across grades as relevant. We will form partnerships with local schools to enable shared resources, mentoring of our Teachers, and collaboration and discussion of best practices.

Collaborative Coaching and Learning: Collaborative Coaching and Learning model is a multi-teacher collaborative model of demonstration, observation and study group) which establishes expectations for more public teacher learning and more collaborative planning among Teachers. These small groups can be created to address particular areas of teacher need, such as writing workshop mini-lessons, facilitating independent work time, model mathematical problem-solving, etc.

Grade-Level Common Planning Time: Teachers will be provided ample planning time. Students' participation in specialty classes allows time for planning during the school day. Each grade-level will have a two-period back-to-back common planning block to develop to meet as a team. At other times throughout the week, at least two of the same grade-level Teachers will be free during the same block and can use that time to collaborate and develop curriculum together. We recognize that

curriculum development takes time; accordingly, CWCNY1 built a school schedule that provides adequate time for Teachers to develop high-quality curriculum.

While our principal will determine the specific agendas, trainers, and materials, we anticipate that our Teachers will study the following in the context of the foregoing activities:

Project-Based Learning, Writing Workshop, Administration, analysis and instructional implications of assessments, Techniques for meeting a variety of student needs, Community building and peacemaking techniques, Fountas & Pinnell Continuum of Literacy Learning, Singapore Math, Blended Learning, Responsive Classroom Management

III.F. Facilities

While LADCS has not finalized a site for the school, we have been actively looking into a location that can accommodate the needs of our scholars and the requirements of our educational program.

These are different options the founding team is looking into to secure space: As part of our application, on August 28, 2016 LADCS sent a letter requesting public space in CSD 17 .

LADCS is aware that under-utilization rates alone do not necessarily indicate whether a new school can appropriately be co-locate. We are also actively looking into private space options. LADCS had a meeting with Mr. James Clarke, who is the Division Manager for Fillmore Commercial, and who have successfully located two other charter schools in CSD 17 Districts . We have inquired into the availability of affordable spaces throughout CSD 17, and there is at least one potential space that would allow us not only to host our program. This space will be available on May 1, 2017

At full capacity of 510 students, and in alignment with the NYC DOE Footprints School Program for assessment of DOE buildings, our facility needs, based on our program, are anticipated as follows:

Capacity Generating Instructional Rooms:

(The expectation is that these rooms will be programmed for use throughout the day) ▪ 12 classrooms (Blended Learning Project Based Learning Rooms) at 750 sq. ft. each - totaling 9,000 SF

Non-Capacity Generating Instructional Rooms:

(The expectation is that these rooms will be used for the music and the movement classes, pull-out services, small group instruction, etc.)

- Science Lab rooms with storage (two room K-2 and 3-5th grade at full capacity) at 1,300 sq. ft. each - totaling 6,510 SF
- Technology/ Library 1,300 SF
- 1 art room at 750 SF
- 2 resource rooms: ESL pullouts, RTI and Teachers PD room at 510 sq. ft. each - totaling 1,000 SF.
- 4 resource rooms: Intervention RTI pull out, Speech Therapy, Occupational Therapy, Social Worker at 400 sq. ft. each - totaling 1,600 SF to ensure that students' special education needs are being met.

Non-Instructional Rooms:

(the expectation is that these rooms will be used for administrative functions)

Administrative Services

- Equivalent of 4 large classrooms: 1. Main Office 2. ED's office and Principal office 3. DOO's office 4. Dean office, Teachers' workroom - totaling 3,200 SF

Student Support Services

- Equivalent of 2 classrooms: 1. Student/Family Liaison, 2. Parent's Association, , family room - totaling 1,000 SF

Community Spaces

- 3 large spaces: auditorium, gym and cafeteria - totaling approximately 5,000 SF
- 3 smaller spaces: bathroom, storage, misc., - totaling 2,500 SF

Totaling approximately 32,000 SF

Taking into account the current facility funding provisions, which provide funds equivalent to 20% of the current year per pupil funding rate multiplied by the number of students, not to exceed the amount of the lease, should it be less than the former total. Based on the Charter School Facilities' estimate, the rental fees in CSD 17 for a new or refurbished building are in the range of \$30-\$38 sq. ft. or for a closed catholic school, likely in need of repair, in the range of \$22-\$25.

In our first year of enrollment, and based on our enrollment target (150 students) LADCS anticipates \$456,000 necessary to cover the cost of a private space. Budget Year 1 This stipend will allow us to find a space that meets our space target for the first year (around 10,000 SF) at a rate of \$30 / sq. ft. Each consecutive year, LADCS anticipates adding around 5,000-7,000 SF to meet the growth of our student population, which at the \$30/SF rate is almost entirely covered by the city stipend. In our first year, LADCS will allocate \$10,000 for potential repairs to properly set the private space for school use.

LADCS will work closely with BOOSTED to adopt sustainable and fiscally solvent practices with regards to facilities. LADCS recognizes the importance of respecting other members of our co-located space while implementing such practices.

III.G. Insurance

Based on proposals from the Charter School Business Management team, which has worked extensively with brokers who have experience with NYS charter schools, LADCS expects to obtain the following types of insurance coverage:

Coverage	Limit
General Liability	\$1,000,000/occurrence, \$3,000,000 aggregate
Workers' Compensation	Statutory Limits under NY laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability	\$1,000,000
Umbrella Liability	\$5,000,000/ occurrence, \$5,00,000 aggregate
Employment Practices Liability	\$1,000,000
Educators' Legal Liability	\$1,000,000
Directors & Officers	\$1,000,000
Sexual Misconduct Liability	\$1,000,000/occurrence; \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500,000 - \$750,000
Student Accident Coverage	\$25,000
Catastrophic Student Accident Coverage	\$1,000,000 - \$5,000,000

Note: This is an estimate and it is subject to completed applications and underwriting review.

During the pre-operational year, LADCS will coordinate with BOOSTED to obtain multiple quotes for the abovementioned coverage, and select the most reasonable option based on coverage and cost. The school plans to obtain Directors and Officers coverage for our Board of Trustees and staff as soon as possible during the pre-opening year. The school's budget assumes an annual average cost of approximately \$36,000 in years 1-5 for insurance.

III.H. Health, Food and Transportation Services

Food Program: LADCS believes that a healthy school food plan will positively contribute to the well-being of our students, which will have a direct impact on their academic performance. LADCS will provide a healthy and sustainable nutrition plan throughout the school day. LADCS expects to have at least 90% of our student population qualifying for free and reduced lunch, a population that usually doesn't have access to high-quality nutrition. For this reason, it is very important for us to provide access to a healthy and balanced diet. LADCS intends to contract with NYCDOE school food services to provide breakfast and lunch. All students who enroll will complete the School Meals Application (www.applyforlunch.com), required for participation in the federal programs for free and reduced breakfast and lunch. To facilitate all parents' ability to fill out this online application, LADCS will make computers available, encourage them to complete it, and guide them through the process, if necessary, at the time of student registration. While all students will have access to the school lunch program, which will provide them with breakfast, lunch, and a healthy snack on a daily basis, families of students who do not qualify for free lunch will be billed for their lunches on a monthly basis. A portion of our budget will be allocated to cover the expenses of those students who do not qualify for free or reduced lunch, but need a school meal and have not paid any outstanding lunch or breakfast fee. This will ensure that they will continue to receive a lunch and/or breakfast each day despite any fees outstanding. In order to set an example for our students and contribute to the healthy and well-balanced lifestyle we want to promote at LADCS School, Teachers and students who bring their own lunch to school should comply with the healthy lunch requirements.

Health: If LADCS is co-located in an existing school building, as requested, LADCS will contract with the school nurse on site. The nurse will treat children who are sick or injured, maintain students' records and supervise the disbursement of medication, and maintain accurate correspondence with students' families. If LADCS secures a private facility, and has at least one student with an IEP or 504 requiring a nurse, LADCS will apply to the NYC Department of Health and Mental Hygiene (DHMH) and the DOE to provide a full-time nurse at no cost to LADCS. If this is not the case, LADCS will contract with a school nurse to ensure that our school complies with §2853(4)(a) and §912 of the Education Law, and that LADCS provides high-quality care. If the nurse is not onsite, these responsibilities will be directed to the DoO. All visits to the nurse, including the reason for and treatment during, will be documented in each child's file. Parents will be expected to provide a minimum of three emergency contacts to be used in the event their child becomes ill or injured while at school. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. The DoO will coordinate the vision and hearing screenings with the DHMH. At the Teacher Training A all staff will receive training regarding our school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies.

Immunizations. LADCS will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella); MMR (2 doses of measles containing vaccine and 1 dose each of Mumps and Rubella); Hepatitis B (3 doses); Varicella (1 dose). Parents or guardians may waive immunization

in accordance with Public Health Law, and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Transportation: In compliance with Education Law Section 3635, the DoO or Family Liaison will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or MetroCard's. He/She will be responsible for submitting forms to the DOE-OPT and determining bus routes and stops for eligible students. LADCS expects that many of our students will live within walking distance, yet LADCS will also provide yellow bus transportation or student MetroCard's to the following students: students in grades K-2 who live more than 1/2 mile from the school, students in grades 3-5 who live more than 1 mile from the school, students who have door to door bus service as stipulated by their IEP. For those students who have door-to-door bus service as stipulated by their IEP, LADCS will work in conjunction with the Committee on Special Education (CSE) to fulfill transportation mandates in a cost-effective manner. For those students who do not qualify for yellow bus service or a student MetroCard, their families will be responsible for organizing their own transportation to and from school each day. Since our school calendar varies slightly from the NYCDOE calendar, and in the event that LADCS is in session while the DOE is not, LADCS will work with OPT to provide transportation to eligible students or make alternate arrangements for transportation.

III.I. Family and Community Involvement

In addition to being an essential element in the education of every child, arts and science also fosters strong family and community ties. These ties are in and of themselves important foundations of all children's educations.

Family Involvement: The LADCS Staff will make families an important, part of our school community, and we'll use the following structures and practices to build lasting partnerships:

Regular communication: The LADCS School will communicate regularly with parents at three different levels: (a) Individual: Teachers will reach out to parents via informal in-person or phone chats to update them on their child's individual progress; (b) Classroom: Teachers will keep families informed about the progress of their child's classroom via weekly newsletters and updates, and the Principal will also send parents formal, standards-based narrative reports; (c) School: the Executive Director and the Principal will deliver periodic updates about the school at community events, concerts, via email or school messenger. Whenever necessary, communications will be bilingual to make sure parents can clearly communicate with the school's staff.

Parent Workshops: Following a practice that has proven very successful in the LADCS will offer several Parent Workshops (usually the third Tuesday of the month from October through May) per year in which the school's staff, Learning Leaders, Parent Academy or a guest, will provide both theoretical and practical tools for parents to have an active role in their child's education.

Parent Database: To make sure that all parents can actively engage and volunteer in a variety of school functions according to their particular interests and availability, all parents/guardians will be asked to fill out a survey in which they identify their skills, availability, and interests.

Parent Organization: For those parents interested in becoming more involved in the school's operations, LADCS will provide logistical support to develop a well-functioning parent organization. Furthermore, while this organization will be independently from the School leadership, there will be constant communication to make sure that their mission is aligned with the school's mission and mutual help and support can be provided.

Community Involvement: LADCS intends to become rooted in its community by continuing to develop productive relationships with community organizations and individuals. These are some of the ways in which LADCS will develop and maintain strong ties with its community:

Open House Day: Scholars are first and foremost members of our communities. Therefore, an

understanding of their community. With this goal in mind, LADCS will host an Open House Day, inviting members of the community to inform our students about specific topics, including the valuable cultural opportunities in the community, as well as provide career and higher education perspectives, civic and public service leaders, business owners, academicians, community activists, non-profit and cultural leaders, to inspire our scholars.

Community Performances/Events: LADCS will host five performances per year to which all stakeholders are invited. LADCS will design these opportunities after we receive our school's placement, so we can best design the events to an inclusive audience. Following the STEAM model, our students will also hold some of these performances or PBL, Science Fair throughout the community, at venues such as BRICS Media House. Exposition and Science Fair will provide a natural and fun way for scholars to cultivate their socio-emotional skills as well as a strong sense of community belonging and service.

Potential Partnerships:

LADCS will take decisive steps to create a positive, collaborative partnership with the NYCDOE and our other public school partners in CSD 14 and beyond. Specifically, if LADCS were to be co-located in a public space shared with another public school in CSD 17, leadership would be willing to take the following steps:

- LADCS leadership (executive director and/or principal) would initiate meetings with the school's principal to explore ways in which both schools can establish a mutually beneficial partnership
- Determine if there is common usage space on the campus on which both schools can collaborate for the betterment of the campus
- Pending LADCS capacity, the school would take good faith steps to determine if there may be overlapping professional development opportunities

Our first responsibility is to establish a strong school that meets the needs of our students. As we build a strong foundation and have evidence that our academic program is successful, we will share our practices with other schools in New York City.

By integrating the concepts of constructivism and project-based learning, we are putting in place best practices in instruction that embody the best rational in how a diverse set of individual children most ideally master state standards and thrive in a school setting. We especially hope to develop teacher-training partnerships with other schools so that uncommon resources can be most effectively utilized to mutual benefit. As our school grows, we hope to develop programs whereby our Teachers can disseminate their expertise and experience more broadly via training workshops that they conduct for other Teachers.

III.J. Fiscal Management

Financial Systems: During the first five years of operations, LADCS intends to contract with BOOSTED business management. BOOSTED has extensive experience in systems for financial management of charter schools, and will professionally train LADCS staff in systems for accounting, student and staff records, payroll, tracking student meals, enrollment and attendance, eligibility for free and reduced-price lunch, and special education and ELL services to ensure accurate billing and reimbursements.

Annual Report and Independent Audit: During the first three years of operation the DoO manages the annual and daily financial operations of the school and is responsible to ensure that timely and accurate financial statements are prepared for the end of the fiscal year on June 30th. In Year 4, the DoF will be hired and take on these responsibilities. Each summer, the Board will engage an outside certified public accountant (CPA) with experience in charter schools to ensure that the school's financial records adhere to Generally Accepted Accounting Practices. The CPA will conduct an annual financial audit in accordance with applicable accepted accounting standards that 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 expenses. The Finance Committee will review this audit and the Board will meet with the auditor independently from the school staff in order to monitor efforts by school leaders to address any deficiencies. Afterwards, the Finance Committee and the Board will discuss the results with school leaders and present the results at a publicized board meeting to be posted on the school's website.

Financial Control: LADCS's management policies and procedures will ensure fiscal responsibility and appropriate management of the school's revenues and expenditures. The Board will ensure that the budget supports LADCS's work to achieve its mission and educational priorities and that its financial management plan thoroughly accounts for all aspects of the school operations and expenses. LADCS will consult with BOOSTED, the New York Charter School Center (pro bono), and other parties to obtain guidance on procedures including Board support, quality reviews, and back-office consultation. The Board Finance committee will be responsible for preparing annual operating and capital budgets, reviewing monthly reports, assisting the DoO in the preparation of annual financial reports as required by law, preparing procedures to be performed in an audit, reviewing reports, acting as liaison regarding financial matters, and providing advice on financial matters to the Board for review and approval. The DoO (Years 1-3) and the DoF (Years 4-5) will be responsible for the school's financial management under the direction of the ED and the oversight of the Board. They will work closely with the ED and BOOSTED to prepare the school's annual budget, which will be evaluated by the Board prior to approval. The ED, DoO, DoF and Principal will review expenses regularly to ensure that spending remains consistent with the budget, and the ED will provide monthly updates to the Board.

Procurement: Board Chair approval is required to open a bank account. The ED, the DoO, the DoF, the Principal, and two members of the Board will be authorized check signers, and two signatures will be required for transactions greater than \$5,000. The DoO (Years 1-3) and DOO (from Year 4 on) will oversee LADCS's procurement practices. They must approve all school-related purchases up to \$200. And they also must approve with the ED if expenditures exceed \$200.

Cash Management: After Board approval, the ED may establish credit lines and borrowing limits if needed based on annual audits, financial statements, and cash flow projections. The Finance Committee will advise the Board if these are adequate decisions to meet the needs of the school.

Tracking Enrollment and Eligibility: After professional training and supervision from BOOSTED, the DoO will be responsible for tracking eligibility for enrollment, for free and reduced priced lunch, special education services, and other services for special populations of students. The DoO will also be responsible for tracking student enrollment and attendance, Title I eligibility, and SWD and ELL enrollment as it relates to State and Federal entitlements and other grants. The DoO will track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year, while ensuring that student data is secure and protected. She or he will also be responsible for tracking all support provided through federal entitlements and other grants.

III.K. Budget and Cash Flow

on the experiences of other operating charter schools and advice from BOOSTED, LADCS has prepared a realistic budget and financial plan to support the school's mission, academic objectives and the overall development of LADCS. Our revenue estimates are based on 100% of our target enrollment in our first year (see Section I.C.). Given its experience and ongoing engagement with the community in CSD 6, LADCS's founding team is confident that LADCS will have attrition rates less than or equal to those of other high performing charter schools (5%). LADCS also intends to backfill all of our seats in every grade. If LADCS is unable to meet these goals, LADCS will adjust our hiring plans in order to ensure and maintain our commitment to the financial security of the school. LADCS

has a conservative fiscal plan in which the per-pupil rate (PPR) of \$14,027 is held constant over five years. Our fundraising goals are modest (starting with \$30,000 for the pre-opening, \$50,000 in Year 1 and increasing annual fundraising goals by \$5,000 each year to reach a goal of \$70,000 by Year 5) considering some board members' fundraising expertise in raising millions of dollars. Additionally, while CSP grant funding only accounts for a base amount of \$500,000 over the planning period and first two implementation years of the school's first charter term (pre-opening and Year 1), LADCS's educational program meets at least one of CSP program design qualities, which is serving students from a low-achieving district, and is thus eligible to receive the \$750,000 enhanced CSP funding level. Our budget has cushions for unexpected circumstances: for example, while our budget projects enrollment of SWD at 12% for the first year, LADCS has provisioned to have enough Teachers to serve the district's percentage of students (17%). Finally, the ELT's salaries will start on the lower side in comparison with those of other charter school leaders in New York City. Their annual salaries will increase during the first five years of operation to bring their salaries more in line with the standard practice.

Pre-Opening

Revenues: LADCS has assumed revenues of \$250,000 from the first year of CSP funding.

Expenditure: LADCS's main pre-opening expenses consist of paying for the Executive Leadership Team's salaries. The ED will start January 2017, the DoO (who will work to establish the operational practices during the first months in the pre-opening plan) starts in January 2017 and Principal will start in January. (who will work to recruit Teachers, to research, secure and, develop curricular resources and to coordinate and plan the Teacher Training Academy among other things). The Pre-Opening job positions, salaries and benefits will start low in order to support funding availability to implement other the school plan. Other expenses include financial start-up support from BOOSTED, office furniture and supplies, network services, and expenses related to teacher and student recruitment. **Cash Flow:** LADCS anticipates a positive cash balance for all months. Should the CSP grant arrive after February 2016, the founding team and prospective employees has agreed to receive a late payment to secure pre-opening operation to run as schedule. The Board is also looking in to securing a loan or Grant writing to secure more funding for this program. LADCS will also work closely with BOOSTED, who will offer their financial expertise and experience.

Year 1 Budget

Revenues: 80% of revenue is from per-pupil funding for general and special education students. LADCS does not expect to receive NYC-DYCD and IDEA funding until late Spring 2017. In compliance with state enrollment targets in CSD 17, SWD comprise 12% of our student population, and 90% of our school population are eligible for FRPL. LADCS anticipates receiving \$175,000 in CSP funding.

Expenditures: 66% of expenditures go towards personnel costs (28% for administration, 36% for instructional personnel, and 2% for non-instructional personnel); 6% for contracted services; 16% for school operations and 12% for facility operations if co-located. Our budget reflects a competitive teacher salary at \$50,000 per year to begin.

Cash Flow: Most start-up costs (supplies, furniture and others) are incurred early in the school year while salaries are distributed across evenly during the year. LADCS expect 6 months with a positive cash balance (without asset depreciation) ending Year 1 with a positive balance. In case LADCS is unable to defer revenue from the Per Pupil Rate, Title and/or CSP21 grant(s), LADCS has already consulted with BOOSTED in order to be strategic with payment terms with vendors and drawdowns with CSP and Title. If necessary, LADCS will look for viable options, such as securing a short-term bridge loan or looking for additional sources of potential funding.

5-Year Budget

Revenues: LADCS expects an increase in the number of SWD and FRPL students as LADCS

enrollment increases.

Expenditures: Salaries will generally increase by 3% each year unless economic conditions require a change to this practice. In Year 3, LADCS will hire a Dean of Instruction and Blended Learning/Project Based Manager. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution. **Charter School Program (CSP) Grant:** Our budget assumes \$500,000 in CSP funding, although LADCS will be eligible for the entire \$750,000 because our educational program will serve students from a low-achieving district. LADCS can also meet the following priorities: (1) achieving enrollment targets of SWD, ELLs, and FRPL students (see I.D.); (2) raising the achievement of ELLs; and (3) raising the SWD achievement.

III.L. Pre-Opening Plan

TASK	PERSON (S) RESPONSIBLE	BEGIN DATE	FINISH DATE
Hold Organizational Board of Trustees Meeting -adopt BOT by-laws, establish meeting schedule, set up committees, approve school fiscal policies, draft FOIL/Open Meetings policies, distribute Code of Ethics, notify SED within 5 days, appoint BOT Clerk. Recruit additional BOT members. Apply for 501 c3, Apply for regent's certificate of incorporation.	BOT	1/17	1/17
Hire to Principal Starts January 2017	BOT	1/17	1/17
Designate legal counsel, accountant, insurance agency, and establish banking relationship.	BOT	12/16	12/16
Finalized Co-Location or Private Facilities. BOT to notify SED of any facility arrangements or agreement.	BOT	1/17	5/17
File paperwork for grant funding.	BOT	1/17	1/17
Develop job descriptions for key leadership and other staff positions.	BOT	1/17	1/17
Strategize student and staff recruitment and authorize appropriate methods	BOT	1/17	1/17
Secure temporary office space (Incubation). Create secure filing systems for BOT files.	BOT- Facilities	1/17	1/17
Determine start-up supplies and establish vendor list.	BOT	1/17	1/17
Schedule continuing Community Outreach and collection of surveys, etc. Post all events on website.	BOT-Outreach-DOO	1/17	1/17
Begin design of Classroom Learning Settings	BOT- Facilities	2/17	4/17
BOT Monthly Meeting – Finalize building acquisition and notify SED, set schedule for building renovations, Director of Curriculum create the school's FERPA policy, apply for Tax Exempt status.	BOT	1/17	2/17
Fill other administrative positions, establish payroll and billing systems.	BOT/ Principal	2/17	2/17
Contract for transportation and food services.	Director of Operations	3/17	3/17
Create a Facility Completion Schedule	BOT/ Director of Operations	3/17	3/17
Establish PBIS framework and order signage, draft Student Handbook and Student Code of Conduct.	Director Of Operations	2/17	6/17
Begin distribution of the NYS Charter School Uniform Application Form on the school website and at temporary school office.	DOO-SFL	2/17	4/17
Begin organizing July-August Professional Development sessions and finalize after- school offerings.	DOO- Principal	5/17	5/17
BOT Monthly Meeting – Fill remaining BOT seats, place curriculum materials, technology, and furniture. Set schedule for PD and After School program. Determine school uniform code.	BOT	3/17	3/17
Begin recruitment of academic staff and set up securing background checks and fingerprinting.	BOT, Principal	3/17	4/17
Arrange for supplemental transportation services.	Director of Operations	3/17	3/17
Inspect facility	BOT, Director of Operations	3/17	3/17
Create and print all registration forms to be used for enrollment. Copy school calendar and uniform policy for inclusion.	Director of Operations, SFL	2/17	2/17

Collate registration documents into Enrollment Packets in advance of Lottery	DOO-SFL	3/17	3/17
BOT Monthly Meeting – Hear updates on facility readiness, enrollment, and other ongoing preparation	BOT	4/17	4/17
Finalize arrangements of academic staff and school nurse (Co-Located or DOH)	BOT-Principal	5/17	5/17
Continue design of Classroom Learning Environments	Principal, Teaching Staff	4/17	6/17
Acknowledge receipt of all enrollment applications and send all applicants update on the status of need for lottery and lottery details.	DOO-SFL	3/1/17	3/20/17
Hold Lottery to fill Kindergarten and First Grade openings.	SFL	4/15/17	4/15/17
Notify all parents of the results of the Lottery by sending a Welcome (Enrollment) Packet or Wait List Status.	SFL	4/17/17	4/18/17
Post all Enrollment Packet documents on the school website, with instructions for submission. Have Enrollment Packets available in temporary school office	SFL	4/20/17	4/20/17
Schedule Kindergarten Assessment and post on website.	DOO	4/17	4/17
Begin planning Pre-Opening Family Day and Open Houses.	Adm. Team	4/17	6/17
Organize secure filing Cabinets for Student, Vendor and Medical files.	Director of Operations	4/17	4/17
Monthly BOT Meeting – Updates on all remaining pre-opening plans, including Staff Orientation, Community Outreach, Hiring and Building preparation.	BOT	5/17	5/17
Begin accepting Enrollment Packets for new students. As they are processed, schedule appointments for any necessary screenings to be held in June.	DOO	5/17	8/17
Create and secure student files.	Adm. Assistant	5/17	Ongoing
Request records of new students.	Adm. Assistant	5/17	Ongoing
As enrollments are processed, forward transportation requests to appropriate districts.	Adm. Assistant	5/17	5/17
Develop and advertise RFP for maintenance and cleaning services.	Director of Facilities	5/17	5/17
Finalize RTI Plan.	Principal,	5/17	5/17
Set up school e-mail and Student Management System (Power School and BOOSTED).	DOO Adm. Assistant	5/17	5/17
Image computers and create inventory system for all technology. (BOOSTED)	Dir Of Operations	5/17	6/17
Monthly BOT Meeting – Full report on status of pre-opening plan, Open House and opening ceremony.	BOT/ Principal	6/17	6/17
Order remaining supplies for school and all classroom supplies.	Director of Operations, Adm, Assistant	6/17	6/17
Notify CSE of opening and provide a list of all students.	Director of Operations	6/17	6/17
Create School Safety Plan.	Director of Operations	6/17	6/17
Obtain Certificate of Occupancy if not Co-Located	Director of Operations	6/17	6/17
Arrange for all building signage.	Director of Operations	6/17	6/17
Set up School Nurse's office. Set up medical files for Physical and Immunization records. Order defibrillator (s).	Nurse, Director Operation	6/17	6/17
Hold Kindergarten, First Grades Assessment.	Principal-SFL & Nurse	7/17	7/17
Monthly BOT Meeting – Tour of School. Approval of School budget and personnel	BOT	7/17	7/17
Staff Orientation begins	All Staff	7/31/17	8/17/17
Enter all student data into Student Management System	Administrative Ass	7/17	Ongoing
Create Master Schedule	Principal	7/17	7/17
Begin setup of classrooms, studies, PBIS signage, Bulletin Boards.	PRINCIPAL	7/2017	8/17

Installation of all technology completed.	DOO	7/17	8/17
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BOT= Board of Trustees, DI=Dean of Intervention, ED=Executive Director, DOO=Director of Operations, PRINCIPAL SFL= Student/Family Liaison

BOOSTED

BOOSTED mission is to provide charter schools with the knowledge and services they need to develop and maintain a strong foundation of finance, operations and human resources – three elements that ultimately ensure a school’s fiscal solvency and ability to provide a quality education. As a member of the founding team, BOOSTED provides LADCS with experience and expertise in New York State educational financing, operational expectations and authorizing practices.

III.M. Dissolution Plan

This plan’s is created to support students and families to transition to another school in the instance that LADCS Charter is not renewed, this process should be competently as possible while complying fully with NYS Education Law §219 and §220. The Closure Committee (formed by the Board with one trustee, ED and Principal or: DoO) will oversee the operational, financial, and day-to-day responsibilities for the closing of the school. This is the proposed timeline for the dissolution plan after the adoption of the closure plan by the Board: **1) 0-7 days:** notify employees and the parents and legal guardians of enrolled students; **2) 0-15 days:** have at least one meeting for all parents and legal guardians of enrolled students to provide information about the dissolution and about the students’ options for other schools in the area; notify benefit providers; **3) 0-21 days:** work closely with the DOE to develop and implement a dissolution plan that will transfer student records, including IEPs, health and immunization records, attendance records, and report cards to the district; **4) 0-28 days:** parents and legal guardians of enrolled students will be notified of the transfer of such records and they will also receive copies of their child’s records. LADCS will create a dissolution escrow fund of \$75,000 over the first three years of operation to pay for related legal and audit expenses in case of dissolution. LADCS’s assets will be applied to pay the school’s debt while the remaining assets (if any) will be transferred to the NYCDOE.